

REGULAR CALENDAR

March 9, 2022

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Majority of the Committee on Ways and Means to
which was referred HB 1524-FN,**

**AN ACT establishing a national service alumni
attraction and retention fund. Having considered the
same, report the same with the following resolution:
RESOLVED, that it is INEXPEDIENT TO LEGISLATE.**

Rep. Walter Spilsbury

FOR THE MAJORITY OF THE COMMITTEE

MAJORITY COMMITTEE REPORT

Committee:	Ways and Means
Bill Number:	HB 1524-FN
Title:	establishing a national service alumni attraction and retention fund.
Date:	March 9, 2022
Consent Calendar:	REGULAR
Recommendation:	INEXPEDIENT TO LEGISLATE

STATEMENT OF INTENT

This bill would create a National Service Alumni Attraction and Retention Fund in the state treasury from which Volunteer NH would make grants “for the purpose of providing financial assistance, workforce development, and education” to benefit individuals who have completed one or more terms of service with either the Peace Corps or AmeriCorps. Specifically, it provides for matching grants, either to assist service alumni enrolled in post-secondary education in New Hampshire with scholarships or to provide alumni who become employed in New Hampshire with funds to pay down existing student loans. The apparent purpose is to attract and retain non-resident service-year alumni to stay and settle in New Hampshire. This bill is well intentioned and garnered ample sympathy and attention from the committee as a general proposition but was light on specific detailed implementation parameters and difficult to follow. A series of four draft amendments, though greatly improving the initial bill, still have fallen short in overcoming a host of questions and concerns regarding criteria and mechanics. For example, certain passages state that grants will be made to the individuals, where in other passages it provides for grants to either the school or employer. It provides for the schools in turn to make a grant to the individual, but doesn’t clarify whether it must be credited to the tuition bill or can be paid out directly in cash. By contrast, grants to employers must be paid by them only to the student loan servicing agency. The bill doesn’t establish what action by the school or employer triggers the match or how it would be demonstrated. While specifying that the grants may be in amounts ranging from \$300 to \$3,000 per satisfactorily completed “term of service,” subject to a lifetime limit of \$6,000, the bill does not indicate how those grants might flow per term of study or over what duration of study. Nor does it indicate whether there are any reciprocal commitments or performance outcomes required of the recipient. This leaves one to wonder how the State of New Hampshire would measure or assess whether it has fulfilled its intended purposes, let alone what it gains from the program. The program has been described as a three-year pilot requiring \$250,000 per year, to be funded with available American Rescue Plan Act (ARPA) funds, but it includes no sunset provision and calls for transfer of \$750,000 to the fund in FY 23, while suggesting in a separate sentence that the Governor should determine whether ARPA funds are available. If not, it seems to require a draw on unappropriated general funds in the coming year. It should be noted that up to 20% of the funds can be used for administrative expenses and another 10% for marketing expenses, as much as \$225,000, leaving a net of 70% for grant support. One might also wonder whether such funds would better be reserved to meet the many needs of those who are already New Hampshire residents and what distinguishes these service alumni, fine as they may be, from the many other youth of New Hampshire who might appreciate similar support. The committee is left with too many questions to recommend going forward with this bill.

Original: House Clerk
Cc: Committee Bill File

Vote 12-11.

Rep. Walter Spilsbury
FOR THE MAJORITY

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

Ways and Means

HB 1524-FN, establishing a national service alumni attraction and retention fund. **MAJORITY: INEXPEDIENT TO LEGISLATE. MINORITY: OUGHT TO PASS.**

Rep. Walter Spilsbury for the **Majority** of Ways and Means. This bill would create a National Service Alumni Attraction and Retention Fund in the state treasury from which Volunteer NH would make grants “for the purpose of providing financial assistance, workforce development, and education” to benefit individuals who have completed one or more terms of service with either the Peace Corps or AmeriCorps. Specifically, it provides for matching grants, either to assist service alumni enrolled in post-secondary education in New Hampshire with scholarships or to provide alumni who become employed in New Hampshire with funds to pay down existing student loans. The apparent purpose is to attract and retain non-resident service-year alumni to stay and settle in New Hampshire. This bill is well intentioned and garnered ample sympathy and attention from the committee as a general proposition but was light on specific detailed implementation parameters and difficult to follow. A series of four draft amendments, though greatly improving the initial bill, still have fallen short in overcoming a host of questions and concerns regarding criteria and mechanics. For example, certain passages state that grants will be made to the individuals, where in other passages it provides for grants to either the school or employer. It provides for the schools in turn to make a grant to the individual, but doesn’t clarify whether it must be credited to the tuition bill or can be paid out directly in cash. By contrast, grants to employers must be paid by them only to the student loan servicing agency. The bill doesn’t establish what action by the school or employer triggers the match or how it would be demonstrated. While specifying that the grants may be in amounts ranging from \$300 to \$3,000 per satisfactorily completed “term of service,” subject to a lifetime limit of \$6,000, the bill does not indicate how those grants might flow per term of study or over what duration of study. Nor does it indicate whether there are any reciprocal commitments or performance outcomes required of the recipient. This leaves one to wonder how the State of New Hampshire would measure or assess whether it has fulfilled its intended purposes, let alone what it gains from the program. The program has been described as a three-year pilot requiring \$250,000 per year, to be funded with available American Rescue Plan Act (ARPA) funds, but it includes no sunset provision and calls for transfer of \$750,000 to the fund in FY 23, while suggesting in a separate sentence that the Governor should determine whether ARPA funds are available. If not, it seems to require a draw on unappropriated general funds in the coming year. It should be noted that up to 20% of the funds can be used for administrative expenses and another 10% for marketing expenses, as much as \$225,000, leaving a net of 70% for grant support. One might also wonder whether such funds would better be reserved to meet the many needs of those who are already New Hampshire residents and what distinguishes these service alumni, fine as they may be, from the many other youth of New Hampshire who might appreciate similar support. The committee is left with too many questions to recommend going forward with this bill. **Vote 12-11.**

Original: House Clerk

Cc: Committee Bill File

REGULAR CALENDAR

March 9, 2022

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Minority of the Committee on Ways and Means to
which was referred HB 1524-FN,**

**AN ACT establishing a national service alumni
attraction and retention fund. Having considered the
same, and being unable to agree with the Majority,
report with the recommendation that the bill OUGHT
TO PASS.**

Rep. James Murphy

FOR THE MINORITY OF THE COMMITTEE

MINORITY COMMITTEE REPORT

Committee:	Ways and Means
Bill Number:	HB 1524-FN
Title:	establishing a national service alumni attraction and retention fund.
Date:	March 9, 2022
Consent Calendar:	REGULAR
Recommendation:	OUGHT TO PASS

STATEMENT OF INTENT

This bill is a win-win for the State of NH, colleges and universities of NH, as well as employers and employees in NH. It will bring quality individuals to our colleges and universities and to our labor force by offering matching grants to the employee and student. It will recruit some of the best and brightest who have demonstrated commitment and service to communities across the globe after they have successfully completed national service through either the Peace Corps or AmeriCorps. The recipient will first have to obtain a grant or scholarship from their school or have completed a year of employment with their employer. It is fully funded by the federal American Rescue Plan Act (ARPA) funds and will not use any monies from either the state general or education trust funds. Volunteer NH will disburse grants and scholarships and has extensive experience in managing millions of dollars in federal funding each year. This is a three-year trial. If successful in retaining the students and employees, Volunteer NH can explore options for future funding, whether public or private. Despite increasing availability of jobs in the state, the workforce has decreased substantially from pre-pandemic levels. Our population is growing older with increasing retirements contributing to this shrinking work force. This bill would help recruit and retain talented individuals to experience the NH way of life and we hope to stay here permanently.

Rep. James Murphy
FOR THE MINORITY

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

Ways and Means

HB 1524-FN, establishing a national service alumni attraction and retention fund. **OUGHT TO PASS.**

Rep. James Murphy for the **Minority** of Ways and Means. This bill is a win-win for the State of NH, colleges and universities of NH, as well as employers and employees in NH. It will bring quality individuals to our colleges and universities and to our labor force by offering matching grants to the employee and student. It will recruit some of the best and brightest who have demonstrated commitment and service to communities across the globe after they have successfully completed national service through either the Peace Corps or AmeriCorps. The recipient will first have to obtain a grant or scholarship from their school or have completed a year of employment with their employer. It is fully funded by the federal American Rescue Plan Act (ARPA) funds and will not use any monies from either the state general or education trust funds. Volunteer NH will disburse grants and scholarships and has extensive experience in managing millions of dollars in federal funding each year. This is a three-year trial. If successful in retaining the students and employees, Volunteer NH can explore options for future funding, whether public or private. Despite increasing availability of jobs in the state, the workforce has decreased substantially from pre-pandemic levels. Our population is growing older with increasing retirements contributing to this shrinking work force. This bill would help recruit and retain talented individuals to experience the NH way of life and we hope to stay here permanently.

Original: House Clerk

Cc: Committee Bill File

HOUSE COMMITTEE ON WAYS AND MEANS

EXECUTIVE SESSION on Bill # HB 1524

BILL TITLE: establishing a national service alumni attraction and retention fund

DATE: March 9, 2022

LOB ROOM 202-204

MOTION: (Please check one box)

OTP ITL Retain (1st year) Adoption of
Amendment #
 Interim Study (2nd year)

Moved by Rep. Spilsbury Seconded by Rep. Nunez Vote: 12 - 11

MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of
Amendment #
 Interim Study (2nd year) (*if offered*)

Moved by _____ Seconded by _____ Vote: _____

MOTION: (Please check one box)

OTP OTP/A ITL Retain (1st year) Adoption of
Amendment #
 Interim Study (2nd year) (*if offered*)

Moved by Rep. _____ Seconded by Rep. _____ Vote: _____

CONSENT CALENDAR: YES NO

Minority Report? Yes No If yes, author, Rep Murphy Motion: OTP

Respectfully submitted:

Alan Bershtein

Rep Alan Bershtein, Clerk



**STATE OF NEW HAMPSHIRE
OFFICE OF THE HOUSE CLERK
2022 Session - Ways and Means**

Roll Call Committee Registers Report

Title:
establishing a national service alumni attraction and retention fund

Bill #	HB 1524
Motion	ITL
Amendment #	
Exec Session Date	3/9/22
Consent Calendar?	No

Member	Motion / Seconded	Yea	Nay	NV
Patrick Abrami [Vice Chair]		x		
Chris True [for Mary Griffen]		x		
Jordan Ulery		x		
Fred Doucette		x		
Tim Lang		x		
Alan Bershtein [Clerk]		x		
John Janigian		x		
Hershel Nunez	Second	x		
Walter Spilsbury	Motion	x		
Scott Wallace [for Paul Tudor]		x		
Judy Aron		x		
Almy, Susan			x	
Richard Ames(D)			x	
Karen Ebel [for Thomas Southworth]			x	
Dennis Malloy(D)			x	
Thomas Schamberg(D)			x	
Edith Tucker(D)			x	
Jennie Gomarlo(D)			x	
Tom Loughman			x	
Matt Wilhelm [for Amanda Gourgue]			x	
Mary Hakken-Phillips(D)			x	
James Murphy(D)	minority Report		x	
Norman Major [Chair]		x		
Total Vote		12	11	

NH House Committee on Ways and Means
Public Hearing on: HB 1524

Date: January 11, 2022
LOB Room: 202-204
Time Public Hearing Called to Order: 11:15 AM
Time Public Hearing Adjourned: 11:35 AM

Title: establishing a national service alumni attraction and retention fund

Sponsors: (Prime) Wilhelm (D), Myler (D), Heath (D), Luneau (D), Perkins Kwoka (D), Cavanaugh (D)

Committee Members: Reps. Major, Abrami, Bershtein, M. Griffin, Ulery, Doucette, Elliott, Janigian, Nunez, Lang, Spilsbury, Tudor, Almy, Ames, Southworth, Malloy, Schamberg, Tucker, Gomarfo, Loughman, Gourgue, Hakken-Phillips and Murphy

TESTIMONY

Rep Matt Wilhelm Sponsor:

- Introduced the bill
- Submitted written testimony
- HB 1524 would set aside ARPA funding to be made available to colleges, universities and employers as scholarships and bonuses for national service alumni.

Abrami:

- Are ARPA funds still available to support this program? Wilhelm: That's my understanding.
- What happens when the funds run out? Wilhelm: We can have a conversation about it.
- There is no amount being requested.

Almy:

- See line 28 of the bill. What is the funding request for this bill?
 - Wilhelm: The way the bill is drafted, there is no specific amount requested. Perhaps we should provide a number.
 - Almy: What is the administrative cost to DAS? If \$50k is allocated and it cost \$42k to administer, it may not be worth it.

Blue Sheet: None

House Remote Testify

Ways and Means Committee Testify List for Bill HB1524 on 2022-01-11

Support: 25 Oppose: 1 Neutral: 0 Total to Testify: 0

Export to Excel

<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Non-Germane</u>	<u>Signed Up</u>
Perkins Kwoka, Senator Rebecca	Portsmouth, NH rebecca.perkinskwoka@leg.state.nh.us	An Elected Official	Myself	Support	No	No	1/5/2022 1:53 PM
Cavanaugh, Senator Kevin	Manchester, NH kevin.cavanaugh@leg.state.nh.us	An Elected Official	Myself	Support	No	No	1/7/2022 8:52 AM
Wilhelm, Bruce	Moultonborough, NH Bruce@farecho.us	A Member of the Public	Myself	Support	No	No	1/9/2022 9:55 PM
Allen, Alexandra	Exeter, NH apmallen@gmail.com	A Member of the Public	Myself	Support	No	No	1/9/2022 10:29 PM
Brush, Davis	Deerfield, NH davis.brush@gmail.com	A Member of the Public	Myself	Support	No	No	1/10/2022 8:19 AM
Heath, Mary	Manchester, NH m.heath@comcast.net	An Elected Official	Myself	Support	No	No	1/10/2022 8:26 AM
Snell, Ally	Manchester, NH ally.snell@gmail.com	A Member of the Public	Myself	Support	No	No	1/10/2022 8:28 AM
Potter, Christopher	Manchester, NH cpottermht@gmail.com	An Elected Official	Myself	Support	No	No	1/10/2022 9:50 AM
Blaine, Marcia	Ply, NH marcia.s.blaine@gmail.com	A Member of the Public	Myself	Support	No	No	1/10/2022 12:54 PM
Lange, Gregory	Manchester, NH greg.lange12@gmail.com	A Member of the Public	Myself	Support	No	No	1/10/2022 1:09 PM
Perreault, Renee	Deerfield, NH renee.perreault@gmail.com	A Member of the Public	Myself	Support	No	No	1/10/2022 1:33 PM
Clark, Kenneth	Stratham, NH Ken-clark@comcast.net	A Member of the Public	Myself	Support	No	No	1/10/2022 5:53 PM
Merchant, Rep. Gary	Claremont, NH gary.merchant@leg.state.nh.us	An Elected Official	Myself	Support	No	No	1/10/2022 8:38 PM

Cardona, Carlos	Laconia, NH Ccardona2012@me.com	A Member of the Public	Myself	Support	No	No	1/10/2022 8:51 PM
Wilhelm, Jody	Manchester, NH jody.wilhelm@gmail.com	A Member of the Public	Myself	Support	No	No	1/10/2022 9:59 PM
Gilman, Julie	Exeter, NH Jgilman@exeternh.gov	An Elected Official	Town of Exeter	Support	No	No	1/10/2022 10:12 PM
Dontonville, Roger	Enfield, NH rdontonville@gmail.com	An Elected Official	Myself	Support	No	No	1/10/2022 11:12 PM
Rich, Cecilia	Somersworth, NH cecilia.rich@leg.state.nh.us	An Elected Official	Myself	Support	No	No	1/11/2022 1:47 AM
Hamer, Heidi	Manchester, NH heidi.hamer@leg.state.nh.us	An Elected Official	Myself	Support	No	No	1/11/2022 7:35 AM
Axelman, Elliot	Hooksett, NH alu.axelman@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/11/2022 7:43 AM
perez, maria	milford, NH mariaeli63@gmail.com	An Elected Official	District 23	Support	No	No	1/11/2022 7:57 AM
Doherty, David	Pembroke, NH ddoherty0845@gmail.com	A Member of the Public	Myself	Support	No	No	1/11/2022 9:04 AM
Bender, Melissa	Washington, DC mbender@serviceyear.org	A Member of the Public	Service Year Alliance	Support	No	No	1/11/2022 9:53 AM
Bouchard, Donald	MANCHESTER, NH donaldjbouchard@gmail.com	An Elected Official	Myself	Support	No	No	1/11/2022 10:48 AM
Oxenham, Lee	Plainfield, NH leeoxenham@comcast.net	An Elected Official	Myself	Support	No	No	1/11/2022 11:29 AM
Ahlberg, Ingrid	Newmarket, NH inkynnh@gmail.com	A Member of the Public	Myself	Support	No	No	1/11/2022 1:00 PM

Archived: Thursday, March 17, 2022 9:06:57 AM
From: Gretchen Stallings
Sent: Tuesday, March 8, 2022 12:03:57 PM
To: ~House Ways & Means Committee
Cc: Steven Epstein (seps1957@gmail.com); Matt Wilhelm; Andrea Johnston
Subject: House Bill 1524.
Importance: Normal
Attachments:
 Volunteer NH Subawards_2021.xlsx ;

Good afternoon Chairman Major and Honorable Members of the House Ways & Means Committee,

I am writing to share some information regarding the ongoing grant making experience of Volunteer NH, to further inform your discussions and so that you may best understand the work of the organization.

Volunteer NH grants out millions of dollars in federal funding each year, as would be required if the bill passed and a National Service Alumni Attraction & Retention Fund is established.

I have attached a list of organizations and amounts granted in 2021.

Please feel free to contact me with any questions that you have as I am pleased to discuss our work!

Most Sincerely, *Gretchen Stallings*

NH Coalition Against Domestic and Sexual Violence	AmeriCorps - AmeriCorps Victim Assistance Program	\$	360,000
City Year, Inc.	AmeriCorps - City Year New Hampshire	\$	1,121,040
Goodwill Industries Northern New England	AmeriCorps - Granite State Service Corps	\$	131,158
Squam Lakes Association	AmeriCorps - Lakes Region Conservation Corps	\$	374,954
Epilepsy Foundation New England	AmeriCorps - NH Community Health Corps	\$	163,873
Student Conservation Association	AmeriCorps - Student Conservations Association NH Corps	\$	283,500
Goodwill Industries Northern New England	AmeriCorps - Teach for Impact Corps	\$	356,630
Campus Compact for New Hampshire	AmeriCorps - Planning grant	\$	29,547
United Way of Greater Nashua	AmeriCorps - Planning grant	\$	29,292
Animal Rescue League NH	Volunteer Generation Fund	\$	30,000
Belknap County Conservation District	Volunteer Generation Fund	\$	29,955
Friends Forever, Inc.	Volunteer Generation Fund	\$	29,007
Girl Scouts of the Green and White Mountains	Volunteer Generation Fund	\$	30,000
HAVEN Violence Prevention and Support Services	Volunteer Generation Fund	\$	25,000
Lakes Region Community Developers	Volunteer Generation Fund	\$	25,000
Merrimack River Watershed Council	Volunteer Generation Fund	\$	30,000
Willing Hands	Volunteer Generation Fund	\$	30,000
		\$	<u>3,078,956</u>



Gretchen Stallings
 Executive Director
 Volunteer NH-State AmeriCorps Office
 117 Pleasant St, Dolloff Building
 Concord, NH 03301
 Phone: 603.271.7202 Cell: 603-573-5519
 Fax: 603.271.7203
Gretchen@volunteerNH.org
 Office hours M-F, 9:00 am - 4:00pm



AmeriCorps

To learn more about Volunteer NH visit our website at: www.VolunteerNH.org
 Check us out on <http://twitter.com/Volunteernh>
 Fan us on [Facebook](https://www.facebook.com/VolunteerNH)

**Introduction of House Bill 1524
House Ways & Means Committee**

**Rep. Matt Wilhelm (Hills. 42)
January 11, 2022**

Good Morning, Chairman Major and members of the House Ways & Means Committee.

For the record, my name is Matt Wilhelm and I proudly represent Hillsborough County District 42... covering Manchester Wards 1, 2 and 3 in the New Hampshire House. I serve as the House appointee to the board of Volunteer NH, our state service commission. Volunteer NH is the Granite State's partner to the federal agency AmeriCorps, which works with local and national partners to tap the power of the American people to tackle our country's most pressing challenges through national and community service.

Colleagues, I'm here today to introduce House Bill 1524 to establish a National Service Alumni Attraction & Retention Fund in New Hampshire -- the first of its kind, anywhere in the country.

It would set aside ARPA funding to be made available to colleges and universities and employers across the state -- as scholarships and bonuses for national service alumni -- from all across the country... showing that New Hampshire really values the experience of civilian national service -- individuals who have served on diverse teams... worked under pressure... and solved problems --

First, some background on AmeriCorps...

In 2020, more than 2,500 Americans of all ages and backgrounds united to meet local needs, strengthen communities, and expand opportunity through national service in New Hampshire. AmeriCorps invested more than \$6.6 million in federal funding to support cost-effective community solutions, working hand-in-hand with local partners to empower individuals to help communities tackle their toughest challenges. AmeriCorps members are preparing today's students for tomorrow's jobs, helping communities and families impacted by COVID-19, reducing crime and reviving cities, connecting veterans to services, fighting to opioid epidemic, helping seniors live independently, and rebuilding communities after disasters.

AmeriCorps members served at more than 300 locations across New Hampshire, including schools, food banks, homeless shelters, health clinic, youth centers, veterans' facilities, and other nonprofit and faith-based organizations. AmeriCorps and its partners generated more than \$5.7 million in outside resources from businesses, foundations, public agencies, and other sources in New Hampshire in 2020. This local support strengthened community impact and increased the return on taxpayer dollars.

A recent study by ICF... commissioned by Voices for National Service and funded by the Charles Stewart Mott Foundation... found that national service programs that leverage the skills and talents of citizens to address unmet community needs offer substantial monetary benefits for all stakeholder groups and a significant return on investment. Economists report that for every \$1 that Congress appropriates to AmeriCorps returns more than \$17 to society, program members, and the government.

Personally, AmeriCorps is where I got my start in public service. It was my first job after graduating from Plymouth State College... as a team leader with City Year New Hampshire... training and supporting a diverse team of young adults from all across the country... from all different backgrounds and walks of life... who came together to serve as AmeriCorps national service members in some of our state's highest need and most under-resourced public schools... serving as full-time tutors, mentors, and role models... all for a modest living allowance and education award equal to the Pell grant, which I used to help pay back my student loans.

That experience changed my life. It was my very first job -- and the very best job -- that I've ever had... and it started me down a career path of public service.

I'm originally from New Hampshire. I grew up in Nashua... went to college in Plymouth... served on the Seacoast... and put down roots in Manchester. My wife, Jody, is an AmeriCorps alumna, originally from New Jersey... and we're raising two future AmeriCorps members, our eight year old, Ben, and six-year old, Rosie. Some of our family's best friends came to New Hampshire from all over the country to serve with AmeriCorps -- and they stayed. But for each of them, there are hundreds who packed up after their service year and put New Hampshire permanently in their rear-view mirror... each taking with them their \$7,000 Segal AmeriCorps Education Award and skills in high-demand fields like education and health care that our state so desperately needs.

That's why, when I was first elected to the legislature in 2018, I wanted to figure out how to leverage the proven power and the unrealized potential of civilian national service to address New Hampshire's brain drain... in order to attract and retain more community-minded and service-driven AmeriCorps alumni and Returned Peace Corps Volunteers... for an affordable degree or credential and a meaningful career in New Hampshire.

So my first bill as a state rep established a National Service Workforce Pathways Commission -- a bipartisan bill, which passed unanimously through both the House and Senate... on the consent calendar in both chambers... and was enthusiastically signed into law by Governor Sununu. I chaired that commission, which included leaders from across sectors -- and we came up with recommendations -- two of which are included in this legislation.

Recommendation #2 is to strengthen existing and establish new pathways from AmeriCorps and the Peace Corps to postsecondary education, including increasing the number of public and private institutions of higher education that participate in the Segal AmeriCorps Education Award Matching Program -- which has since been rebranded as "AmeriCorps Schools of Service" -- and the Paul D. Coverdell Fellows Program for Returned Peace Corps Volunteers.

And Recommendation #3 is to strengthen existing and establish new pathways from AmeriCorps and the Peace Corps to employment in New Hampshire, including increasing the number of companies, nonprofit organizations, and government agencies that participate in the Employers for National Service Program for AmeriCorps alumni and Returned Peace Corps Volunteers.

House Bill 1524 establishes a National Service Alumni Attraction & Retention Fund to provide a carrot for New Hampshire employers and institutions of higher education to join these nationally-recognized programs. By growing our state's participation in these programs, we can make New Hampshire the top post-serve destination for AmeriCorps alumni and Returned Peace Corps Volunteers, which could make a real dent in our state's brain drain and workforce challenges.

Funded by the American Rescue Plan Act and administered by Volunteer NH and the state Department of Administrative Services, grants to enrolled Employers of National Service could be setup as a 1:1 dollar-for-dollar match for employers, offering sign-on and/or annual bonuses to AmeriCorps alumni and Returned Peace Corps Volunteers... and grants to enrolled Schools of Service and Coverdell Fellows institutions could be setup as 1:1:1 match for colleges, where students can use their federal education award, the college matches, and the National Service Alumni Attraction & Retention Fund matches, as well.

By leveraging federal funding and at no additional cost to New Hampshire taxpayers, we have an opportunity to make New Hampshire stand out as a destination for hardworking young Americans to not only pursue national and community service, but also stay for an affordable degree or credential and a meaningful career -- especially in high-demand public service jobs like health care and education.

Colleagues, I urge you to adopt a bipartisan 'Ought to Pass' recommendation here in committee and I welcome your questions. Thank you.

Background on the Segal AmeriCorps Education Award:

In addition to a modest living stipend and health benefits, AmeriCorps members also earn a Segal AmeriCorps Education Award that can be used to pay for trade school, college, or graduate school; or to pay back qualified student loans. Funded through the federal National Service Trust, the Segal AmeriCorps Education Award for a full-time service year position (1,700 hours over 10-12 months) is tied to the federal Pell Grant, which is currently valued at \$6,345.00.

Archived: Thursday, March 17, 2022 9:01:15 AM

From: [Melissa Bender](#)

Sent: Tuesday, January 11, 2022 9:56:57 AM

To: ~House Ways & Means Committee

Cc: [Matt Wilhelm](#)

Subject: Please support HB 1524 - NH National Service Alumni Attraction & Retention Fund

Importance: Normal

Attachments:

[Service Year Alliance - HB 1524 - Ought to Pass.pdf](#) 

Dear Chair Major, Vice Chair Abrami and Committee Members:

Service Year Alliance is pleased to support HB 1524 which would establish a state recruitment and retention fund for national service alumni, providing financial assistance to AmeriCorps and Peace Corps alumni who relocate to New Hampshire, in partnership with state higher education institutions and local employers. This legislation is based on recent recommendations from the NH Service Year Workforce Commission, which studied how to attract service year alumni to the state to pursue further higher education or employment, as a long-term workforce development strategy.

Alumni of national service programs are community-minded, resilient, and have hands-on professional experience in a variety of high-need professions, including education, disaster relief, and public health. [Nonprofit](#) and [public education](#) employers across the country have cited extreme labor shortages in recent months. An intentional recruitment and retention strategy focused on early career national service alumni would be a boon for employers in the state. Service year alumni also receive an education award equivalent to the value of the federal Pell grant after the completion of their service term, which New Hampshire colleges, universities, and trade schools could leverage for national service alumni hoping to pursue further schooling or industry-recognized credentials. A national service recruitment fund would go a long way to supporting the state's workforce development goals and easing ongoing labor challenges.

For these reasons, we recommend that the Committee issue an "Ought to Pass" report on this legislation. Thank you for the opportunity to provide feedback on this important legislation, and please find a soft copy of this testimony attached as PDF.

Sincerely,
Melissa Bender

--

Melissa Bender

Director, Government Relations

Service Year Alliance

she/her/hers

(ph) (240) 644 - 7225

ServiceYear.org

HB 1524



State of New Hampshire

GENERAL COURT

CONCORD

MEMORANDUM

DATE: November 1, 2020

TO: Honorable Stephen Shurtleff, Speaker of the House
 Honorable Donna Soucy, President of the Senate
 Honorable Paul C. Smith, House Clerk
 Honorable Tammy L. Wright, Senate Clerk
 Honorable Chris Sununu, Governor
 Michael York, State Librarian

FROM: Representative Matthew B. Wilhelm, Chairman

SUBJECT: Final Report of the Commission to Study Career Pathways from Full-Time Service Year Programs to Postsecondary Education and Employment Opportunities in Support of New Hampshire's Future Workforce Needs.
 RSA 187-A:44 (HB 570, Chapter 135:1, Laws of 2019)

Pursuant to RSA 187-A:44 (HB 570, Chapter 135:1, Laws of 2019), enclosed please find the Final Report of the Commission to Study Career Pathways from Full-Time Service Year Programs to Postsecondary Education and Employment Opportunities in Support of New Hampshire's Future Workforce Needs.

If you have any questions or comments regarding this report, please do not hesitate to contact me.

I would like to thank those members of the committee who have been instrumental in this study. I would also like to acknowledge all those who testified before the commission and assisted the commission in our study.

Enclosures

cc: Members of the Commission

FINAL REPORT

Commission to Study Career Pathways from Full-Time Service Year Programs to Postsecondary Education and Employment Opportunities in Support of New Hampshire's Future Workforce Needs

RSA 187-A:44 (HB 570, Chapter 135:1, Laws of 2019)

November 1, 2020

Representative Matthew B. Wilhelm, Chairman
Stephanie Lesperance, Clerk, Campus Compact for New Hampshire
Senator Jeb Bradley
Pawn Nitichan, City Year New Hampshire (Governor's Appointee)
Dr. Charles Lloyd, Community College System of New Hampshire
Michael Turmelle, New Hampshire Charitable Foundation
Dr. Rebecca Glauber, University System of New Hampshire
Gretchen Stallings, Volunteer NH
Dr. Deborah Scire, New Hampshire College and University Council

Commission Charge and Study Purpose:

187-A:44 Commission Established.

III. The commission shall:

- (a) Research existing career pathway models between service year programs, higher education institutions, and employers, including hiring/admission policies, credit-for-service, scholarship-for-service, and residency requirements:
- (b) Make recommendations to support the expansion of career pathways from full-time service year programs to postsecondary education and employment in order to support New Hampshire's future workforce needs.

Process and Procedures:

The commission organized on Wednesday, September 4, 2018 and elected Representative Matthew B. Wilhelm as Chair. The Chair appointed Stephanie Lesperance as clerk.

The commission met thirteen times, including once off-site and six times virtually.

Summary of Commission Study:

For the purposes of the Commission, a “service year,” also commonly referred to as “(civilian) national service,” is defined as a paid opportunity to develop real-world skills through hands-on service. A service year before, during, or after college gives citizens of all ages -- young adults, in particular -- the chance to gain perspective, make an impact in their community (or a different one), and become the kind of civic-minded, service-driven leaders that our country needs and the kind of employees that New Hampshire needs.

While a challenging workforce crisis exists in New Hampshire today, by the year 2025, more than two out of three jobs in the State will require some post-secondary education, greatly exacerbating the existing crisis. To meet this growing need, an additional 50,000 New Hampshire citizens will require a high value post-secondary credential (beyond normal growth). Recognizing the challenge, many partners across New Hampshire have embraced a common goal, referred to as 65x25 – that by 2025, at least 65% of New Hampshire citizens will hold a high value credential (associate’s degree, bachelor’s degree, or industry recognized certificate or license). This goal has been adopted by State government, State agencies, the University System of New Hampshire, the Community College System of New Hampshire, business and industry leaders, and non-profit organizations. Reducing New Hampshire’s attainment gap will require each of these organizations to work in concert, together.

Meeting our workforce needs will also increase opportunity for youth and families. Post-secondary education and access to good jobs are strong economic and social levers, providing opportunity and social mobility for individuals and families, as well as a strong workforce for New Hampshire’s business and industry. Today, however, too few of our citizens aspire to higher education, an aging workforce and a diminishing number of school-aged children pose demographic challenges, tuition costs and student debt loads continue to rise, and employers perceive a mismatch between what graduates are prepared to do and the skills employers require in the workplace. These challenges have led to a growing inequity of opportunity for individuals and families where too many residents lack access to the education and training that they need to reach their full potential and to meet employers’ demands for a skilled workforce.

Service year positions are a form of workforce development that combine work-based learning and career development with a motivating social purpose. Regardless of background, evidence shows that a young person in full-time service learns skills and successful workplace behaviors, experiences a specific field, is in a position to network, and develops the pride that comes with a paycheck. Research shows that the direction and sense of purpose develop through a service year can inspire a young person to pursue a postsecondary credential or degree and/or head down a specific career path. This can lead to a young person’s future economic success, often in public service fields that are experiencing talent shortages.

New Hampshire has an opportunity to lead the development of a comprehensive plan to attract and retain service year alumni for college and career and make a dent in the statewide 65x25 goal. This Commission has been charged with studying existing pathways, exploring opportunities for innovation and expansion, and making recommendations to strength the ecosystem of service year programs, colleges and universities, and employers to support the state’s workforce development needs.

Background on Service Year Opportunities in New Hampshire:

The vast majority of service year positions are funded in part by the federal government, including the Peace Corps (international service) and AmeriCorps (domestic service). AmeriCorps is administered by the Corporation for National & Community Service (CNCS, a federal agency), which opened one of its eight new regional offices in Concord, New Hampshire on November 14, 2019.

Every year, AmeriCorps members meet pressing local needs across New Hampshire, making a lasting impact in communities while gaining valuable skills and experience to advance their careers. Across the country, AmeriCorps members are preparing today's students for tomorrow's jobs, reducing crime and reviving cities, connecting veterans to services, fighting the opioid epidemic, helping seniors live independently, and rebuilding communities after disasters. Through a unique public-private partnership, CNCS, its grantees, and project sponsors generated more than \$5.4 million in outside resources from businesses, foundations, public agencies, and other sources in New Hampshire in the last year. The local support strengthens community impact and increases the return on taxpayer dollars.

Last year, CNCS invested more than \$4.7 million in federal AmeriCorps funding to support cost-effective community solutions, working hand-in-hand with local partners to empower citizens to solve problems. 365 AmeriCorps members served through 24 programs across 81 different service sites across the state, including schools, food banks, homeless shelters, health clinics, veterans' facilities, and other nonprofit and faith-based organizations.

The largest AmeriCorps programs in the state include the AmeriCorps Victim Assistance Program (AVAP), administered by the NH Coalition Against Domestic & Sexual Violence; City Year New Hampshire; Granite State Service Corps, administered by Goodwill Industries of Northern New England; Lakes Region Conservation Corps, administered by the Squam Lakes Association; NH Community Health Corps, administered by the Epilepsy Foundation of New England; Recovery Corps, operated by Harbor Homes; and Student Conversation Association, New Hampshire Corps; Success Corps Corps, administered by Campus Compact for New Hampshire; and other AmeriCorps VISTA projects across the state.

Volunteer NH, a 501(c)(3) nonprofit organization, is New Hampshire's federally-mandated, governor-appointed state service commission, which is responsible for administering approximately 75% of AmeriCorps funding awarded by CNCS annually.

Across the country, state service commissions play a central role in advancing service as a strategy in their respective states, through determining the needs in their state, setting policy and program priorities, competitively awarding AmeriCorps and other grants (federal and state) to local nonprofits and agencies, providing training and technical assistance, monitoring grantees to ensure quality and compliance with federal and state law, and broadly promoting service and volunteering in their states. Commissions also support key gubernatorial initiatives, such as decreasing high school dropout rates, expanding mentoring, helping veterans transition to civilian life, and managing volunteers and donations in response to disasters.

Background on the Segal AmeriCorps Education Award:

In addition to a modest living stipend and health benefits, AmeriCorps members also earn a Segal AmeriCorps Education Award that can be used to pay for trade school, college, or graduate school; or to pay back qualified student loans. Funded through the federal National Service Trust, the Segal AmeriCorps Education Award for a full-time service year position (1,700 hours over 10-12 months) is tied to the federal Pell Grant, which is currently valued at \$6,345.00.

Since 1994, upwards of 6,500 New Hampshire residents have served over 10 million hours and earned federal education awards totaling more than \$25 million. Through 2017, over 3,600 AmeriCorps Alumni used their Segal AmeriCorps Education Award at colleges and universities in New Hampshire, making more than \$11 million in federal payments to public and private institutions of higher education across the state.

The Segal AmeriCorps Education Award Matching Program provides colleges and universities that match the Segal AmeriCorps Education Award an opportunity to be listed on the CNCS website. By participating in the program, colleges and universities benefit by attracting AmeriCorps alumni to enroll in their higher education institutions. AmeriCorps alumni have the traits and skills colleges and universities value, such as a commitment to community, problem-solving experience, and training as leaders. Colleges and universities that offer to match the Segal AmeriCorps Education Award make education more affordable to AmeriCorps alumni. Educational institutions must provide a minimum match of \$1,000 to be listed on the CNCS website, however a dollar-for-dollar match is the preferred level of commitment from schools that participate in this program.

In New Hampshire, Antioch University New England (graduate), Plymouth State University (undergraduate), and the University of New Hampshire's Carsey School of Public Policy (graduate) currently participate in the Segal AmeriCorps Education Award Matching program.

Background the Paul D. Coverdell Fellows Program for Returned Peace Corps Volunteers:

Since 1985, the Paul D. Coverdell Fellows Program (formerly Fellows/USA) has attracted returned Peace Corps Volunteers (RPCVs) to graduate school programs across the United States. The RPCVs help globalize the scope of classroom discussions and research areas, bringing with them years of relevant, hands-on intercultural fieldwork and a wealth of curiosity, innovation, and grit. In return, partner Coverdell Fellows programs offer the RPCV Fellows a financial award and facilitate the process of students securing germane professional internships in underserved communities. As students and interns, Fellows expand upon the skills and intercultural understanding they developed as volunteers, lifting the caliber of classroom dialog as they do. Since the inception of the Coverdell Fellows program, over 5,000 returned Volunteers have participated in the program and made a difference in communities across the country. There are no limits on the number or kinds of degrees/certifications that can be offered through the Coverdell Fellows program.

In New Hampshire, graduate programs at Antioch University New England and Southern New Hampshire University currently participate in the Paul D. Coverdell Fellows program.

Background on Employers of National Service:

Launched in 2014, Employers of National Service connects Returned Peace Corps Volunteers (RPCVs) and AmeriCorps alumni with leading employers from the private, public, and nonprofit sectors. This initiative builds a talent pipeline and provides employers with access to a dedicated, highly qualified, and mission-oriented pool of potential employees. Every employer from the nonprofit, public, and private sectors is urged to consider the value that service year alumni can add to their organization. Today, over 600 employers across the country have signed on to recruit and hire RPCVs and AmeriCorps alumni for their skills and service experience.

In addition to national and international corporations, nonprofit organizations, and federal government agencies hiring in the Granite State, the following New Hampshire-based employers have joined the Employers for National Service movement: Families in Transition, Inc. in Manchester (nonprofit); FIRST Robotics in Manchester (nonprofit); Indian Stream Health Center in Colebrook (nonprofit); Lamont, Hanley & Associates, Inc. in Manchester (private); The Student Conservation Association in Charlestown (nonprofit); The Timberland Company in Stratham (private); Volunteer NH in Concord (nonprofit); and Work Opportunities Unlimited (private) in Dover.

A Note Regarding the COVID-19 Pandemic:

When the COVID-19 pandemic shut down the state at the end of March 2020, the Commission postponed and then cancelled its statewide listening tour. Despite the change in direction, the Commission came back together virtually in June to make specific COVID-19 recommendations to the Governor's Office on Economic Recovery & Response (G.O.F.E.R.R.), which prompted Governor Sununu to allocate \$1.5 million in CARES Act funds to Volunteer NH.

The CARES Act funding included grants to support existing AmeriCorps and Senior Corps programs across the state; startup funds to launch the COVID Community Care Corps, a new AmeriCorps program launched by Goodwill Industries of Northern New England; and the COVID Learn & Serve Fellows program, which is being administered by the University of New Hampshire's Carsey School of Public Policy.

While it has been challenging to prioritize the commission's charge over the immediate challenges facing our communities, the Commission believes it would still be helpful to hear virtual testimony from leaders across the country who are leveraging national service as a workforce development strategy. To that end, the Commission provides the following final recommendations for the consideration of leaders within state government, including Volunteer NH, the state's governor-appointed commission on national and community service.

On October 29, 2020, members of the Commission voted unanimously to adopt all five recommendations. Gretchen Stallings abstained on Recommendation #5 to avoid perceived conflict of interest given her role as executive director of Volunteer NH.

Final Recommendations from the Commission:

Recommendation #1 – Extend the Commission’s work by establishing a new Service Year Workforce Committee under Volunteer NH’s existing governance structure, continuing to engage leaders from the national service field; higher education; state government; and employers across the public, private, and nonprofit sectors.

- a) Further engage key stakeholder groups including service year members, alumni, and program staff; high school students, teachers, guidance counselors, and administrators; college students, professors, administrators, admissions staff, and career services staff; and senior leadership and human resources professionals across sectors.
- b) Invite service year programs operating successful models in other communities to join committee meetings. Research the programs’ impact, the profile of prospective members, and the career path of alumni to better understand programs’ strengths, weaknesses, opportunities and threats as they relate to postsecondary education and workforce development in the State of New Hampshire.
- c) Apply for the State of New Hampshire, Hillsborough County, or the City of Manchester to become a Service Year Impact Community to gain access to the Service Year Alliance’s exclusive national peer network and community of practice.
 - State of N.H. – 365 AmeriCorps members at 24 programs across 81 locations
 - Hillsborough County – 185 AmeriCorps members at 11 programs across 32 locations
 - City of Manchester – 102 AmeriCorps members at 9 programs across 21 locations
- d) Identify and remove barriers that may be keeping individuals -- especially young Granite Staters as well as young people historically marginalized communities -- from participating in a service year program, earning an affordable postsecondary degree or credential, and/or pursuing a meaningful career in New Hampshire.
- e) Encourage the Volunteer NH board of directors to prioritize funding one or more AmeriCorps planning grants to establish new service year program(s) focused on workforce development outcomes with special consideration given to rural communities and opportunity youth.

Recommendation #2 – Strengthen existing and establish new pathways from service year programs to postsecondary education in New Hampshire.

- a) Explore a full range of strategies to attract more service year alumni to enroll in institutions of higher education across the state, including offering credit-for-service, scholarship-for-service, and implementing preferential admission policies.
- b) Increase the number of public and private institutions of higher education that participate in the Segal AmeriCorps Education Award Matching Program.

Recommendation #3 – Strengthen existing and establish new pathways from service year programs to employment in New Hampshire.

- a) Increase the number of companies, nonprofit organizations, and government agencies that participate in the Employers for National Service program.
- b) Support efforts to establish employment hiring policies for qualified service year alumni seeking employment with the State of New Hampshire.
- c) Align service year programs’ training and member development with the structure of registered apprenticeships and pre-apprenticeship programs.

Recommendation #4 – Launch the ServeLearnEarnNH.org website developed by the Dartmouth College DALI Lab to provide an interactive, online resource hub for young people looking to explore opportunities to serve and then learn and/or earn in New Hampshire.

- a) SERVE through a service year program.
- b) LEARN at an institution of higher education that offer additional scholarship-for-service, credit-for-service, and/or preferential admission policies for service year alumni.
- c) EARN through an employer with preferential hiring policies for service year alumni.

Recommendation #5 – Advocate for the bipartisan CORPS Act (Cultivating Opportunity and Response to the Pandemic through National Service) in the next COVID-19 federal stimulus bill.

- a) Leadership from the Corner Office could initiate a sign-on letter in support of the CORPS Act through the National Governors Association.
- b) Leadership from the legislative branch could pass a resolution in support of the CORPS Act and spark similar, bipartisan action in State Houses across the country.

In closing, we believe the CORPS Act represents the single greatest and most immediate opportunity to advance the goals of the Commission. Across the country, the CORPS Act would:

- Expand AmeriCorps over three years to 250,000 members per year, the level authorized in Public Law 111-13 (42 USC 12511).
- Provide flexibilities to stabilize national service programs during the economic crisis and to allow them to grow and respond to dynamic local recovery needs.
- Increase the AmeriCorps living allowance to 175% of the federal poverty line, tying the value of the Segal Education Award to twice the maximum Federal Pell Grant, and by making both benefits nontaxable, to ensure that individuals' financial resources do not limit participation.
- Invite participation by a diverse range of Americans by launching an awareness and outreach campaign and extend priority enrollment to members from underserved populations, such economically disadvantaged or minority communities, those who have had contact with the juvenile justice system, Indians, veterans and those of diverse abilities, as well as Peace Corps, U.S. Fulbright, and AmeriCorps participants whose service or grants were interrupted by the COVID-19 pandemic.
- Encourage programs to recruit applicants from the same metropolitan area where they attended secondary school or college and to serve in rural and underserved areas.
- Establish a pilot program allowing State Commissions to directly place AmeriCorps members in state national service programs -- with priority given to programs that serve rural and underserved areas -- during the COVID-19 response and recovery period.
- Create a partnership between AmeriCorps and Center for Disease Control & Prevention (CDC), inspired by FEMA Corps, to provide for additional response surge capacity that could be deployed to specific areas as needed.
- Fund new online tools for Senior Corps to safely move to a teleservice model and expand Senior Corps eligibility.
- Expand the Volunteer Generation Fund to address COVID-19.

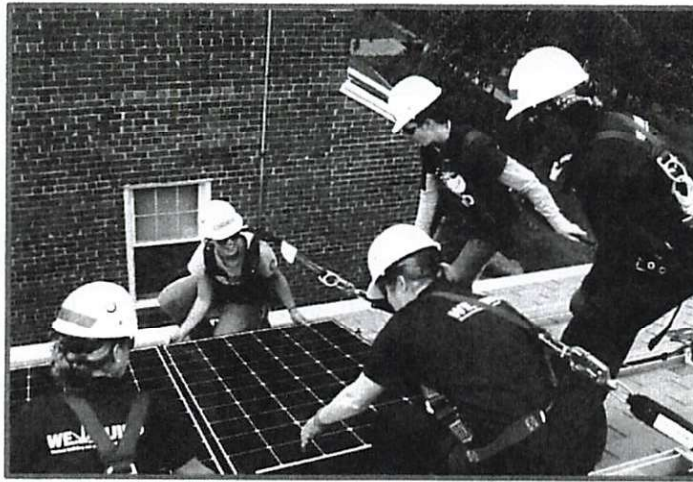
Based on 365 AmeriCorps members serving in the State of New Hampshire in 2019, the CORPS Act could mean up to 730 AmeriCorps members serving in the first year, 973 members serving in year two, and 1,217 AmeriCorps members serving across the Granite State in year three. Each AmeriCorps member would receive an increased living allowance to 175% of the federal poverty line (currently 100%) and a Segal Education Award equal to twice the maximum Federal Pell Grant (currently equal to one Federal Pell Grant, valued at \$6,195) – both of which would be nontaxable for the first time under the CORPS Act. These increased benefits would remove barriers for Granite Staters who may have previously balked at serving as an AmeriCorps member due to their socioeconomic status – a long-time priority for the national service field.

In that same spirit, the Commission believes there is significant opportunity for the State of New Hampshire to implement these recommendations both in the immediate response to the COVID-19 pandemic as well as local communities' long-term recovery from the impending economic recession. By leveraging federal AmeriCorps funding, we can address local and statewide challenges like poverty and educational inequity while putting Granite Staters back to work through service jobs that include a living stipend, health benefits, and an education award. At the same time, we can begin to strengthen, expand, and introduce new no-cost and low-cost programs that will make New Hampshire stand out as a destination for diverse young Americans to not only pursue a service year, but also stay for an affordable degree or credential and a meaningful career.

Respectfully Submitted,

Representative Matthew Wilhelm, Chairman

MB 1524



PATHWAYS AFTER SERVICE

Education and Career Outcomes of Service Year Alumni

Burning Glass Technologies and Service Year Alliance

December 2018



A Better You.
A Greater Us.

AUTHOR CREDITS

By Matthew Walsh, Dan Restuccia, Jikuo Lu, and Scott Bittle

We gratefully acknowledge the valuable domain knowledge and support provided by the team at Service Year Alliance, including Shirley Sagawa, MacKenzie Moritz, Rosa Moreno, Amy McIsaac, Thorsten Ruehlmann, Tai Adams, Bryan Hall, Cali Moore, Grettie vonVorys-Norton, Kevin Boyer, Cameron Blossom, and Ben Duda.

This project was made possible with support from Lumina Foundation. Please visit their website at www.luminafoundation.org.

EXECUTIVE SUMMARY

Over the last two decades, service year programs have expanded as a powerful way to tackle the world's pressing challenges, and these programs satisfy both the call to service and the desire for meaningful work felt by those who participate. Service year programs such as AmeriCorps, Peace Corps, YouthBuild, Teach for America, and VISTA operate in local community organizations through schools, nonprofits, community centers, or other civic institutions, and participants engage in service to advance the mission of the partner organization. Service year alumni report high levels of satisfaction, and the programs attract many participants. As many as 66,000 Americans each year enroll in one of these full-time service year programs.

One goal of service year programs is to shape the next generation of leaders and prepare participants for success in a broad range of careers. However, limited large-scale research exists on how service year alumni progress through their careers. What are the education and employment pathways that service year alumni go on to achieve following their service?

Burning Glass Technologies and Service Year Alliance have partnered to address this question by analyzing the resumes of tens of thousands of service year alumni. Burning Glass has developed a database of more than 80 million resumes and 800 million job postings, and from this, identified over 70,000 resumes of service year alumni and a comparison group of 100,000 otherwise similar peer resumes. Burning Glass looked at how often service year alumni return to school to complete a bachelor's degree, what career areas they enter into after service, where they are working well after service, and what skills they cultivate throughout that journey.

The study revealed distinct patterns that differentiate service year alumni from their peers, both in the careers they forge and in the skills they develop. The following key findings emerged:

- **Service year alumni go on to complete bachelor's degrees at higher rates than their peers. Almost a quarter (24%) of service year alumni who do not have a bachelor's degree during their service go on to earn a bachelor's degree,** compared to 11% of the peer group who complete a bachelor's degree after two years of full-time work experience. Of those who earn their degrees, 75% complete the full four-year degree program after finishing their service year, suggesting they had little to no college experience before the service year.
- **Service year alumni are more likely than their peers to work in education, and community and social services occupations.** Following service, 31% of service year alumni begin their careers in these fields compared to 8% of their peers. After ten years, 23% of service year alumni remain in education and community and social services compared to 7% of their peers.
- **Service year alumni are more likely than their peers to advertise skills related to leadership and organization,** which are commonly developed in service year programs. Research as a skill is cited on 40% of service year resumes and 25% of peer resumes. Organizational skills; 40% compared to 24%. Planning; 25% compared to 23%. Service year alumni also advertise leadership and mentoring skills more frequently than their peers: 14% compared to 13% for leadership, and 9% compared to 5% for mentoring.

INTRODUCTION

Service year programs are a powerful way to tackle the pressing challenges of our nation and the world. Program participants engage meaningfully with causes like education, sustainability, public health, housing, economic development, and more. Service year programs are also grounded in local communities. Service year programs place participants with local organizations such as schools, nonprofits, or community centers, and participants serve alongside the partner organization to carry out its mission. Programs typically last between 10 months and two years, and the participant receives a living stipend for the duration of the program. Some of the largest service year programs are:

- **AmeriCorps State and National:** Participants serve across a large portfolio of national and community-based private and public organizations to meet community needs in a variety of issue areas—most often education, disaster relief and recovery, economic opportunity, and the environment.
- **Peace Corps:** Participants are immersed in communities abroad, where they provide technical assistance in a range of issue areas and promote mutual understanding between Americans and the populations served.
- **YouthBuild:** Participants—intentionally recruited from the population of young adults who are unemployed and without a high-school degree—alternate between time in an academic classroom, where they work toward their high school diplomas or equivalency credentials, and time learning the construction trade by building houses in their own communities.

For participants, service year programs provide an opportunity to answer the call to service while gaining meaningful work experience—and service year programs appear to be delivering on that promise. Service year alumni report high levels of satisfaction with their experiences,¹ and the programs attract more applicants than positions available. Since its founding in 1994, AmeriCorps, the largest national service program, has supported more than 1 million service year members.² Across AmeriCorps, Peace Corps, YouthBuild, youth corps, and other service year programs, there are as many as 66,000 active, full-time corps members each year.³ Service year programs value the work of these individuals, and they feel valued by their partners in turn.

Another aim of service year programs extends beyond service itself: service year programs aspire to shape the next generation of leaders and to prepare participants for success in a broad range

¹ For example, a report on AmeriCorps alumni outcomes found that 87% of AmeriCorps State and National, NCCC, and VISTA participants were satisfied or very satisfied with their service experience:
https://www.nationalservice.gov/sites/default/files/evidenceexchange/FR_CNCS_Alumni%20Outcomes%20Survey%20Report.pdf

² <https://www.nationalservice.gov/onemillion>

³ AmeriCorps: <https://www.nationalservice.gov/programs/ameriCorps/ameriCorps-programs>

Peace Corps: https://files.peacecorps.gov/multimedia/pdf/about/pc_facts.pdf

YouthBuild: <https://www.youthbuild.org/our-impact>

Pathways After Service: Education and Career Outcomes of Service Year Alumni

of careers in the social sector and private enterprise. Unlike evaluating impact and job satisfaction during service, this outcome is difficult for service year programs to measure because it requires following alumni post-service as they progress through their careers. Burning Glass partnered with Service Year Alliance to shed a light on the career outcomes of service year alumni. Burning Glass identified more than 70,000 recent resumes of service year alumni and constructed a comparison group of 100,000 similar peer resumes without service year experience. The data pulled from these resumes illuminates the actual post-service career progression and educational attainment of these individuals.

This report picks up where the service year ends. The report answers four primary questions related to the success of service year programs in elevating their alumni into the skilled workforce and leading them to meaningful careers:

- How many service year alumni without a bachelor's degree return to school to earn a diploma, and do they do so at a greater rate than their peers?
- In what occupations do service year alumni begin their careers immediately following service?
- In what occupations are service year alumni working well after their service years?
- What are the skills that service year alumni cultivate throughout this journey, and how do these skills differentiate service year alumni from their peers?

In the report that follows, Burning Glass addressed each of these questions. The report begins with an analysis of educational attainment post-service. The second section reviews the occupations held and career areas entered into by service year alumni following their service experience. The third section considers service year alumni two, five, and 10 years after service—where they are working, and how much they are earning. The final section details the top skills advertised on the resumes of service year alumni and describes how these skills differentiate service year alumni from their peers.

This study has important implications for service year programs and partner organizations, as well as for service year alumni and those considering participating. Service year alumni enter the workforce with valuable skills and work experience. Identifying both the common career pathways of service year alumni and the skills they develop along the way will enable service year programs to better support their alumni after service. This report demonstrates that service year programs are a talent pipeline for skills that are in high demand across many occupations and professions. Finally, this report compiles the common vocabulary that service year alumni use to describe themselves. Service year programs are not only a powerful way to tackle the world's pressing challenges but also a first office for service year participants, an onramp into the workforce, and an experience with lasting influence on how service year alumni appreciate their own potential. This report facilitates greater understanding of the doors open to those who take advantage of service year opportunities.

PART 1: EDUCATIONAL ATTAINMENT

Service year alumni seek bachelor's degree attainment more often than their peers

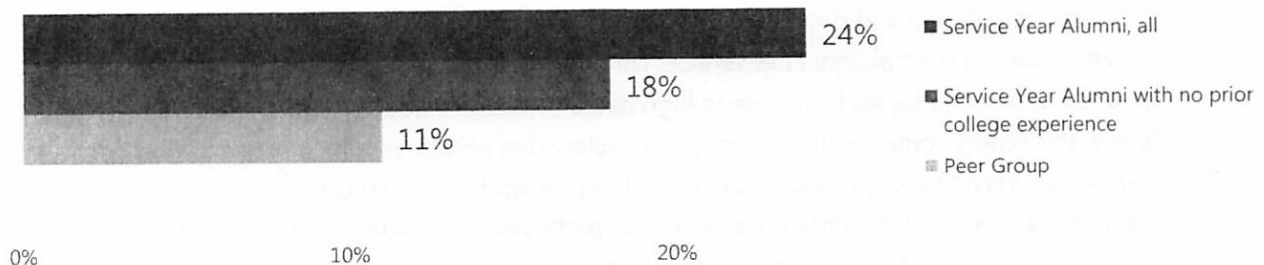
Burning Glass and Service Year Alliance were interested in the extent to which service year programs correlate with completion of a bachelor's degree.

Do service year alumni return to school at different rates than their peers?

Service year programs promote bachelor's degree attainment. Those who participate in service year programs without a bachelor's degree are more than twice as likely to go on to earn their bachelor's degrees compared to a peer group with the equivalent years of work experience. Almost a quarter (24%) of service year alumni who serve without a bachelor's degree ultimately attain that degree, while 11% of an otherwise similar peer group earn a college degree after two years of work experience without a degree.

Burning Glass calculated college completion rates both for those who entered the service year with some college experience as well as for those whose resumes suggested little to no college experience before service. Nearly a quarter of the service year alumni who go on to earn a bachelor's degree begin their service program with some college experience. For these college graduates, the service year could be an introspective gap year or a meaningful practicum meant to focus a course of study—or it could be the decisive stimulus that motivates a struggling student to finish her degree. Three-quarters of service year alumni who go on to earn a bachelor's degree have no college experience prior to their service year. Service year programs likely play an important part in the decision of these individuals to earn a degree.

Rate of Post-Service Bachelor's Degree Attainment for Participants of Service Year Programs without a college degree



PART 2: FIRST JOB AFTER SERVICE

Service year alumni begin their careers in service-oriented occupations

Service year alumni enjoy a wide range of opportunities following the completion of a service year program. For many, the service year acts as a springboard into related careers in the social sector. For others, the service year helps them to develop a broad array of tools and experiences that can be applied to careers in the private sector. For still others, as detailed above, service years are followed by a return to school, either to complete a degree program or to begin one for the first time.

Burning Glass examined the careers the service year alumni pursue in the period immediately following their service years. Service year alumni enter the workforce predominantly in the social sector, pursuing careers in education, community and social services, and health care.

These early-career decisions build on the experience gained in service year programs and inform the career trajectory of service year alumni.

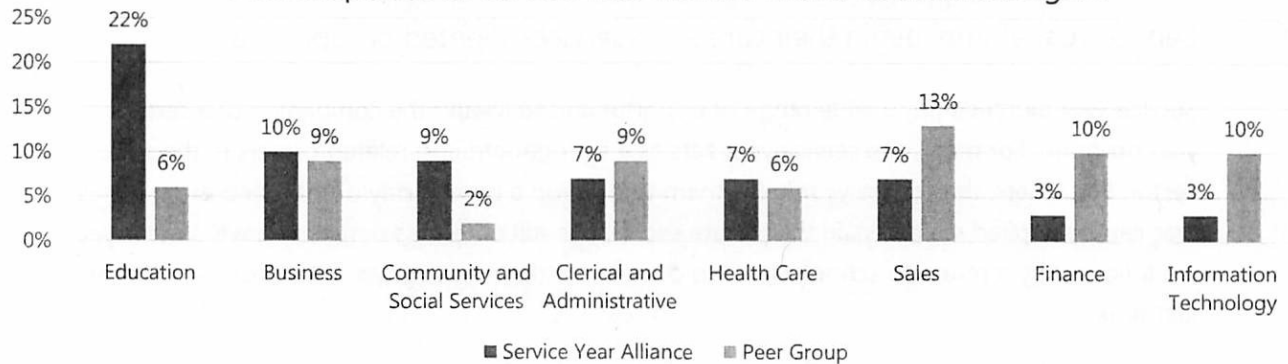
In what occupations do service year alumni begin their post-service careers?

Service year alumni continue to serve. Service year alumni enter into professional careers that enable them to continue serving others. Among service year alumni with a bachelor's degree, 38% enter into service-oriented career areas—education, community and social services, or health care. Among the otherwise similar peer group, only 13% began their careers in those sectors. The peer group instead is more likely to begin their careers in areas like sales, finance, and information technology.

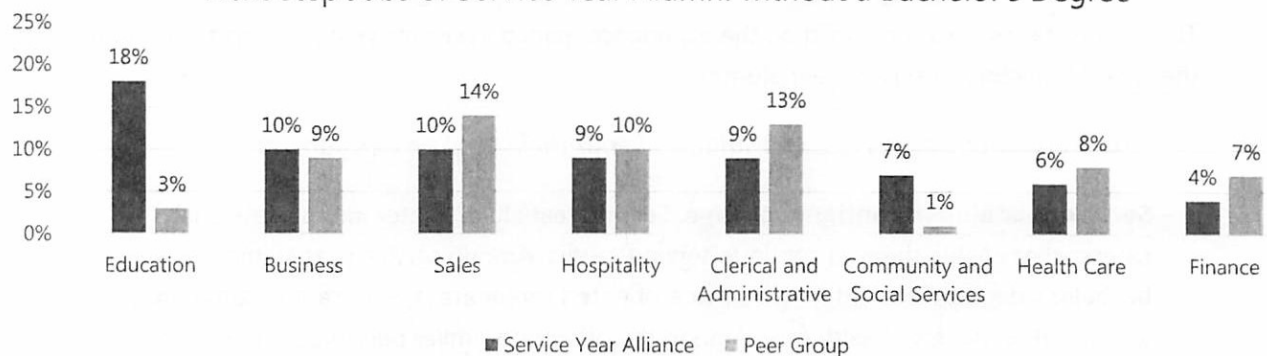
Service year alumni without a bachelor's degree also enter into service-oriented career areas more often than their peer group, at a rate of 30% compared to 12%. The continued mission to serve is the greatest difference in the early-career activities of service year alumni and their peer groups.

Service year alumni are drawn to the classroom. The largest group of service year alumni begins their careers in education, especially compared to a peer group that is distributed more evenly across a variety of career areas. Nearly a quarter (22%) of service year alumni with a bachelor's degree follow their service year with careers in education, compared to 6% of the peer group. For service year alumni without a bachelor's degree, 18% follow service with a career in education, compared to 3% of the peer group. Early-career service year alumni are also more concentrated in education than the peer group is in any career area, indicating how overwhelmingly service year alumni enter into education.

Next Step Jobs of Service Year Alumni with a Bachelor's Degree



Next Step Jobs of Service Year Alumni without a Bachelor's Degree



Does the service year experience lead to higher wages in certain career areas?

In many career areas, service year alumni start off in higher-paying roles than their peers. Burning Glass used publicly available data from the Bureau of Labor Statistics to compare the average salaries for the occupations held by service year alumni with the average salaries for the occupations held by the peer group. Service year alumni who begin their careers in community and social services do so in occupations that typically have higher average salaries. For example, a greater proportion of service year alumni in this field work as social services managers, one of the highest paying roles in this career area, compared to their peers.

Salary premiums for Service Year Alumni in their first job after service

Career Area	Percent Difference in Average Salary between Service Year Alumni and Peers	
	BA+	Sub-BA
Community and Social Services	8%	35%
Education	0%	1%
Health Care	1%	10%
Business	3%	6%
Finance	12%	17%

Pathways After Service: Education and Career Outcomes of Service Year Alumni

Business and finance are other career areas that pay a premium to service year alumni over their peers with equivalent years of work experience. For example, a greater proportion of service year alumni in business occupy a project management role compared to their peers in the same field.

In education, however, where the largest number of service year alumni start their careers, there are also more rigid salary schedules. In this field, service year alumni begin their careers at similar salaries to their peers.

PART 3: CAREER PATHWAYS

Service year alumni enjoy a range of career pathways, though distinct trends emerge

Service year alumni enter the workforce in service-oriented career areas, and not surprisingly, many establish lasting careers in these fields. Others ultimately transition into other career areas. For example, the proportion of service year alumni in business and information technology is significantly greater 10 years after program completion than immediately following service.

Because service year alumni remain more concentrated than their peers in lower-paying career areas, they do not earn more than their peers in aggregate—at least for those with a bachelor's degree. Service year alumni without a bachelor's degree are employed in occupations that pay more than their similarly educated peers. Additionally, regardless of educational attainment, the estimated salary premiums that early-career service alumni experience in high-paying careers like business and finance persist well into their careers.

The career trajectories of service year alumni reflect a continued commitment to service as well as an ability to apply the skills gained through service to a variety of professional contexts.

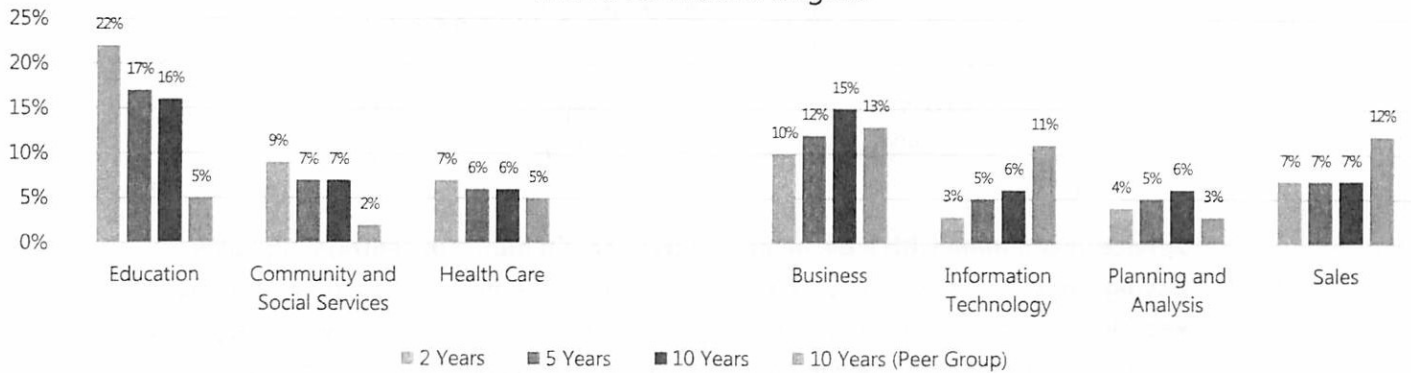
In what career areas are service year alumni employed well after their service years?

Service year alumni are more likely to remain in service-oriented career areas. Ten years after their service year, 23% of service year alumni with a bachelor's degree remain in education and community and social services compared to 7% of their peers. Further, education remains the career area that employs the greatest percentage of service year alumni, with 16% of alumni with a bachelor's degree and 14% of those without. A sizeable portion, 6% for those with a bachelor's degree and 7% for those without, also establish careers in health care. Health care is also a popular career area for the peer group. Taken together, 29% of service year alumni with a bachelor's degree remain in the social sector—education, social services, and health care—compared to 12% of their peers.

The fraction of service year alumni in typically higher-paying career areas increases by the 10-year mark. Ten years into their careers, many service year alumni with a bachelor's degree have transitioned into roles in business, information technology, and research or analysis. Service year alumni in these fields occupy professions paying on average 84% more than those in education, community and social services, and health care. Among those without a bachelor's degree, business and information technology are also popular landing spots, as well as customer and client services. Interestingly, 10 years into their careers, service year alumni are better represented in business than the peer group. The movement out of education and community services is an example of a broader trend among service year alumni: professional dexterity. Not including the transition following their service year, around 65% of service year alumni have changed occupations after seven years in the workforce, compared to 45% of their peers.

Pathways After Service: Education and Career Outcomes of Service Year Alumni

Career Areas Occupied Over Time by Service Year Alumni With a Bachelor's Degree



Career Areas Occupied Over Time by Service Year Alumni Without a Bachelor's Degree



How are service year alumni compensated compared to their peers?

Service year alumni without a bachelor's degree earn slightly more than their similarly educated peers. A greater proportion of service year alumni without a bachelor's degree go on to work in highly paid occupations—that is, occupations with average annual salaries of at least \$80,000—compared to their similarly educated peers. This finding holds five, seven, and 10 years after service. Higher-paying professions occupied by these service year alumni include operations managers, sales managers, and computer occupations.

Pathways After Service: Education and Career Outcomes of Service Year Alumni

Percent of Service Year Alumni Without a Bachelor's Degree in Higher-Paying Professions

Years Into Career	Service Year Alumni	Peer Group
5 Years	26%	25%
7 Years	28%	27%
10 Years	30%	29%

Service year alumni with a bachelor's degree remain more concentrated in lower-paying career areas. Among Bachelor's degree holders, a smaller proportion of service year alumni go on to work in highly paid professions compared to their peers. Ten years into their careers, 41% of college-educated service year alumni and 48% of the otherwise similar peer group occupy these highly paid professions. This discrepancy is due in part to the sizeable fraction of service year alumni that remain in lower-paying career areas like education and community and social services.

Salary premiums for service year alumni in business and finance persist, but in other career areas the results are mixed. Ten years into their careers, service year alumni in finance and business earn more than their similarly situated peers, regardless of educational attainment. Service year alumni and their peers are compensated in roughly even measure in most other high-paying career areas, with engineering and marketing as notable exceptions.

Salary Differences in High-Paying Career Areas, 10 Years into Career

Career Area	Percent Difference in Average Salary Between Service Year Alumni and Peers
Finance	6%
Business	7%
Law	1%
Planning and Analysis	1%
Information Technology	0%
Engineering	-2%
Marketing and Public Relations	-3%

PART 4: SKILLS

Service year alumni advertise their leadership, mentoring, and organizational skills

The skills advertised on the resumes of service year alumni describe the expertise they develop during their service year and refine over the course of their careers. The baseline skills held by service year alumni characterize them as professionals who build bridges, integrate into their places of work, and serve others. Service year alumni differentiate themselves by highlighting inclusive leadership, diligent preparation, and a knack for instruction. The specialized skills that service year alumni acquire are sector-specific and reflect their career pathways in education and the nonprofit sector.

What baseline skills differentiate service year alumni from their peers?

Service year alumni are bridgebuilders. The top baseline skills advertised by service year alumni, regardless of bachelor's degree attainment, include research, organization, and planning. Service year alumni advertise leadership, teamwork, and mentoring more often than their peers. These skills describe leaders who achieve goals through organization, diligence, and instruction. Service year alumni with a bachelor's degree are 1.9 times more likely to advertise skills in a second language, which speaks to their abilities to reach out directly to non-English speaking communities in which they may work.

Service year alumni are process-oriented. Once service year alumni have forged strong connections with their coworkers and project partners, they lead with diligence. Research, organizational skills, and planning describe the systematic way that service year alumni move from start to finish on the bridges they've built.

Top Baseline Skills for Service Year Alumni with a BA

Skill	Percent of Resumes Advertising Skill	
	Service Year Alumni	Peer Group
Research	40%	25%
Organizational Skills	40%	24%
Second Language	30%	16%
Planning	25%	23%
Writing	25%	14%
Teamwork	19%	17%
Creativity	15%	12%
Leadership	14%	13%
Editing	13%	8%
Mentoring	9%	5%

Top Baseline Skills for Service Year Alumni Without a BA

Skill	Percent of Resumes Advertising Skill	
	Service Year Alumni	Peer Group
Organizational Skills	33%	22%
Communication	24%	23%
Teamwork	17%	14%
Second Language	16%	11%
Research	14%	11%
Leadership	12%	9%
Writing	12%	8%
Creativity	9%	7%
Quick Learner	7%	5%
Mentoring	5%	2%

What baseline skills correlate with higher earnings?

Service year alumni can get ahead by continuing to develop some of their most common skills. Distinguishing skills are those held in greater proportion by service year alumni in highly paid professions than by the rest of the cohort. Professions are considered highly paid if the average annual salary exceeds \$80,000. Examples of highly paid professions held by service year alumni include education administrators, fundraising managers, lawyers, and managers in business and health services. The baseline skills that distinguish service alumni in these positions from the rest of the cohort include research, planning, teamwork, and leadership. Importantly, these are skills that service year alumni already hold in greater measure than their peers. These skills are part of the professional vocabulary of service year alumni. Development of these skills begins during service, and service year alumni are well-served by honing these skills over the course of their careers.

Top Distinguishing Skills Also Among Top Baseline Skills

Skill	Percent of Alumni in Highly Paid Professions Advertising Skill		Percent of All Other Alumni Advertising Skill	
	BA Holders	Sub-BA	BA Holders	Sub-BA
Research	47%	33%	33%	33%
Planning	34%	24%	24%	24%
Teamwork	23%	18%	18%	18%
Leadership	17%	14%	14%	14%

Do the specialized skills cultivated by service year alumni reflect their career pathways?

Service year alumni advertise skills gained in the education sector. The top specialized skills advertised by service year alumni with and without a bachelor’s degree include teaching, tutoring, and lesson planning—skills that are particularly important in the field of education, where many service year alumni begin their careers. According to millions of job postings collected and analyzed by Burning Glass, these skills are also among the most frequently requested in education sector job postings.

Top Specialized Skills in Education Advertised by Service Year Alumni

Skill	Percent of Service Year Alumni Advertising Skill		Percent of Job Postings in Education Requesting Skill	
	BA Holders	Sub-BA	BA Holders	Sub-BA
Teaching	36%	19%	75%	69%
Lesson Planning	12%	6%	16%	12%
Tutoring	11%	7%	10%	12%

Service year alumni help keep the nonprofit sector moving. Some of the most common specialized skills for service year alumni with a bachelor’s degree highlight their particular value in the social sector—as revenue generators. Fundraising, grant writing, and event planning are niche, high-skill competencies that are critical in the nonprofit

Pathways After Service: Education and Career Outcomes of Service Year Alumni

sector. Expertise in community development and program development ensure that those revenues flow efficiently to the projects and communities where they will be the most effective.

Service Year Alumni with a Bachelor's Degree as Revenue Generators

Skill	Percent Advertising Skill
Fundraising	12%
Grant Writing	11%
Event Planning	8%
Public Speaking	8%
Community Development	7%
Program Development	5%

OPPORTUNITIES AND IMPLICATIONS

The findings of this report suggest that completion of a year of service has strong outcomes for participants looking to advance their education and careers. The implications that follow highlight how expansion of service year programs and enhancements of the benefits offered to participants can be used as a national strategy for talent development. This analysis, and the strategies described, were developed jointly by the Burning Glass research team and the program staff of Service Year Alliance.

Service year programs can be an effective strategy for talent development. For youth and others who do not have clear career and educational prospects, service year programs can help them develop valuable skills and experience. Service year programs elevate workers into better paying jobs by encouraging bachelor's degree completion and by providing relevant work and skill-building experience. **Service year expansion can be considered as a strategy to meet the demand for skilled labor and to address skills gaps around leadership and organizational capacity in public, private, and nonprofit professions.**

Service year alumni gain valuable work experience during service. Indeed, many service year alumni follow their service with careers in related fields like education and community services. Some of the largest employers of these services are local, state, and federal governments. Service year alumni are a pipeline of talent who have the cultural and linguistic competencies that allow governments to effectively serve diverse constituencies. In some cases, government agencies have provided hiring preference for service year alumni as a way to take greater advantage of these benefits.

Given that service year programs correlate with bachelor's degree attainment, service year programs and government sponsors can draw a more explicit link between service year programs and higher education. Service year programs can further encourage their alumni to return to school by connecting them to resources like admissions officers, research grants, or scholarships, and by offering guidance with financial aid and admissions. **Policymakers can further encourage college completion by promoting the expansion of service year programs and increasing the number of scholarships for service year alumni or by reducing tuition or offering in-state rates for program participants.**

Service year programs and partner organizations can also facilitate upward career progressions by cultivating relationships with potential employers. **The skills and attributes that service year alumni offer are in demand across a range of occupations and are commonly reported by employers as gaps in their application pools.** By building bridges to employers, service year programs and partner organizations can facilitate placement of alumni into valuable careers.

The findings of this report—that service year alumni are bridge-builders, process-oriented, and professionally dexterous—suggest that service year programs can be an effective strategy for workforce development in the 21st century economy. Expansion of service year opportunities and funding for these programs can support the cultivation of valuable skills and also promote bachelor's degree attainment. Service years can be made more accessible by facilitating

Pathways After Service: Education and Career Outcomes of Service Year Alumni

transitions into service opportunities and developing more intentional pathways to college and careers after service.

There have been increased calls for the expansion of service as a way to bridge differences, reduce school debt, increase social cohesion, and solve local problems. This research provides a viewpoint that service can also effectively advance economic opportunity through degree attainment and build transferable and market-required skills for the emerging workforce.

ANNEX: METHODOLOGY

The data used in this paper were primarily extracted from Burning Glass Technologies' unique data assets: a database of more than 800 million job postings, which provided a detailed view into the jobs and skills that employers demand, and more than 80 million resumes illuminating the actual career progression of American workers. Burning Glass Technologies' resume database captures the detailed work history and education of millions of workers across the United States. The resume dataset contains information about an individual's location, level of educational attainment, the institutions at which he or she studied, the major, and any certifications held. The dataset also contains information about an individual's career path; for example, occupation and time spent in any workplace and role, years of experience, employer name and location, and industry. In addition, an individual resume may list skills and the years of experience with any particular skill. All personally identifiable information such as name, address, and contact information are encrypted and not available to researchers.

From this resume database, Burning Glass identified more than 70,000 recent⁴ resumes of service year alumni and constructed a comparison group of 100,000 peer resumes, which were similar apart from the fact that they had not participated in service year programs. Resumes of service year alumni were identified using the following approach:

- Burning Glass initially scanned its resume database for resumes that list service year programs such as AmeriCorps, Peace Corps, YouthBuild, or Conservation Corps as employers.
- Next, Burning Glass scanned its resume database for resumes that list positions typically filled by service year participants, such as front-line service positions at organizations that receive AmeriCorps grants. Examples include Corps Member at City Year or Teaching Fellow at Citizen Schools.
- Finally, Burning Glass received a number of resumes that had been collected by the Service Year Alliance through its job board for service year alumni.

To construct a comparison group, Burning Glass selected resumes from the resume database that were similar to the service year alumni other than participation in a service year. Burning Glass sampled the resume database using the distributions of age, work experience, and gender that were present in the group of service year alumni.

The analyses of career pathways and skills also took into consideration the educational attainment listed on each resume. Both the peer group and the service year alumni group were subdivided according to bachelor's degree attainment.

The skills and career pathways analyses also took advantage of Burning Glass Technologies' comprehensive taxonomy of over 18,000 unique skills and nearly 700 occupations. Occupations

⁴ Because AmeriCorps was founded in 1993, the sample includes only resumes where the service experience occurred after this date.

Pathways After Service: Education and Career Outcomes of Service Year Alumni

are categorized into 24 career areas: agriculture, business, clerical and administrative, community and social services, construction, customer and client support, design and media, education, engineering, finance, health care, hospitality, human resources, information technology, law, maintenance and installation, manufacturing and production, marketing and public relations, performing arts, personal services, planning and analysis, sales, research, and transportation. Burning Glass also used publicly available data to compare the average salaries for occupations held by service year alumni with the average salaries for occupations held by the peer group. Specifically, Burning Glass matched salary from the Occupational Employment Statistics program at the Bureau of Labor Statistics with the jobs listed on each resume.

To measure the rate at which service year alumni earn their bachelor's degree after service, Burning Glass first calculated the college completion rate for service year participants who started their service without a college degree. This rate includes individuals who started their service year with some college experience but had not finished their degrees. Burning Glass also calculated the completion rate for service year alumni who complete college four years after their service year program ends. This second completion rate takes into account the four years that a service year participant with no prior college experience would need to finish a degree program. For the peer group, Burning Glass calculated the rate of eventual college completion for those who lacked a bachelor's degree after two years of work experience.

ABOUT BURNING GLASS

Burning Glass Technologies delivers job market analytics that empower employers, workers, and educators to make data-driven decisions. The company's artificial intelligence technology analyzes hundreds of millions of job postings and real-life career transitions to provide insight into labor market patterns. This real-time strategic intelligence offers crucial insights, such as which jobs are most in demand, the specific skills employers need, and the career directions that offer the highest potential for workers. Find out more at burning-glass.com.

ABOUT SERVICE YEAR ALLIANCE

Service Year Alliance is working to make a year of paid, full-time service—a service year—a common expectation and opportunity for all young Americans. A service year before, during, or after college—or as a way to get back on track—gives young people the chance to develop their skills, make an impact on the lives of others, and become the active citizens and leaders our nation needs. Expanding service years has the power to revitalize cities, uplift and educate children at risk, and empower communities struggling with poverty. It can unite the most diverse nation in history, binding people of different backgrounds through common cause. Service Year Alliance is asking nonprofits, higher education institutions, cities and states, companies and foundations, policymakers of both parties, and people of all ages to join the movement. Learn more at serviceyear.org.

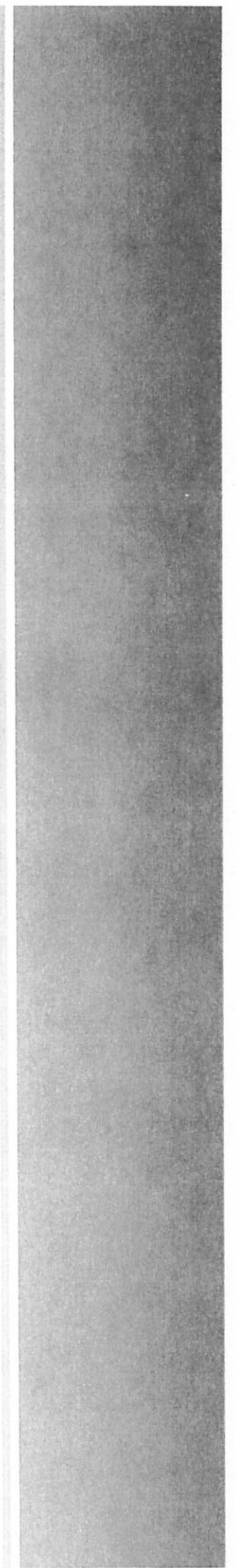


BURNING GLASS TECHNOLOGIES

One Lewis Wharf, Boston, MA 02110

+1 (617) 227-4800

Burning-Glass.com





HB 1524



AmeriCorps

AmeriCorps connects individuals and organizations to help communities tackle the toughest challenges

Our Portfolio

200+ positions supported

40 sites across New Hampshire

7 AmeriCorps State programs

VNH also offers support to other streams of service, including AmeriCorps VISTA, AmeriCorps NCCC, and AmeriCorps Seniors.

Volunteer NH **does not receive** state funding. In 2021,

97% of our funding came from AmeriCorps, the federal agency.

Benefits of Service

- Personal and professional development
- First-hand experience within a field of interest
- Support from supervisors, program staff, and peers
- On the job training, providing transferrable skills such as leadership, teamwork, and problem-solving
- Living allowance, healthcare, childcare, Segal Education Award
- Wide variety of fields, responsibilities, time commitments, and requirements to suit goals/lifestyles
- Exposure to a network of more than one million passionate, community-minded alumni.

Members are strong leaders who are motivated, flexible, innovative, and outcome-oriented. Service experiences develop high-achievers in a wide variety of fields.

Alumni go on to complete bachelor's degrees at higher rates than their peers, and are more likely than their peers to work in fields such as education & social or community services.

Workforce Development & Return on Investment

Each year, over 250,000 AmeriCorps volunteers and 7,000 Peace Corps volunteers serve our country, more than half of whom are **18-25 years of age.**

This is an opportunity for New Hampshire to attract and retain more of these community-minded and service-driven young people **for college and/or for their career.**

*Volunteer NH hopes to build out **Schools of National Service** to incentivize alumni to attend in-state colleges and universities, and **Employers of National Service**, to give NH employers access to our pool of thousands of qualified alumni. Current participating schools and employers can be found at ServeLearnEarn-NH.org.*

Teach for Impact: AmeriCorps & SNHU partnership creating a pipeline of skilled teachers

A partnership between AmeriCorps and Southern NH University, Teach for Impact trains the next generation of STEM educators by placing members within Manchester schools while they complete a 16-month clinical Master of Secondary Education degree.



AmeriCorps

What happens when ARPA funds are depleted in three years?

With a three-year investment of ARPA funds, we would aim for significantly increased buy-in for initiatives with long-term impacts, such as:

Growing NH participation in the Employers of National Service network, which connects AmeriCorps and Peace Corps alumni with employers from the public, private and nonprofit sectors.

Expanding the number of NH Schools of National Service that match the education award, offer discounted tuition, or otherwise provide incentives for service alumni.

What is the anticipated number of people that will take advantage of these funds?

There are approximately 200-300 member positions (AmeriCorps State and VISTA) awarded every year in New Hampshire. Nationally, thousands of individuals serve each year.

Education: AmeriCorps alumni have seven years in which to spend their Segal Education Awards. In 2020 there were 4,292 AmeriCorps alumni who were also alumni of a NH institution of higher education, and these institutions received \$557,751 in Segal Education Award payments. In 2018, 37% of AmeriCorps members serving in NH were planning to continue their education in the next 6 months after their service term.

Employment: This fund would allow NH employers to offer sign-on bonuses to National Service alumni. In 2018, 38% of AmeriCorps members serving in NH were planning to get a job in the next 6 months after their service term

How many NH educational institutions currently offer benefit to National Service alumni?

We are aware of four educational institutions (Antioch University, Granite State College, Plymouth State University, and University of NH's Carsey School of Public Policy) that currently offer a benefit to national service alumni.

How many businesses/organizations are actively seeking National Service alumni?

There are currently 29 businesses/organizations operating in New Hampshire that are official Employers of National Service.



2021-2022 AmeriCorps State Programs in NH

Legal Applicant	Program Name	Funding Approved Up To	Members Approved Up to
City Year, Inc.	City Year New Hampshire	\$1,121,040	70 Members
<p>City Year New Hampshire proposes to have 70 full-time AmeriCorps members who will provide full-day education services to students in eight public schools in Manchester, New Hampshire. At the end of the first program year, the AmeriCorps members will be responsible for providing whole class support for English and math classrooms serving 1,400 students, and, individualized services to a total of 700 students of which 200 will improve social emotional skills, 168 will improve English, and, 98 will improve math. In addition, the AmeriCorps members will leverage 150 volunteers who will be engaged in school beautification projects, member development, and Comcast Cares Day. This program will focus on the CNCS focus area of Education.</p>			
NH Coalition Against Domestic and Sexual Violence	AmeriCorps Victim Assistance Program	\$360,000	21 Members
<p>The AmeriCorps Victim Assistance Program (AVAP) proposes to have 21 AmeriCorps members who will provide direct assistance to victims of domestic and sexual violence and stalking throughout the state of New Hampshire. At the end of the first program year, the AmeriCorps members will be responsible for improving the financial knowledge of 350 economically disadvantaged individuals. In addition, the AmeriCorps members will leverage 100 volunteers who will be engaged in community awareness projects which will be inclusive of the impact of financial abuse on survivors. This program will focus on the CNCS focus area of Economic Opportunity.</p>			
Squam Lakes Association	Lakes Region Conservation Corps	\$374,954	30 Members
<p>The Squam Lakes Association proposes to have 30 AmeriCorps members who will provide environmental stewardship education and conservation stewardship on trails, waterways, public lands, and natural areas in the Lakes Region of New Hampshire. At the end of the first program year, the AmeriCorps members will be responsible for improving 112 miles of trails, 50 acres of public land and lake bottom, and the environmental stewardship knowledge of 2500 individuals. In addition, the AmeriCorps members will leverage 240 volunteers who will be engaged in conservation stewardship.</p>			
Epilepsy Foundation New England	NH Community Health Corps	\$163,873	14 Members
<p>Epilepsy Foundation New England proposes to have 14 AmeriCorps members (10.06 MSY) who will serve children, youth, families, and adults affected by epilepsy through health education and support at 9 host sites across NH. At the end of the third program year, the AmeriCorps members will be responsible for improving the health knowledge and socio-emotional wellness of 150 people living with epilepsy and 90 parents, and improving the health knowledge of 560 school personnel and 2,016 school children. In addition, the AmeriCorps members will leverage 14 volunteers, who will be engaged in supporting people with epilepsy. This program will focus on the CNCS focus area(s) of Healthy Futures.</p>			
Goodwill Industries of NNE	Teach for Impact Corps	\$356,630	32 Members

<p>Goodwill Northern New England proposes to have 32 AmeriCorps members who will educationally support middle/high school pupils while concurrently enrolled in the Southern New Hampshire University (SNHU) Masters in Secondary Education program. SNHU faculty will instruct members to teach, support, and engage pupils uniquely preparing them to work within low-achieving, high poverty schools in Manchester, NH. The Teach for Impact Corps members will also take classes at SNHU in order to earn their degree and NH middle and/or high school level teacher licensure in math, science, social studies, or English Language arts. At the end of the first program year, the AmeriCorps members will be responsible raising the academic achievement of at least 160 Manchester pupils. In addition the AmeriCorps members will leverage at least 30 volunteers in support of the program goals. The program is in the CNCS focus area of Education.</p>				
Goodwill Industries of NNE		Granite State Service Corps	\$207,269	28 Members
<p>Goodwill Northern New England proposes to have 28 AmeriCorps members who will provide one-on-one mentoring, and organize activities to increase social and emotional development for at-risk youth in the state of New Hampshire. At the end of the first program year, the AmeriCorps members will be responsible for engaging 65 4th-12th graders in the mentoring program, with an outcome of increasing the stability and wellbeing of 30 at-risk youth. In addition, the AmeriCorps members will leverage 15 volunteers who will be engaged in in/after-school activities, community engagement, and family support interventions. This program will focus on the AmeriCorps focus area of Healthy futures.</p>				
Student Conservation Association, Inc.		SCA-New Hampshire Corps	\$375,981	27 Members
<p>The Student Conservation Association New Hampshire Corps proposes to have 27 AmeriCorps members who will provide conservation stewardship to public lands, and environmental education to residents and visitors in New Hampshire. At the end of the first program year, the AmeriCorps members will be responsible for: 1) providing stewardship to over 25 miles and 60 acres of at-risk ecosystems within the state and 2) providing environmental education to over 1,200 people. In addition, the AmeriCorps members will leverage 20 volunteers who will be engaged in conservation stewardship. This program will focus on the CNCS focus area of Environmental Stewardship.</p>				
Planning Grant	United Way of Greater Nashua	Planning Grant	\$29,292	N/A – No Members
<p>This planning grant will be utilized to develop an AmeriCorps program which will engage AmeriCorps members to tutor children who are struggling academically in Nashua, NH and the surrounding towns. Members will address the needs of children in grades K through 11 resulting in academic success leading to reading at grade level by 3rd grade, increased knowledge and critical thinking skills, acceptance into higher education institutions, and job preparedness. Program activities will primarily be in the area of education</p>				
Planning Grant	Campus Compact for New Hampshire	Planning Grant	\$29,547	N/A – No Members
<p>This planning grant will be used to develop an AmeriCorps program which will engage AmeriCorps members to address unmet needs at community based organizations in the four northern counties of New Hampshire (Coos, Grafton, Carroll and Belknap). Members will address the needs of community-based organizations resulting in improved outcomes in rural communities. Program activities will primarily be in the area of rural economic opportunity.</p>				
TOTALS:			\$2,959,747	222 Members

HB 1524-FN - AS INTRODUCED

2022 SESSION

22-2826

04/10

HOUSE BILL ***1524-FN***

AN ACT establishing a national service alumni attraction and retention fund.

SPONSORS: Rep. Wilhelm, Hills. 42; Rep. Myler, Merr. 10; Rep. Heath, Hills. 14; Rep. Luneau,
Merr. 10; Sen. Perkins Kwoka, Dist 21; Sen. Cavanaugh, Dist 16

COMMITTEE: Ways and Means

ANALYSIS

This bill establishes a national service alumni attraction and retention fund.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears ~~[in brackets and struckthrough.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

HB 1524-FN - AS INTRODUCED

- Page 2 -

1 III. The commissioner may accept and shall credit to the fund any gifts, donations, bequests,
2 federal, state, or local funds, or grants from any source if the gifts, donations, bequests, funds, or
3 grants received are intended to sustain and further the purposes of the fund.

4 5 Effective Date. This act shall take effect 60 days after its passage.

**HB 1524-FN- FISCAL NOTE
 AS INTRODUCED**

AN ACT establishing a national service alumni attraction and retention fund.

FISCAL IMPACT: State County Local None

STATE:	Estimated Increase / (Decrease)			
	FY 2022	FY 2023	FY 2024	FY 2025
Appropriation	\$0	\$0	\$0	\$0
Revenue	Indeterminable Increase	Indeterminable Increase	Indeterminable Increase	Indeterminable Increase
Expenditures	\$2,500	\$38,600	\$38,600	\$41,200
Funding Source:	<input type="checkbox"/> General <input type="checkbox"/> Education <input type="checkbox"/> Highway <input checked="" type="checkbox"/> Other - National Service Alumni Attraction and Retention Fund			

METHODOLOGY:

This bill creates a National Service Alumni Attraction and Retention Fund. The fund is nonlapsing and continually appropriated to the Commissioner of the Department of Administrative Services. The Commissioner shall credit the fund with American Rescue Plan federal funds as well as any gifts, donations, bequests, federal, state, or local funds, or grants from any source as long as the sources received are intended to sustain and further the purposes of the fund. Volunteer NH may approve the expenditure of up to 20 percent of the funds total for allocation for staffing, office space, and office supplies.

The Department of Administrative Services states the fiscal impact to state expenditures would increase as a new part time position would be needed to administer the new fund. The fiscal impact on state expenditures in FY 2022 would be \$2,500 to cover the purchase of office furniture and equipment for the new position. In FY 2023 and FY 2024 the cost will increase to \$38,600 for the salary and benefits of the part-time position to administer the program as well rent of office space, phone/IT charges and supplies. The cost of salary is expect to increase in FY 2025 by approximately \$2,600 bringing the fiscal impact on state expenditures to \$41,200. These cost are expected to be covered by the National Service Alumni Attraction and Retention Fund.

AGENCIES CONTACTED:

Department of Administrative Services

