



Universal Service Hearing: Inspiring Universal Service Across America

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This transcript was prepared by official military court reporters based on an audio recording of the hearing.

Commission:

- The Honorable Dr. Joseph Heck, Chairman
- The Honorable Debra Wada, Vice Chair for Military Service
- Mr. Edward Allard, Commissioner
- Mr. Steve Barney, Commissioner
- The Honorable Dr. Janine Davidson, Commissioner
- Ms. Jeanette James, Commissioner
- Mr. Alan Khazei, Commissioner
- Mr. Tom Kilgannon, Commissioner
- Ms. Shawn Skelly, Commissioner

Panelists:

- Mr. Tom Chabolla, President, Jesuit Volunteer Corps
- Dr. Robert Grimm, Jr., Director, Do Good Institute, University of Maryland School of Public Policy
- Mr. Jeff West, Corporate Responsibility Leader, IBM Corporation*
- Ms. Teresa Walch, National Vice President, Training and Quality Improvement, Boys and Girls Clubs of America

**Mr. West delivered testimony on behalf of Lisa Mascolo, Managing Director, IBM Global Business Services – Federal*



INTRODUCTION

Dr. Joseph Heck

Welcome to the first hearing of the National Commission on Military, National, and Public Service.

Today the commission meets to ponder an important question: How can we, as a country, inspire universal service across America?

In 2016, the commission was created amid a debate over whether the selective service registration requirement should be extended to include women after military combat roles were opened to women in 2015. The late Senator John McCain and Senator Jack Reed, seeing an opportunity to promote the notion of service above self, championed the expansion of the commission's mandate to include an evaluation of service in America across all service lines, not just in the military. They tasked us with fostering a greater attitude and ethos of service among Americans, particularly youth. We know that young Americans' have an interest in service given their appetite to volunteer, over 28 percent of millennials report volunteering in 2017, performing roughly 1.5 billion hours of community service. How do we inspire a greater percentage of Americans to serve?

One of the first steps that the commission took shortly after our creation was to define service. For the purposes of our work, service is, "*a personal commitment of time, energy and talent to a mission that contributes to the public good by protecting the nation and its citizens, strengthening communities, or promoting the general welfare.*" As you know, there are various definitions of service and there are numerous programs beyond federally-managed programs that support universal participation in service, such as faith-based, community-led, privately-managed, or state-driven models. Today, we are here to explore in greater depth how to increase awareness and inspire the next generation to serve through a diversity of options and pathways.

As we traveled around the country and discussed this with experts and everyday Americans, it became clear that many Americans are willing to consider a transformative effort



to involve more in service. The commission has heard a variety of universal service options to encourage or require service of all citizens. These conversations have focused on three approaches:

Universal access, making sure that everyone with a desire to serve can do so; universal expectation in that while service stays voluntary, it becomes the norm; and universal obligation, where all Americans are required to serve, but have a choice of how they serve.

Our distinguished panelists will address all three approaches of universal service and share the diversity of options currently available for Americans to serve. I hope they will address this as directly as possible in their oral statements and in their responses to commissioners' questions.

Let me welcome our panelists: Mr. Tom Chabolla is the President of the Jesuit Volunteer Corps; Dr. Robert Grimm Jr. is the Director of the Do Good Institute at the University of Maryland School of Public Policy; Mr. Jeff West is the Corporate Responsibility Leader for IBM; and Ms. Teresa Walch is the National Vice President of Training and Quality Improvement at the Boys and Girls Clubs of America.

Thank you for joining us today.

Before we begin, let me explain how we will conduct today's hearing. The commissioners have all received your written testimony, and it will be entered into the official record. We ask that you summarize the highlights of your testimony in the allotted 5 minutes. Before you, you will see our timing system. When the light turns yellow, you have approximately 1-minute remaining, and when it turns red your time has expired. After all testimony is completed, we will move into questions from the commissioners.

Each commissioner will be given 5 minutes to ask a question and receive a response. I remind commissioners that while I am loathe to gavel down a panelist, I am less reluctant to gavel down a commissioner. Depending on time, we will proceed with one, and possibly, two rounds of questions. Upon completion of commissioner questions, we will provide an opportunity for members of the public who are in attendance to offer comments either on the



specific topic addressed today or more generally on the commission's overarching mandate. These comments will be limited to 2 minutes. The light will turn yellow when you have 30 seconds remaining and red when your time has expired.

We are now ready to begin with our panelists' testimony.

Mr. Tom Chabolla

Thank you, Chairman Heck and Vice Chairperson Wada, for the invitation to be here to today, and to all the other commissioners, for this opportunity.

The Jesuit Volunteer Corps was founded on the belief that cultivating a culture of service among young people is a valuable contribution to the common good. In addition, it provides a unique opportunity to broaden their understanding of the challenges that many face in our society. We do this by engaging young adults in service to others - living with, learning from, serving our neighbors in need. For over 40 years, JVC has been a pioneer on the service landscape, providing opportunities for youth to contribute to the betterment of society. Our former Jesuit volunteer network is more than 10,000 strong across the world.

While JVC volunteers come to us from a variety of backgrounds. They all share a passion for engaging in the most difficult challenges with integrity, faith, and resolve. They care deeply about social justice. They want to discern where and how they're called to live out their lives, and they're open to having their hearts and minds changed by the work they do and the people they serve. These are young people trying to understand how to integrate these values into their daily lives. They are leaders hungry to change the world, but uncertain of the best course to do so. They have humility, recognizing they must learn and accompany before they can act and help.

Jesuit volunteers commit to their current term of service after an application process that pushes them to articulate their motivations and goals for pursuing service. When they come to orientation, they're ready to immerse themselves in the values of spirituality, simple living, social



justice, and community over their year of service. The formation program that supports them throughout the year frames the key components of the volunteer service.

Jesuit volunteers serve fulltime with social service agencies in schools, working with community members who are facing critical social and economic challenges. Our volunteers add capacity to nonprofits by serving in direct service roles as case managers, advocates, and teachers. They do community outreach and tend to the physical and emotional needs of the people they serve. Through their service, they learn firsthand about the social and structural obstacles that impede the wellbeing of individuals and families. Their service provides insights into the ways that they can work to alleviate poverty and gain a deeper understanding of the true causes. Living in community with other volunteers is a source of support through a challenging year. It provides ongoing community, an opportunity to reflect on their experience with others, and builds the foundation for life-long friendships who share in their commitment and values.

Every day, our partnering nonprofits are on the frontlines addressing the social and economic issues in the community that they serve, and having access to fulltime volunteers, who provide a continuum of services, adds capacity and capability to their missions. All our volunteers in the placements are required to do at least 70 percent of their work in direct service: so working directly with individuals to provide access to critical services and support.

JVC's role is: Challenge young people at a time in their lives when they're making important choices about their future, pursuing an advanced degree, choosing a career, starting a family, and to provide what former volunteers consistently refer to as a "life-changing experience". In this way, service to others becomes a way of life, regardless of whether they choose to remain in the nonprofit world or pursue other vocations in the public or private sector. Former volunteers are in every sector of society. They serve the public interests as members of Congress, they found and lead organizations at the forefront of social change, and they hold senior positions in the financial sector.

To address briefly the question of how federal government support could make volunteer service more viable. Like many nonprofits, JVC relies on a combination of earned and



contributed revenues to sustain its mission. Our partners pay modest fees to help cover the direct costs. But as all of you know, the challenges that young people face in making the decision to coming right out of college is challenging when their often loaded with student loan debt, pressures from their families to move into fulltime jobs, and other pressures.

We are looking for opportunities to incentivize this by not only providing scholarships for, particularly, lower-income volunteers to help them pay down their student loan debt. We are in beginning dialogues with AmeriCorps to look at other ways in which we can take advantage of benefits of AmeriCorps to help the volunteers see a path going forward. And we continue to work with our former volunteers to identify mentoring and other resources they can use to help provide entry-level positions to Jesuit volunteers coming out of their year of service.

Dr. Robert Grimm

Chairman Heck and distinguished Members of the National Commission, I'm thankful to speak to you today as our country faces an urgent need to turn around historic declines in service. I appreciate the invitation to share the University of Maryland's Do Good campus model, which is countering negative national trends by equipping a new generation of young people to transform our world. In the years since 9/11, American volunteering has steadily declined to an all-time low. Dr. Nathan Dietz and I were surprised to find that 31 states have experienced a significant decline in volunteering, and not one state has experienced an increase in volunteering. College and high school volunteering is lower and stagnant today.

Fortunately, there is good news about the road ahead. There is a 51-year high in entering college students' belief that it is important or essential to help others in difficulty. There is an all-time high in college students' desire to become community leaders. The desire to serve is there even if the action is not.

Our Do Good campus model is translating youths' historically high interest in service into impact and reversing the troubling trends detailed in my testimony. The idea of our Do Good Institute gained considerable momentum when we worked with a group of early students who



noticed piles of good food being thrown away every night at dining halls. After winning our first Do Good Challenge, we worked closely with those students, which developed into an award-winning nonprofit called The Food Recovery Network. Today, it has chapters on 230 college campuses, and its volunteers have recovered millions of pounds of food. Their impact is notable, but not unique. Last year, we had an alumnus who was named a finalist for the Pritzker Emerging Environmental Genius Award for creating the first stormwater credit market in the world.

The Do Good campus' key strategies could be adapted and replicated at other universities and high schools: in particular, deploying high-quality, hands-on learning that taps students' passions and empowers them to make an impact today. Launching a wide-reaching prize competition, we expanded dramatically through an exciting, campus-wide Do Good Challenge, and creating a pipeline experiences that build upon one another.

Take a hypothetical Do Good campus student. We offer that student some general education courses for learning and practicing how to address social issues in innovative ways. Our Do Good Challenge aligns with other course offerings so that participation is part of the students' academic experience rather than one more extracurricular activity to juggle. As the student builds knowledge and experience, we offer the option to enroll in academic programs, focused on innovation and leadership, and the opportunity to receive funds and coaching to advance their effort. This student can now get paid to work all summer on their project or venture at our Do Good Accelerator and after graduation will continue to support their efforts.

Our approach, detailed in my testimony, has earned the support of university and state leaders, engaged students from all our schools and colleges, and can be replicated if we reimagine service and civic education: universal voluntary service. First, explore engaging all students in federal, state, or local, high-quality, required multiple-year civic or service requirements in secondary schools, aligned with the core mission: Developing student leadership and innovation skills and incorporating real world experiences. Consider exploring and developing a national Do Good style challenge incorporated into colleges and high schools. Make the federal government a catalyst for more nonprofit start-ups and nonprofit and public



leadership development. Together, we can spark innovations, impacts, and economic development to solve today's and tomorrow's challenges.

To paint a picture of the future, our Do Good alumni are creating thousands of new, American jobs by selling what is termed "ugly produce". They are recovering and recycling viable medications that are going to over 17,000 individuals. They are helping free multiple journalists unjustly imprisoned abroad. When youth are empowered to serve in ways that tap their desire to innovate and lead, and we build on those experiences with ladders to an array of public service careers, we will see a generational shift in service to our country, and that transformation cannot come soon enough.

Mr. Jeff West

Chairman Heck, Members of the Commission, my name is Jeff West, and I serve as the Corporate Responsibility Leader at IBM's corporate citizenship unit. I appreciate the opportunity to testify this morning, and I will provide a brief overview of IBM's impact on communities around the world, specifically through service.

For over a century, IBM has valued the importance of service in communities where we live and where we work. Today, IBM has a range of initiatives, based on the premise that the best way to help communities is by sharing our technologies and professional skills with partner organizations that are addressing social challenges. This is not a new idea, but it gained momentum in 2003 with a launch of IBM's global initiative to support our employees' volunteering efforts. Since then, IBMers in 80 countries have recorded over 21 million service hours. The program encourages active and retired employees to apply their professional skills to community needs and provides resources to help plan effective volunteer engagements.

In 2008, we built on that success by launching Corporate Service Corps, an initiative inspired by the Peace Corps. Corporate Service Corps sends teams of IBM's leading experts to work with governmental and social organizations, healthcare providers, and other civic leaders to help address high-priority issues in education, health, economic development, and community resiliency. Corporate Service Corps is our nation's largest program of its kind, and it's deployed



over 4,000 IBMers to 44 countries, completing over 1,400 projects. Our approach is consistent: IBMers apply the same skills and technologies used with commercial clients to support social organizations. We continue to expand this model through other initiatives.

IBM Health Corps is similar to Corporate Service Corps, but align with our healthcare industry expertise and work to improve cancer care using cognitive technologies. Our flagship Health Corps project supported the oncology community in Sub Saharan Africa, to improve access to care. IBM teams have worked with the American Cancer Society, CARE India, the Taiwan Center for Disease Control, and others on projects that intend to reduce disparities in access to healthcare.

Smarter Cities Challenge applied the Corporate Service Corps model to urban challenges, focusing on social equity, economic development, emergency management, and the environment. Launched in 2010, Smarter Cities sent IBM teams to 138 cities worldwide, through 2017. Another initiative, IBM Impact Grants, provides shorter, two-day consulting engagements on a wider scale. In 2018, we delivered 312 Impact Grants to nonprofit and educational organizations in 38 countries.

IBM's service initiatives continue to evolve and expand but along a clear trajectory. We have expanded our business to integrate service and, in return, IBM sees a triple benefit. First, we intend to benefit communities with improved education, healthcare, disaster preparedness, or solutions to many other challenges. Second, we know that IBMers improve their teamwork and leadership skills. They value the opportunity to serve. They want to work at a company that shares that value. Third, our company benefits from more skilled, engaged, motivated employees, who are better prepared to lead a global organization. Sending IBMers on international service assignments offers a chance to lead multicultural teams, understanding emerging markets, and addressing pressing problems on a global scale. That third benefit is critical, because it means our service model is sustainable. These programs are not just charitable expenses, but investments in our people and by extension in our business.



I'd like to conclude with a few words about partnerships, because the Corporate Service Model wouldn't work without partners, nor could it be valuable or effective. With each engagement, IBM partners with social and educational organizations. They do the work of education or healthcare or any other social service, and our role is to help them be more effective. Through partners, we can have a much wider impact than we ever could on our own. We've also partnered with other companies on joint-service engagements and to share our expertise to help them start their own programs. IBM has a long history of partnering with the U.S. Government agencies as well. I mentioned earlier that the Corporate Service Corps is inspired by the Peace Corps. It has moved beyond inspiration. In 2016, IBM launched a global public partnership with the Peace Corps to collaborate on projects around the world. Since then, we've worked together with demonstrated results in Ghana, Peru, Mexico, and the Philippines. We've also partnered with U.S. agencies for international development on a two-year initiative to create the Center of Excellence for International Corps Volunteerism. Through this partnership, IBM sent 94 IBMers to work on USAID projects and contributed nearly 4 million dollars of impact services.

In closing, my message today is that the model of service is working for IBM, is valued by our employees, and is having a positive impact in the communities throughout our country around the world. We remain committed to it, and we will continue to seek partnerships in corporate, governmental, and nonprofit sectors, as we continue IBM's long, proud history of corporate citizenship.

Ms. Teresa Walch

Chairman Heck, distinguished Members of the Commission, thank you for the opportunity to testify before you today on leadership and service. I'm Teresa Walch. I serve as the National Vice President of the Boys & Girls Club of America. The Boys & Girls Club of America is a network of 4,300 club sites that serve 4.3 million young people annually in 50 states: in large cities, small towns, public housing, military installations, and Native lands. More than 58,000 professional staff members operate local clubs supported by 349,000 board members and volunteers.



Boys & Girls Club of America had its beginnings in 1960 with three women in Hartford, Connecticut. Believing that boys who run the streets should have a positive alternative, they organized the first club. A cause was born due to a commitment of service in a community.

Clubs are based, building centered, and led by professional staff that offer youth development programs determined by necessities and available resources in local communities. They meet the interest of young people 6 to 18 years old. We focus on three priority areas: academic success, healthy lifestyles, and character in leadership. In a Harris survey of our alumni, 54 percent will tell you that the club, literally, saved their life. Boys & Girls Club of America research shows that young people who attend a club regularly tend to do better than their peers nationally. For instance, 68 percent of 12th graders volunteer at least once per month. This is compared to 39 percent of 12th graders nationally who do so. Youth who are involved in service are more likely as adults to have a strong work ethic, to volunteer, and to vote. Engagement in service also fosters the developing a greater respect for others and understanding of citizenships that carry over into adulthood. Acts of service help youth develop compassion as they learn the value in giving and the importance of kindness.

Our 2017 National Outcome Report tells us that 84 percent of our club members believe that they can make a difference in their communities; 92 percent of them say they want to help someone in need. Studies also show that youth involved in civic engagement programs attend school more frequently and are more likely to graduate than their peers who do not participate. We have four programs that focus on service and leadership: Youth of the Year, Keystone, Torch Club, and Million Members, Million Hours. In these programs, 356 service hours were provided by teens and tweens in this country last year. If you calculate that up, that's an impact of over 3.5 million dollars in our country by teens and youth.

Boys & Girls Club rely on community volunteers to provide an array of additional opportunities. In 2017, 349,000 volunteers provided mentoring and skill-based opportunities for young people. You can imagine without those they might not have had the opportunity to participate.



Boys & Girls Clubs has a long history of partnering with the federal government to help improve the lives of youth. Without these partnerships, which we leverage with additional support from the private sector, we know clubs could not reach as many young people as we do today. These programs and partnerships help support not only the impacted youth, the youth that we serve also support a return of \$9.60 on every dollar invested in a local Boys & Girls Club. For example, in 2018, Boys & Girls Club and the youth we serve benefited from grant funding provided by the Department of Justice through the mentoring program. More than 9,000 mentors were recruited across the nation in local Boys & Girls Club. Federal funding, received through 21st Century Community Learning Centers, helps provide high-quality programming for kids K through 12th grade. This initiative is currently the only federal funding source dedicated exclusively to out of school time education programs.

Additionally, for over two decades, Boys & Girls Club and the U.S. Armed Forces have partnered to help children and families facing the unique challenges of military life. In 2017, some 510,000 youth were served at 484 Boys & Girls Clubs of America affiliated military organizations worldwide. Finally, the AmeriCorps VISTA program has supported clubs across the country, including support in Native communities. We serve nearly 90,000 Native youth approximately in 200 clubs in 26 states, representing over a hundred tribes in the United States.

Particularly in a time of change in our country, we must work hard to protect and enhance the spirit of service volunteering. We must see that this service is a key to strengthening communities in America. There is no doubt that the government can provide an enabling framework to assist and incentivize service activity. Boys & Girls Clubs of America is committed to building an inclusive environment in which youth, teens, and volunteers can play a vital role in strengthening service across this country and, ultimately, making this country a better America.

Thank you.



QUESTIONS BY THE COMMISSION

Dr. Joseph Heck

The commission is considering several possible ways in which universal service, whether mandatory or not, could be implemented for America's young people. One approach is to commit enough resources so that any American with a desire to serve can participate in some form of service. As I mentioned in our opening comments, we call that "universal access".

In your opinion, what are the biggest challenges to universal access today, and how does your organization help individuals overcome those challenges?

Mr. Tom Chabolla

Some of the major challenges are student loan debt, pressure from parents to get out into the workforce, and so being able to provide a vision of where the path of volunteering leads them in their own professional growth; that it's not a dead end, but, in fact, could be a step forward. Other types of resources, such as partnerships that we have with universities will reduce tuition for graduate programs that align with the work that they've been doing in their volunteer placements.

Dr. Robert Grimm, Jr.

I think one of the real challenges is creating more high-quality service opportunities. I think that we've got a lot more interest. The challenge is investing in high-quality opportunities, and the way to do that is to offer a variety of different opportunities that really taps each individual's passion, gets them involved in multiple service experiences, and, as I said before, provides ladders so they can see different types of careers as entrepreneurs, public leaders, nonprofit leaders, and others that they can do. If we do those things, from our experience, people will take advantage of them, but it needs to be adaptable. I think we also have to provide support. For one example, we have the Do Good Accelerator. One of the things we're doing this summer is you can get paid to do good. Your summer job, as a college student, can be working



on a project or venture. Students need to make money, but they can make money, do good, and develop skills that allow them to make an impact in their local community and around the world.

Mr. Jeff West

The only things I would add there would just be, I think it's really about access and knowledge and understanding of what's actually out there. You've heard from four panels that have offered pretty diverse views around opportunities to engage and serve, and I'm not sure that everyone knows about that. I think promotion is a big piece of this. I think that also really demonstrating the value proposition of what service and volunteerism brings to the individual and how that actually translates to building skills that can lead to meaningful employment as well.

Ms. Teresa Walch

I echo that one of the biggest challenges is the connection; the application of how do I get connected with a volunteer opportunity that really gets me excited and enthusiastic about changing my community? The other would be potentially to increase the stipend, because college debt, as we know, is a barrier to young people volunteering.

Dr. Joseph Heck

Dr. Grimm, you mentioned increased access to high-quality opportunities. How would you define a high-quality opportunity?

Dr. Robert Grimm, Jr.

An option that, first, allows a person to tap their passion. For example, we offer these Do Good Now courses and they have very important skills you're learning: design thinking, innovation, leadership. But you get to choose what project you're passionate about in those courses, and those courses are everywhere from say arts to an engineering school. So adaptability, but also making sure that there are a high-quality experience; an opportunity to



impact today so that you are motivated to keep going in those kind of activities. Also, support to build on them, because it's not just one service experience. The way we're going to build a generation and a country where everyone is engaging in service is you give them multiple, high-quality service experiences and you support them as they take next steps in their desire to serve their country and their community.

Ms. Debra Wada

Part of what the commission is looking at is whether we should make this a universal obligation. Since we know there are benefits to service, and that there are secondary benefits, would it be better for our country that we consider a universal obligation instead of voluntary obligation?

Ms. Teresa Walch

I think that when people are given an opportunity to choose, it works better, and so when we say a mandatory volunteer, I do believe it is different for high school. There are, I believe, 26 states that have mandatory requirements for volunteering to graduate. But for adults, I believe allowing people to have a choice, but I believe it is all the platform we give them to choose around their passion and what can directly impact their community at the biggest level.

Mr. Jeff West

There's many pathways to service for Americans, whether it's with local organizations in your community, faith based institutions, places of employment, government programs, the important point is that we provide opportunities to serve in whatever capacity that they're able. Everyone's situation is different. I think the more we can do to promote the different ways that Americans can serve the better off we will be.

Dr. Robert Grimm, Jr.

I want to echo the point of potentially focusing on high schools, because all Americans are needed to serve in their country and community. I represent a university, but many young



people will not go to college. So I think it's important to think about if you can invest in high-quality required kind of service experiences, multiple, in high schools. I think it would be really valuable. The key would be, as I mentioned earlier, investing in high-quality experiences. If you gave a service obligation that was not funded properly and people had negative experiences, it would be counterproductive. We require our young people to do well at math. There's so many reasons why requiring people to have a high-quality service experience will also help them be successful in their careers and their communities. Requirement is not the problem, it's the quality of the experience that's the challenge.

Mr. Tom Chabolla

I'm in favor of mandatory service within the school settings. Outside of that, I think it's about understanding what the key incentives and obstacles that either prevent or draw people into service and being able to focus on those so that we not only have middle-income volunteers, but we can also reach out to communities that we have not been as successful in getting involved in volunteering.

Ms. Debra Wada

If we were to consider a service requirement in high schools, sort of a 13th year, do you think that there is a benefit in terms of a year of service or 6 months; 18 months? Based on your experiences, is there a sweet point in which the light bulb goes off and the passion for service kicks in?

Mr. Tom Chabolla

I would say it's less than a matter of time and more about the experience itself. If that experience is hands on, meaningful, and supported, then I think the time isn't as much of an issue.



Dr. Robert Grimm, Jr.

I'm also encouraging a ladder of sorts of experiences. I think that in order for someone to say they want to do a year of service, first you need to have a variety of shorter, high-quality service experiences. I would encourage thinking about the ladder of service experiences in duration.

Ms. Teresa Walch

I would go on to say to allow the youth, if it's high school or junior high, to have a voice in what it is, because they know what is needed in their community. We just sometimes fail to ask them.

Ms. Debra Wada

Mr. West, from the corporate side, if there is a requirement at high-school level, is there a place for corporate responsibility in terms of participation?

Mr. Jeff West

Approaching your question from a little bit of a different angle, we're very engaged at the high school level. We offer opportunities for IBMers to volunteer as mentors to high schoolers specifically through a program we call "P-TECH", which is a 9 to 14 education model that is combining high school and an associates degree to produce graduates with ICT skills to meet the shortage of those types of skills in the United States. It's been a very, very successful program, not just from the results it's producing, but also from the ways that we engage IBMers to be directly involved in mentoring these students as they're coming through. So, not necessarily through the service perspective, but through a service opportunity for our employees to engage people of that age demographic.

Mr. Steve Barney

Mr. West, in the area of corporations and how they view service; most people, when they think of corporations, they think of the roles of corporations in our society and also the



obligation to return value to investors. The idea of service and how corporations can be part of our nation's service culture is something I'd like to explore. Could you help us understand what's in it for a corporation to become involved in community service, and are there lessons that can be learned from the experiences of companies like IBM that could relate to and be supportive of others in the private sector, especially as it relates to developing the workforce and keeping and retaining the best people?

Mr. Jeff West

At IBM, we don't really make the distinction between our responsibility to shareholders as a separate thing from our service programs or volunteerism programs. They're really one in the same. We've been doing this for a long time, and I think the reason that it's sustainable and the reason that it works is that we are providing impact on communities throughout the world at times, but we're also getting something from that too. Providing these kinds of programs really helps us with recruitment. It helps us with retention. It helps us build leadership skills within our employees, and it also fulfills the responsibility that we have to really engage in the communities where we live and work. The studies will show, especially millennials entering the work force now will actually take a pay cut to work at a company that aligns with their social values, and we take that seriously. I think that's been a competitive advantage for us.

Mr. Steve Barney

Dr. Grimm, I was interested in your testimony where you described the process that exists in the Do Good campus, where you have both collaborative effort as well as competitive types of programs that seem to spark innovation. As we think about the need to look at more universal service in our country and where people would serve, it seems that innovation and the ability to have innovative-type programs could be a big part of that.

Could you tell us a little about what you've learned?



Dr. Robert Grimm, Jr.

I think that the way to really spark universal service is to focus on the two twin areas of innovation, but also collaboration. Innovation is a team sport, and to do that you've got to have a team of people who have a variety of different talents. That's what we teach at the University of Maryland, but we also make it fun and competitive. I encourage all who have the time to come to our Do Good Challenge. It's been held for eight years and the next one is actually on April 25th. It's a cross between Shark Tank and American Idol. Students can compete and win prizes for an existing cause, fundraising cause, advocacy cause, or they can create their own nonprofit or company. The result of that is we produced outcomes that have made state leaders invest in our effort, as well as private donors invest in our effort. For example, a recent Do Good Challenge winner looked at the fact that there are numerous prescription drugs that get thrown away every year, even though they are still viable. They worked with a partnership of the FDA to get those retested and recovered and then distributed them to individuals in South America. Those kind of innovations, as we saw in Do Good, create jobs as well as solve major problems that I think can make a bigger tent of people to support service.

Mr. Ed Allard

I know that the Boys & Girls Club do everything they can in terms of their programming to help young people become caring and very passionate people about their communities and also acquire skills that enable them to participate effectively in the democratic process.

How to Boys & Girls Clubs provide access to service opportunities for youth?

Ms. Teresa Walch

Each local Boys & Girls Club or affiliate are their own 501(c)(3) with their own board. Boys & Girls Clubs of America we're the connecting agent, if you will. Online, through different staff across the country, we have opportunities for people to ask how to get engaged. That's why I say connectivity. People want to help and just don't know how. There's portal where they can put in a zip code, and it takes them to their local Boys & Girls Club in their



community and provides all of the contacts. From there, most clubs have a volunteer coordinator, someone who coordinates the volunteer efforts that are occurring. That's a way that the adults can volunteer in the clubs. Of course the youth that volunteer, we are big on youth voice as you can imagine, so they select how they will volunteer. Many corporations today are looking at how to take service and their skillsets into the private sector and into the Boys & Girls Club to create opportunities for employment based on volunteer experiences, and we're very thankful.

Mr. Ed Allard

What are some of the best practices the Boys and Girls Club Programming uses to instill the value of service in young people?

Ms. Teresa Walch

Early; really early. I don't know if anybody on the panel is a member of the Boys & Girls Club. My guess is yes, out of every nineteen people you meet, one will be. So at Boys & Girls Clubs, at 6 years old everybody has a role. You do something to be able to help. We actually have service imbedded throughout all our curriculum and throughout every day in our Boys & Girls Club. As they get older, they do service projects in the community, with an adult, of course. As I mentioned before, the programs are a ladder approach where they start from about 10 years old when they're actually picking what they're going to do in their community and making a difference. Some of our teenagers do international projects. That goes back to what some of the panel members mentioned about passion. And, of course, the results we see are the creation of jobs and what their passion is going to be for the future, so they can be self-supporting, great citizens in this country.

Mr. Ed Allard

I'm intrigued by the fact that a 10-year-old came up with an idea about doing a service program. I'd be very interested in hearing an example.



Ms. Teresa Walch

I would love to give you an example. In Texas, a young person who was 9 years old had been to a class at Boys & Girls Club about fruits and vegetables. We all know how expensive those are, so she hadn't had them. The club director and some of the staff heard this and talked to her. They told her they could have a garden. She thought it would be really expensive to have a garden, but we all know it isn't. The story from that moment to the end is that the kids had their own garden at the Boys & Girls Club. They harvested their own peppers, salsa, tomatoes, and actually started a company. They sold the salsa at the farmer's market, and the donors who gave to her club all got salsa as a gift. That worked out pretty well, but that's just one example of innovation that young people are capable of. When I talk about youth voice and what kids really need; they know what they need. We just sometimes fail to ask them.

Dr. Janine Davidson

Dr. Grimm, your program is intriguing. I am hearing you speak and reading your materials, and it sounds as though you think this is a type of program that could be scaled across the country and other universities and even beyond. I know that you raised a decent amount of money to get started, and I'm curious about how you were able to bring so many different types of partners to the table to launch the program.

In particular, given the role the commission has, what can the federal government do to achieve your vision of scaling this across other universities.

Dr. Robert Grimm, Jr.

I would say that the Do Good Campus and our efforts at the University of Maryland are quite robust today, but only a few years ago when we started, we didn't have one class or anything. We just had a little seed money and, perhaps, a crazy idea that we could influence and harness the power of the whole campus to do good. Some of the keys to doing that any private education institution could do as well. We made sure that every course we created early on was adaptable and worked with the demands of the different schools and colleges there, whether it



was social science or arts. We made sure the students had experiences that were way out of the norm. You walk into a class with an idea on how you want to change the world, or maybe you just want to change the world but you don't know how to do it. In the class, you would actually develop your idea, pilot it, and execute it. Your final exam would be pitching what you've achieved so far, and you could win additional small amounts of money and coaching to further advance it. That's a very different kind of educational experience than many students experience, but it started building a lot of momentum. And then when we launched the Do Good Challenge, we had Kevin Bacon, who was willing to do the first Do Good Challenge with us.

We didn't know what kind of response we were going to get. A hundred different teams competed the first year. Now, thousands of students are competing every year in this Do Good Challenge. That's something that any kind of campus could do. It's exciting because you're actually paying for success, because the prizes go to the most compelling groups. You can help support them even more. You're also inspiring others, and with those exciting classes and challenge, you can build a lot of momentum.

I think the federal government could do a couple of things. One is really invest in models that engage service across the whole high school or whole college campus, and harness the whole power of the campus. Don't let service be just one nice thing that's happening in maybe one part of a high school or a university. Two, I encourage the commission to explore national prize competitions for innovations, exciting challenges, or even something like a national Do Good Challenge. One of the genius things of it is that everyone can see themselves as doing good. Everyone can see themselves competing, being excited, and whether you're going to be a citizen and engage in service for a life time, whether you're going to be an innovator or an entrepreneur, or you're going to be a public leader or a nonprofit leader, you all could see yourselves in the Do Good model.



Ms. Jeanette James

Mr. Chabolla, I'd like to understand if there are specific challenges with faith-based organizations. For example, are there particular challenges attracting and working with individuals who are aligned to other faiths to a particular faith-based organization?

Mr. Tom Chabolla

The Jesuit Volunteer Corps recruits mainly on Catholic college campuses, although we do have volunteers that come from secular institutions or other institutions that have different faith tradition roots. The commitment that we ask from any volunteer who comes into the program is the willingness to struggle with the issues, to reflect on those issues, and to try to understand what this is saying about where this experience is calling them in their future careers. So while the framework in which this is done is often in a faith-based context, we try to adapt it in such a way that it's friendly, usable, and understandable to those who aren't imbedded in a faith tradition themselves. It's really about discerning, reflecting, and understanding their experience.

Ms. Jeanette James

From your experience, are relationships with individual houses of worship or individual faiths necessary? Does it enhance the experience for the individual who aligns with a faith-based organization?

Mr. Tom Chabolla

No, I would say the main way that it impacts the individual in the program is really where they are serving, and the collective experience of the volunteers from living together. They're all in different placements; they're all doing different types of work. It really is those organizations that they're working that draw the volunteers in, expand their vision, and bring them to different types of work that they may have otherwise been closed to.



Ms. Jeanette James

Dr. Grimm, could you talk a little bit about how you and your institute attract University of Maryland students who are not associated with your institute, who may be pursuing other majors, for example, journalism majors and engineering majors? How do you attract them to service opportunities, and how do you inspire them to serve alongside those folks that are in your institution.

Dr. Robert Grimm, Jr.

Our goal is to reach every student at the University of Maryland. One of the ways to do that is we are working to incorporate Do Good curriculum in general education courses, so that students of any kind of major could have experiences around innovation; understanding social issues and how they could make an impact. We work with every school and college and different faculty members to adapt our curriculum, so that it can be available for different majors. You mentioned journalism students. For example, a few years ago, we had a Do Good Challenge winner that was from a group of students who were taking classes with Professor Dana Priest, a two-time winning Pulitzer Prize journalist and a member of our Do Good counsel. They studied journalists who were falsely imprisoned abroad just for doing their job. Their Do Good Challenge project in class was developing the advocacy effort focused on those journalists falsely imprisoned abroad. They developed partnerships with the New York Times, HBO, and they are credited with helping free journalists abroad. The key is, again, we worked within the confines of academic curriculum of the journalism school to support a project like that. The key to grow it across every kind of discipline is to be willing to figure out what are your core principles and then what things are adaptable to make it where any major and any student of any interest could be involved in doing good.

Mr. Tom Kilgannon

Dr. Grimm and Mr. Chabolla, you mentioned about having service in high school, and you both spoke favorably to having that be a mandatory or required activity. Who would set that requirement? Would that be the federal government, the states, or localities?



Mr. Tom Chabolla

Each institution, understanding that there is a service requirement, within a broad framework, would then decide how they manage that within their own setting, given the student body that they have, given the community that they're in, given the relationships that they have. If they're provided a broad framework, then the institution can figure out what makes the most sense given their own setting.

Mr. Tom Kilgannon

But the requirement itself would be set by, the state?

Mr. Tom Chabolla

I don't have an opinion on that at this moment.

Dr. Robert Grimm, Jr.

I would encourage the commission to explore the potential of all three of those options. It could be a local requirement, it could be a state requirement. Perhaps there is a way to imagine some kind of federal requirement. The key is what Tom said; you've got to make sure that those requirements are adaptable to each kind of different schools. Make sure those service requirements are core to the curriculum that the schools have, and that they are also doing everything we talked about; high-impact, multiple experiences. The last question asked, "How do you get students from all different areas to really be excited about doing this?" You create the kind of educational experiences that students are hungering for. One of our challenges is we have lots of courses at Maryland that have waitlists, and we're trying to figure out how to offer even more classes. Students want those kind of experiences. I think you could explore some kind of requirement, but what's really important is that you invest in high-quality opportunities that students are demanding.



Mr. Tom Kilgannon

Where does service fit in the school day in this sense? We ask a lot of students. We ask them to learn math, science, and physical education. One of the takeaways the commission had from the time we were traveling the country is a deficiency in civics education. So, in a sense, it's a zero-sum game. If you put something else in, something's got to give. What would give in your mind?

Mr. Tom Chabolla

I think this raises the issue that this at the local setting is not just a cookie-cutter approach. You can't just take one model and apply it. If it's done well, to really answer your question, it needs to be integrated into the curriculum in such a way that it does advance certain objectives of the school, whether it's around history, science, whatever the discipline may be. They'd be able to take that experience, bring it back to the classroom, and apply it to what they're learning in their daily classes.

Dr. Robert Grimm, Jr.

I'd like to underscore that point by saying I don't think it has to be zero-sum if you're incorporating hands-on service opportunities that also are core to the other academic skills you're teaching. For example, if you're teaching robotics, how could you do something that would actually create robotic for good, a robotic social impact effort. That's not taking away from other classes' time. It's actually enhancing it, because you're allowing them to take their knowledge and apply it today and make an impact in their community.

Mr. Tom Kilgannon

Ms. Walch, in your testimony, you spoke about the Boys & Girls Clubs influencing healthy lifestyles. You specifically talked about 91 percent of 9th graders abstaining from marijuana use. What challenges have you all seen in trying to promote that restriction, that non-use of marijuana, in states where marijuana has been legalized?



Ms. Teresa Walch

In Colorado or California, for instance, it has proven to be difficult. I think the programs that we've turned to in those situations are fact-based. "Here's the science behind this, and here's what happens," especially at a young age when young people's brains are developing, the damage that can be done from that. And the research is out there. If we're very factual with visuals and lay out what will happen, most young people will make the choice; hopefully, the right choice. As it becomes legal in more states, I think it is going to be an opportunity for us nationally to address mental health at a much younger age going forward.

Mr. Alan Khazei

One of the things we've been looking at is potentially recommending that the second semester of senior year in high school become a service semester as a capstone. I appreciate what you said, Dr. Grimm, about leveraging the whole high school experience. Do you think that's a good idea to have it become part of this capstone for graduation where people would do an intensive service learning project, learning and really engaging in community service in their communities? Do you think that's a good idea, and, if you do, what would you do to implement that to make it successful? And if you don't, tell us why you don't like it.

Mr. Tom Chabolla

I'll speak as a parent. I would value it if the last semester of either of my daughters' years was service focused. But, again, it goes back to the question in terms of having those experiences be structured so that they are not only service experiences, but learning experiences. So it's not seen as a waste of time; it literally builds on the work that the student has been doing throughout their high school experience.

Dr. Robert Grimm, Jr.

In my mind, the way it would work is if you had engaged the high schooler in multiple service experiences to that capstone, so that it is building on the experiences that they've had. I also encourage you to explore flexibility, where the student could do their capstone even earlier



than their last year, last semester of high school. In Maryland, there's a number of interesting innovations to try to help young people get involved in their community even earlier. We have a couple of communities that are allowing 16 or older to vote. You could imagine offering capstone experiences when they're 16, 17, or 18, and make it part of a very integrated, multiple service experience in high school.

Mr. Jeff West

Looking at this from an employer point of view, we're always looking for skills that are provided by service opportunities. I agree that it really does need to be mixed with some sort of learning component. A large percentage of jobs that will be available 20 years from now don't actually exist yet. We need to be constantly making sure that the innovations that are being made in the high school level or even younger are very much mixed with opportunities to help build those skills that will help us compete in a global economy in the future. While it is a very important skillset in the soft skills that it brings, you're mixing it with a learning opportunity as well.

Ms. Teresa Walch

I agree with skill-based workforce opportunities, but also want to caution. As we know, every school district in the country and every state has different levels of capacity right now. We have some states whose education systems are truly struggling. We need the infrastructure to support that, because if it's not done in a structured way; if out of the 300 seniors some get a great experience and others not so much, having the infrastructure to support is critical in ensuring it turns out to be a great experience for that young person and the community that's going to be impacted by that.

Mr. Alan Khazei

A lot of students are now looking at how they can graduate from high school doing a service year or gap year before going to college. Are you doing anything to support that or



encourage that, and what could institutions of higher education do to facilitate or encourage it as a way to incentivize young people post high school and before college?

Dr. Robert Grimm, Jr.

I will say one of the things we are doing that I think educational institutions and college universities should look at is thinking about how we're going to support our alumni after they graduate. In fact, one of the new things we're doing is offering programs that are explicitly for our students and alumni and the ways we can support them in continuing on in their service and innovation efforts for a lifetime. We believe our goal is to get people engaging in doing good for a lifetime.

Ms. Shawn Skelly

Mr. Chabolla, please offer your thoughts as the leader of a faith-based service organization as to how you view interactions with the secular, governmental, corporate, or even other service organizations that are not faith-based. Are there any particulars with regard to how to establish relationships and maintain work relationships from your organization's perspective?

Mr. Tom Chabolla

We seek to connect and collaborate with service organizations across the board to learn what's working for them, both in terms of recruiting attracting and obtaining volunteers. I think there is significant learning, and for the Jesuit Volunteer Corps, we could be doing more to learn from other organizations. We are partnering with organizations that are providing us with AmeriCorps volunteers and other similar organizations. It's pushing us to think more broadly in terms of what we do in order to support, attract, and train a volunteer network within our organization.



Ms. Shawn Skelly

What are the panelists thoughts as to the relationships and the place of faith-based organizations; on the larger, broader organizations, like Mr. Chabolla's, and then, also, the local parishes, churches, and other smaller faith-based organizations that are such a part of the service fabric of America?

Dr. Robert Grimm, Jr.

I think religious organizations are one of the real building blocks of community and service. More people today volunteer and give through religious organizations than through any other kind. I think it's very important, as you think about how to grow service broadly. Religious organizations have to be a very important collaborator and partner.

Ms. Shawn Skelly

Mr. West, with regard to how corporations, either yours or just broadly, interact with or think about partnerships or relationships with faith organizations.

Mr. Jeff West

We really want to meet IBMers where they are. If that's an opportunity to volunteer in a faith-based organization they are related to or engaged with, that's something that we want to support. I think that the broader conversation about partnerships, and everything really building on Ms. Davidson's question about barriers and opportunities for the federal government to help increase pathways to service, I do think the federal government can play a key role in being a convener; a convener to help scale these partnerships with nonprofits, with faith-based, with the government, and with other for profits, on and on. But a lot of ours are one-off opportunities, and to the extent that the federal government can provide opportunities that break down barriers working with government, and I say this having spent 10 years in the federal public service as well; specifically in public-government partnerships. The government can really play a key role in being that convener, especially in the area of public service.



Ms. Teresa Walch

Of course, Boys & Girls Clubs are inclusive environments where we welcome every young person. You might be surprised to learn that Boys & Girls Clubs are in churches all over this country and for great reason. They're huge buildings with all the fun stuff that kids like to do already in them, and they aren't being used from 3:00 p.m. to 8:00 p.m. every single day. Our oldest partner is the Salvation Army. We've been affiliated with Salvation Army for over 50 years, and so have Boys & Girls Clubs across this country. We've been in Salvation Army buildings doing Boys & Girls Club programming. We don't see it as a barrier. Every community is different. We see it as a definite opportunity to partner in a way that helps local communities and kids.

Dr. Joseph Heck

We will now proceed with our second round of questions. Mr. West, can you envision a private sector implementing a service model akin to academics and math; for every certain period of time spent working at a corporation or a business that that individual would get a period of time off to be able to perform a service type project? What are the benefits and downsides to such a program, and what would be needed to incentivize a company to sponsor something along those lines?

Mr. Jeff West

I can envision that. We do offer that as a company. As I mentioned in my testimony, we have a program called Corporate Service Corps, which I think is very akin to sabbatical-type programs. You spend three months doing virtual, online training with IBMers from all over the world, and then you spend four weeks, the bulk of which is in emerging market countries, to work on a service project. We do this primarily through implementing NGOs that come and set up programs that help coordinate safety and security. They develop monetary and evaluation components.



What that enables us to do is build this very life-changing experience for IBMers. They get back to their day jobs and want to learn new ways that they can continue to engage. It's been a predominantly successful program for us. It's a challenge, to be honest. The acceptance rate in the Corporate Service Corps for IBM is something akin to Ivy League. It's a very competitive process, and not a lot of people get in. There are people who apply over and over and over again. Because you're drawing that kind of talent from across the company, you then have to convince their manager to let their best person on their team go, not only to spend three months of training in addition to their core responsibilities, but then to leave their job completely. They're really not supposed to be checking their email. They're supposed to leave it completely and focus on the project.

That's a tough sell, and for that reason, there aren't a lot of companies that provide that amount of service; that amount of time in terms of service through your pro bono consulting or corporate volunteerism or however you want to term it. We've done this to varying degrees of time off for these sabbaticals, if you want to call them that. We've done it on the executive level for smaller amounts of time. I think the through-line for all of this is that we're providing these opportunities, whether it's a day to go volunteer in your community -- we provide over 64 tool kits that make it very easy for IBMers to apply their skills to a specific nonprofit or educational institution, or whether it's an extensive training process for something like Corporate Service Corps.

I do think that these sabbaticals, while they do exist, are probably not prevalent enough. We can help articulate what the business case for that is. It's been something that's been a test for us.

Dr. Joseph Heck

So when they're doing their three months of training, are they still doing their day job, and then flying out to their four-week service experience? How many positions do you sponsor annually?



Mr. Jeff West

Yes, they still do their day jobs while doing the three months of training. Right now, we're sponsoring approximately 500 positions a year. We're looking to maybe double that number in the next 12 months, and we're also looking to expand the ways that we offer our Corporate Service Corps program. We've just celebrated our 10th anniversary last year of Corporate Service Corps, and we want to figure out more ways that we can engage that alumni base that come back to their day jobs. We're a technology company. There are ways that we can actually use our technology to provide virtual consulting en broad masse. How can we build ways and opportunities for them to stay involved in the projects that they were associated with and working on?

We feel very proud of our Corporate Service Corps model, and we've taught other major corporations to set up programs based on using ours as a model. It's been taught in MBA schools around the world. But we can always be innovating and creating new opportunities so we can really scale that number.

Ms. Debra Wada

I want to continue that thought process, because corporations, nonprofit organizations, like schools, is sort of the bottom line. How do you make it cost effective? What's the payback to the company or to the university?

How do you develop the factors upon which you're assessing the effectiveness of these programs that you can then make the case to, say, your bosses or the American people?

Mr. Jeff West

We have a number of different ways. We measure impact on the communities in which we're working and make sure that we're actually delivering results. That's something that we can take back to our senior leadership and show; the impact that we're making. So we have to be very sure that we're accurately measuring. Internally, we're measuring the impact of the actual IBMer's experience.



That's something that we do in close coordination with our human resources department. We do extensive surveys. We talk to our managers, and we come back and survey them at later points in their career to figure out how this actually helped them on their professional journey. We need to look at this through a number of different, diverse lenses in terms of measuring impact, but at the end of the day, what this takes is buy-in from the senior leadership. You need a chairman or CEO that values the program, that places resources in this program and invests in our business unit to administer this program to provide opportunities for IBMers. Without support from the senior leadership, these things won't happen. We have to continue to make the case not only anecdotally, through stories and the power of telling stories, but also provide real data. The more that data actually conveys, it means both for the IBMer, the company, and also the communities that they're working.

Dr. Robert Grimm, Jr.

I would say that, similar with employees, what you want to do at a university or at an educational institution is you want to make sure you're providing experiences that the students are demanding. So creating those high-quality experiences where students, deans, and other people want it in their schools. I know multiple deans in my school say, "I want my students to win the Do Good Challenge." It's a healthy spirit of excitement around that. Impact is so important; illustrating the impact and perhaps impact that people often don't think about for service by focusing on economic development and innovation.

For example, just last week I was at the opening for one of our alum's 15th market for their company, Imperfect Produce, which sells ugly produce. We actually have two companies that came out of Do Good that are selling ugly produce. They've recovered about 15 million pounds of produce, but they're also hiring thousands of people for good jobs at the same time. What kind of government leader doesn't want to support service programs that are making innovations in their state, country, or city, creating jobs, and solving some of the biggest challenges we have out there, such as hunger and food waste.



Ms. Debra Wada

We heard earlier about the declining volunteerism in our country. From your organizations that depend upon volunteers, are you seeing a decline in your own organizations, and if so, how are you addressing that decline? Are there ways that we can increase volunteerism?

Mr. Tom Chabolla

We are seeing a decline in applicants. Involvement is sort of counter-cyclical to the economy. When the economy is good, there's a lot of jobs. That's where students will go out of college. What could be done is the types of incentives that are put out there. Again, students coming out of student debt see a clear pathway and that volunteering is not a dead end, but in fact a step forward. I just talked to a volunteer in New Orleans. She came in. She made a choice between Jesuit Volunteer Corps or a job on Wall Street. She's doing a legal services placement. She now wants to go to law school or be a case worker. So it does provide a transformative experience.

Ms. Teresa Walch

For teens and tweens in Clubs, we're not seeing a decline, because we have a system and a program in place. For millennials volunteering, yes, we do see a decline. I think it is directly linked to the students loans, because most of them work a job and, potentially, a gig, if you will. It's a "gig" environment that we're in right now.

Mr. Steve Barney

On this issue of universal service, as we've traveled around the country, what we've heard from Americans is that, as Americans, we don't like to be told what to do. We value freedom. And yet, as we look at the current service situation here, especially some of the information your testimony, Dr. Grimm, about the trends that do not suggest that being freedom loving Americans are actually bringing more people into service. We have a national problem, and we're looking to establish a nation where people are inspired and eager to serve.



So when I saw your testimony, Mr. Chabolla, one of the things that you described for the Jesuit Volunteer Corps recruits is their passion, their willingness to meet difficult challenges with integrity, faith, unflinching response in how they bring their values and a sense of humility into service. So aside from the incentive part of this, I wonder if each of you could touch briefly on the idea of how do we instill at a very young age, perhaps, in Americans this passion that allows them to overcome some of the other challenges?

Mr. Tom Chabolla

As Ms. Walch mentioned at the beginning; engaging people at a very young age so that it becomes a habit throughout their life. I would say, secondly, it really is about the quality of experience that they engage in. If it's an experience that puts them in direct contact with people being served, if they're given an opportunity to unpack that experience and learn from, then it can be transformative, and it will lead to future service. If it's not done well, then the exact opposite will happen.

Dr. Robert Grimm, Jr.

Those are some of the key points that I would make. I would also say that we require a lot of things of young people that we are certain is good for them. Service, we're certain, is good for them, if they get high quality experiences. In regard to the requirements issue, choices are important, and you can do that in the curriculum in a way that taps people's passion. I think that we need to recognize that right now we're living in a country where a lot less people are volunteering. A lot less people are giving, and our communities lose so much by having less people engage with them. Secondly, individuals lose a lot of health to work benefits from not doing that.



Mr. Steve Barney

Mr. West, you have the private sector understanding of all of this, as well as your service in the Peace Corps. Can you help us understand what we can do as a nation to inspire more to serve?

Mr. Jeff West

If you can somehow make the connection of what is in it for the person. You really do need to demonstrate that value and draw the connection between how this specific experience isn't just something that's good to do, but how it's going to help you build skills that will translate to your professional career. Sometimes people think that this is a binary choice; you're putting college or work on hold to go volunteer. A better connection could be made about how point A gets you to point B. I joined the Peace Corps straight out of college. I did that, because I had experiences volunteering in the Make-A-Wish Foundation in college. That gave me the bug to want to serve, but I also did it for selfish reasons too. I wanted to learn a new language. I wanted to build multicultural skills. I wanted to be able to work in a multicultural environment. I knew that volunteering would help me on my path to a career and make me stand out in terms of other applicants that were applying to jobs straight out of college. That's effective, and you do need to make that connection and not make this solely just an output of what your duty or responsibility to society is. It's okay to make that connection of what we get out of it.

Ms. Teresa Walch

I'm going to flip the script a little bit on what volunteerism is and what I've seen sitting on a committee looking at displaced workers as automation increases. Things happen in life, sort of a background to what Mr. West said, where employees are going to be displaced and the company knows about it. It's a platform set up so that volunteers can look at skills they can gain if they do a volunteer service. Of course, these are pretty high level, like strategic planning or data analysis. How do we really show the outcome of being able to gain a new experience while volunteering at a Boys & Girls Club around really high-performing professionals who, through no fault of their own, have lost their job? We are seeing great benefit in that; working in the



nonprofit sector to place local people or leaders who might not have that skillset. That is one way of looking at volunteerism and service, and in a way, I think our businesses in our country have done it as employees are displaced. A lot of people at the endgame say, "What have I done in my career that's truly, truly made a difference?" They look to us, kind of soft-hearted people in the nonprofit world, and see we're always happy and why are they happy. We're happy to go through serving, so there's a connection there.

Mr. Ed Allard

We had some insight from Mr. West about what motivated him to serve. I'd like to hear from the others what motivates them. What motivates you to serve?

Mr. Tom Chabolla

I would say the very early experiences I had like watching my parents volunteer at a church or the community, where I went to high school, being encouraged on weekends to take part in the community activities. It was ingrained, this culture of volunteerism. I was also able to see the value for myself as a person in my own growth and development.

Dr. Robert Grimm, Jr.

I grew up in a very rural part of Iowa, which, I joke, some might say, "Isn't the entire state rural?" My town had 5,000 people, and my grandparents grew up in a town of 300 people. In that town, they had a passion for theater. I saw as a kid that they were able to convince some professors from Iowa State University to open up a professional theater company in the abandoned dairy creamery in this town of 300 people. For 30 to 40 years, it was the only professional theater company in the State of Iowa, and I went to it all the time as a kid. I saw how that town came to surround it, how my grandparents were role models for service. It's a motivation that I have every day. I've got a picture of them on my fireplace, and every day I think about how they were able to do next to the impossible in their community through service. That's what I think motivates me and myself, and I want to emphasize one last point for the last question. I really think that, you, the commission, should in no way feel uncomfortable



appealing to self-interest to grow service, because with self-interest, people get all kinds of benefits; actual and ones you can't see from doing service. So appealing to self-interest is a winning strategy to help grow service.

Mr. Jeff West

I shared my experience, but I think it's important to note what motivates IBMers in their day-to-day jobs. Beyond the programs that I talked about this morning, it's essential to our core of business competency. We're using artificial intelligence to help combat human trafficking. We're using block-chain technology to help reduce plastic that's going into the ocean. We've recently acquired The Weather Company, gaining access to all of that data. Think about the potential that we have in terms of helping mitigate risk around natural disasters. It's what we do as a core business that causes IBMers to wake up and come to work with a sense of purpose, and it's programs like the ones we work in and corporate citizenship that really marries service programs, volunteer programs, and opportunities for IBMers. It all has to tie back to what our business does.

Ms. Teresa Walch

I would say opportunity to set expectations. As you can tell, I'm from the South. Service has been part of what my family is always done. As a former Department of Defense educator, a military wife, a probation officer at one time, I, too, wanted to do something so that at the end of my days I could say I truly, truly made a difference. When you get to work with 4.3 million people across the U.S. and internationally, it's a pretty good place to be.

Dr. Janine Davidson

When we talk about service, I feel like a lot of times the lines get blurry. Some of the things I'm hearing today also blur the lines, and that's not necessarily a bad thing. At the core, one of the things we've discovered as commissioners is the value of service of all kinds, not just on the individual level, but at the societal level; civil society, the strengthening of that.



I want to ask about another thing I've heard today, about the decline of people serving. Is that for real? Because when you think about the root of service being about civil society and you think about America -- you know, you've read Tocqueville and Putnam, and Tocqueville says, "We're a nation of joiners!" Putnam did this work that said, "Well, maybe we're not as much anymore," and he quantified things like people joining Lions Clubs, and Rotary, and Mason's and the decline in those kinds of things. Maybe at the time, I thought, "But we're doing other stuff." So I have a two-part question. Number one, the data that you all are tapping into, does it tap the IBMers or are you looking at the traditional sort of volunteerism? Because I'm seeing a lot more, and all of us on this commission have talked to major corporations that have similar programs to what Mr. West has talked about today. At my local community in Denver, it's part of these companies' DNA. It's part of their corporate strategy and culture and identity to do this kind of thing for all the reasons that you talked about. And number two, because they say, especially the millennials, are demanding it. They're okay working in the for-profit sector, but they want to think that the place they work has a soul and that they're out there doing good.

That is my question; how should we be thinking about it? We categorize military and national public service, but you are blurring the lines. Does the data indicate or include this corporate stuff that we're talking about, and if not, how do we capture that?

Dr. Robert Grimm, Jr.

I'll admit that I'm a data nerd, and I enjoy data. I got to be a director of research in the Corporation for National Community Service. One of the things I would emphasize is the commission should really look at how you're ensuring the federal government is investing in high-quality data on all the important issues that you're looking at. The data that we're using should include work positions like IBM, because we were able to have volunteer and other civic engagement questions. I've actually worked with Bob Putnam and others to add questions to what the monthly current population survey is, which produces the monthly unemployment rate. It goes about to about 110,000 households, and it's an incredible data set. That's how I've been able to talk about trends in states, and how we can even talk about trends in 200-something



cities. I would encourage you to think about what kind of data do you want going forward and that the government is collecting it regularly. The way to drive change in all the different areas we're talking about for service is to be able to provide benchmark data that can show you if it's increasing or decreasing in everywhere from Reno to Des Moines to Virginia Beach.

Dr. Janine Davidson

So you do sort of capture those things, but part of your program is you can do good and you can also do well by starting a company that has a soul. Do those count?

Dr. Robert Grimm, Jr.

Not in every kind of data would all those things count. You have to have a lot of different data sets. One of the things I will emphasize with the research is that there are multiple points of data that's showing that charitable giving has declined significantly in the past two decades. There's a lot of different data out there that's suggesting that we are experiencing declines since 9/11. But I do also think that rarely does the data say how many new entrepreneurs are being created that are making a social impact. You wouldn't hear about that in the data I'm presenting and talking about. I think that the commission should find a way for the federal government to collect good trend data on all the different forms of service that we're interested in.

Mr. Tom Chabolla

I'm not a data nerd, so I'm glad there are those around, but I would encourage us to think about the distinction between fulltime service and part-time service, service at a young age and service when you're already in the workforce, and what are the trends there and what are the different approaches to encourage those different strands of service.



Mr. Jeff West

I love this question, and I know that it's not necessarily intended for a private sector point of view. When we're looking at blurring those lines, the phase that we're in as a company now is that we want to erase that line completely. If you look at our historical approach to social impact or this kind of work, we used to send money, then we sent equipment, and then we sent the time and talent of our workforce, which I talked a lot about this morning. Now we're trying to marry all of those things, but make them more closely aligned with the business. Because our core competency as a business brings social impact, that sense of giving back is real with our employees. I've mentioned three ways that we're doing that, but I could mention another fifty. We just released a report on sustainable development goals to talk about how we are advancing the 17 goals, not only through programs that work on in corporate citizenship, but in our products and services. What we are really trying to do is erase that line completely. We know that our major stake-holders want this information. They want a company like IBM to behave this way. We talked about employees that want to work in a company that is aligned with their social values, but investors now are requiring more non-financial data. They're evaluating companies on that kind data. Clients are requiring, through the RFB process, how you're making an impact; how you're not doing harm. That started primarily in Europe, but that's proliferating to new geographies every week, and we're helping to support that way. So we are plenty incentivized to do this kind of work as a company. When you talk about the lines between service and between turning a profit, we want to erase that completely and marry the two.

Ms. Teresa Walch

I will piggyback, because we hear this from corporations everywhere that it's sort of blurred. We, I'm sure, could do a better job on the analytics. 4,300 clubs of varying who is volunteering and who isn't. So I believe we have an opportunity to dig a little deeper in this ourselves around what is happening in clubs across the U.S., both corporately and with the teens and tweens and their impact.



Ms. Jeanette James

Ms. Walch, previously you talked about the conflict between students who have a desire to serve but also have the reality of dealing with massive student loans when they come out of college. I'd like to pull the string on this a little bit, but I'd like to pull it with Mr. West.

Mr. West, you also talked quite a bit about the soul of IBM and your current employees and the service that they provide and how that's institutionalized. I'd like to understand how IBM values a perspective recruit's previous service. How do you view that? Are you looking for people, for example, graduates of the Do Good Institute? How do you view their service, and how does that affect the individuals that you are recruiting and who eventually become part of IBM.

Mr. Jeff West

I think that we look at it through a number of different lenses. We have extensive relationships with universities around programs that focus on some sort of social impact, whether it's via service or volunteerism. We have hundreds of partnerships throughout the world with universities specifically around making that connection between becoming an IBMer coming from a space that has an academic learning opportunity for service or for social impact broadly. We're very much aligned with the skills. A lot of what we're talking about right now, it's not about degrees. It's about about skills. It's part of this new educational model that we are building, through P-TECH, we're going to add almost 200 P-TECH schools by the end of this year. We have over 600 corporate partners along with that, so they certainly recognize the need of looking for these skills. I think, broadly, we can say that when we are looking through skills, it is experiential learning opportunities through service and through social impact, certainly have an impact on recruiting. I'm a product of that. I don't come from the private sector. I've been at IBM for a year and a half, and I spent over 10 years in the public and nonprofit sectors, specifically around service and around international development. I can say from personal experience making that connection, yes, you're in the interview process and you're trying to communicate how your experience directly translates to that kind of experience. I think you can



make that connection. It goes back to what we were discussing earlier in terms of making the connection of how service builds skills that directly translates into a variety of different employment opportunities. If you can do that, you can really instill the want and the need to serve with young people today.

Ms. Jeanette James

Dr. Grimm, I've heard some examples of high school-aged students who talk about service opportunities and service projects as a way of making their college application look better. How do you encourage or how, being on the other side of that, how would you talk to young people of high school age that are thinking about serving and helping them to understand the value of service versus the opportunity to check a box on a college application to increase their likelihood of getting accepted?

Dr. Robert Grimm, Jr.

A few years ago, I probably would have said I was very concerned about the fact that students just started to get into service because one of the reasons was they thought it would help their college applications. But, as I said earlier, I think it's okay if self interest is one of the reasons you start getting involved in service if it's a high-quality experience and it leads you to keep wanting to do service long after that; those experiences that may have been motivated for a variety of reasons. What I think is really important is something we talked about before, which is helping young people see how they can make an impact today and not see service as just another check-the-box exercise. If it's a transformational experience for them, and they also can talk about the impact they're making that's going to keep making them want to do service. That's something that they're going to be more excited about at the college level, and I think that's something you're going to be more excited about when you get to a job. From what I see, our students can talk about not just how they volunteered some hours, but what kind of difference they made in the lives of other individuals. That's pretty compelling on an application or a job interview.



Mr. Tom Kilgannon

Dr. Grimm, in your testimony, you made in one of your recommendations that we should consider making a home for the nonprofit sector in the federal government, and that no federal agency or department is presently equipped and designated to serve as the champion for the nonprofit sector. I will confess that your level of optimism for federal government involvement is higher than mine. I think one of the strengths of the nonprofit sector is that it is decentralized, and it allows creativity.

What do you have in mind when you say that there should be a federal agency or department overseeing the nonprofit sector?

Dr. Robert Grimm, Jr.

I made that recommendation as someone who had the privilege of getting to work in two different presidential administrations and recognizing that there are benefits and challenges to government involvement in things. The reason I first said it is that nonprofits can be a great source of innovation. Also every nonprofit to function has to engage multiple other volunteers and individuals. All boards of nonprofits are volunteers. The other thing I was trying to say in that point is we see the government supporting start-up businesses. We think it's really important for government at all levels to have more thriving businesses. We also need more thriving nonprofits. I've come around to believing we don't have enough nonprofits, and that often we don't have enough support to build the capacity for them to engage Americans in high-quality service experiences and to help them scale up and make a bigger impact.

So that's why I was encouraging you to think about how could the federal government provide more support for an engine of innovation in our country and also how young people will go between public service jobs in government and nonprofit. Thinking about how you might be able to support young people in doing both nonprofit or government careers could bring more young people into broader public service and even military service opportunities.



Mr. Tom Kilgannon

Looking at the other end of that spectrum, from federal government to private philanthropy, Mr. Chabolla, much like Mr. Barney pointed out earlier, I was struck by your testimony where you speak of the joy and the passion of service. Similarly with philanthropy, many people who give cash gifts to enable this service experience that same joy and satisfaction. What should we as a commission be considering to facilitate private philanthropy to enable service?

Mr. Tom Chabolla

I think to the degree that the federal government can continue to raise up the value of service as critical to developing a new generation of leaders in terms of reknitting the social fabric in communities, of rebuilding the mediating institutions in our communities that hold our communities together, then I think it will help focus philanthropy on how to support service in a more tangible and substantive way.

Ms. Teresa Walch

I think tax incentive is always a good start. Back to AmeriCorps, again, increasing the stipends to stimulate those young people who have such debt to pay off. I was just at a meeting last week where I was kind of surprised that innovation was down since the 70s across this country, and I'll piggyback on Dr. Grimm, around funds available for innovation are lacking. I thought, "Wow, when I was in college was that true?" And, yes, there were. There were more startup grants potentially that didn't have strings tied to them. "Go try this. Here's \$5,000. Here's \$10,000 to innovate." So I don't know all of your comments and didn't read your testimony, but that may be an area, an opportunity for the federal government to stimulate that sector.

Mr. Tom Kilgannon

I will just say that in the weeks ahead, as you think about this, if there are any other ideas of how to stimulate private philanthropy, please make them available to us.



Mr. Alan Khazei

I want to build off of what Tom just said in a little different way. You're all terrific and passionate advocates for service. We're looking at everything from universal obligation to just universal access, meaning the folks who want to serve now and especially the folks who want to do fulltime service in the Peace Corps, AmeriCorps, JVC, and other programs, at least providing that opportunity. There are many more people signing up who want to serve and who can do the various programs. Every year it's a fight for funding; basically since AmeriCorps got started and even fighting for Peace Corps funding, which is a great program. One of our commissioners couldn't be here today, but Mark Gearan, but he congratulates you, Jeff, because he ran the Peace Corps.

How would you make the case to Congress, political leaders, mayors, and governors that there should be taxpayer dollars invested in this? How do we make the case to private philanthropy that out of all their choices they should want to back these service programs? Without that, we're all just dreaming of a better day.

Dr. Robert Grimm, Jr.

I got to work at the Corporation for National and Community Service, so I've enjoyed many exciting appropriations and experiences. One of the things I think we need to really move away from is saying that service is just a nice thing to do. One of the ways I think we can do that is: one, focus on innovation; and two, focus on things that anybody in government would care about. In some of my testimony, I talked about creation of new jobs, solving major problems that public leaders face, leveraging a lot of impact from maybe a relatively small amount of funds. I talked about prize competitions where you actually might leverage a lot of great ideas, and you're only awarding money to the groups who have shown real promise. You're boosting them, and you're growing them that way. I think that flipping how we talk about service and emphasizing some of those themes that gets more people excited. We were fortunate to get state investment in the Do Good effort, and I think it was because they thought about some of those impacts. They want to be known as a state that does innovation; that is driving economic



development, that's creating more jobs. I'm thinking about how we can talk about those things to make it compelling.

Mr. Tom Chabolla

Let me go back to what was said earlier about playing off self interest, and I think that plays both on the political level and at the private philanthropy level. At the public level, I think it's pointing back to those places in the community where volunteerism is making a huge impact, having a clear return on investment, and is engaging the community in different ways. On the private philanthropy side it's preserving those tax credits that are available to private philanthropy, but also it's really on us to be able to tell the story effectively to potential donors. When I bring a former volunteer back in contact with volunteers that are currently in service, the connection and the energy created there is incredible. It refocuses them on what made an impact in their lives, and they're willingness to reinvest in that experience.

Ms. Teresa Walch

I would go back to innovation. Everyone wants to feel good, but at the bottom line they want hard-told numbers; how is this going to change what's happening in the United States? And I think the innovation and what's happening, what we all know is happening with automation, that was like this, but it's like this now; I can barely keep up. Everyone feels that. To tie that to the workforce, I think we have to, to have people in communities really being lifelong learners. To do that, you have to acquire new experiences. You've got to get out there and try something different, and I think we're at what actually might be a great space in time to really start to marry the two together, as we all face the challenges of the workforce of tomorrow.

Mr. Jeff West

The only thing I would add is to underscore the point of demonstrating value and really investing in a strategic monetary evaluation process. I won't touch the appropriations process with a 10-foot pole, but I know that a lot of times volunteer programs are time intensive and cost intensive. You have to support volunteers' housing, shelter, and food. These are core costs that



can't go away, so a lot of times when budgets are cut and there's not as many resources around, a lot of these things are the first things to get cut, and that's counterintuitive to the longevity of the organization. So without that real data and because technology has progressed this fast and will continue to, it really needs to be incorporated into the strategic planning process and not something that's sort of done after the core stuff gets done. It needs to be moved into the core.

Ms. Shawn Skelly

I'd like to take us back to the title of this morning's panel, which is "Inspiring Universal Service Across America", and I want to ask you about the inspiration piece. We've been encouraged in our travels, and especially when we speak to folks who are career-engaged, passionate folks with regard to service -- and their admonition, both publicly and private when they can corner us is go big. This panel has a unique opportunity to make some statements to the American people and Congress, and they are encouraging us to not feel overly restrained and go big in pursuit of the goals we've been asked to pursue.

I'd like to ask each of you if you were given the opportunity to recommend to us one thing that you think could most affect or move the needle with inspiring people toward service in America, what would that be that we should consider doing? Don't be constrained, like I said. Don't touch the appropriations thing; too scary, agreed. But if you could offer some thoughts on why that big thing would be worth the reach?

Ms. Teresa Walch

The future of this country, and I know that is so broad but it is true, because local communities -- I was in South Arkansas with the governor on Monday. Jobs are displaced. Things are not the brightest they've been. People don't want to move, mobilize down. How do local communities really look at their resources, strengths, and pull together to make their community exceptional at a time when things seem a bit unfunded. Picking one lever and doing it right, I think, incorporating the workforce and the people, because everybody has a mortgage, everybody has to had food; the common necessities of life around what is the change around



volunteer engagement tied to these experiences to make lifelong learners and to make their community a great place to raise their children, grandchildren, and at this time, great grandchildren, because we have four generations alive.

Mr. Jeff West

The question around blurred lines is a more bold viewpoint to really get out of the box of what volunteerism is and what it isn't. I would encourage the commission to think very widely about how we define service and about how other mechanisms or vehicles to make a social impact via human beings can really comprise a variety of different methods and models. I would not be constrained with traditional thought of how we would categorize that, and also I want to build on the fact that making closer ties of how volunteerism and how service connects with the larger ecosystem of social good. There are things that flexible grant dollars can do that others can't. There are things that people can do that dollars can't. There are things, whether a business component, a subject matter expertise, a product or service can do that money or a person can't, and that's all okay. They can all play in the same space. If we can make more connections on how volunteerism and service can tie into that ecosystem, it continues to increase the business case. And I think that we've all said continuing to talk about the self-interest and what you get out of this, and really making the business case to the person. What the investment of their time and their skills can do for them, so that they're having an impact in whatever community they're working in. But also, they're going to get something out of that that's going to lead them to build on in their professional journey as well.

Dr. Robert Grimm, Jr.

I would encourage the commission to flip your question and not see inspiration as your biggest challenge, but actually creating multiple, high-quality opportunities for every American. I think Americans are hungry for these high-quality opportunities, and we're not providing enough of them today. How can we do that? I think we've talked about a number of strategies here, but I think the big idea is if every American could have the opportunity to have multiple, high-quality service opportunities early in life, our country will produce all kinds of additional impacts, innovations, and vitality that is even hard for us to imagine right now.



Mr. Tom Chabolla

I would say that inspiration can be dissipated significantly by financial realities. I would encourage you to look at a broadly accessible write-down of student debt, and I'm thinking about young people; young people who entered service. Write off a portion of their student loan debt.

Dr. Joseph Heck

Due to the brevity but completeness of both the questions and answers, we have some additional times. I'd like to impose upon your expertise in a lightning round, where I will offer each commissioner an opportunity to ask another question or follow up. Please put three minutes on the clock for this round.

I will start by asking, Ms. Walch, you mentioned the Boys & Girls Club's web portal, where somebody could put in a zip code and find service opportunities in their neighborhood. As we've traveled around the country, we've heard, similarly, other organizations that do likewise.

Do you see a utility or a feasibility of there being some central web portal where the Boys & Girls Club's data and others' data would feed into it, so when you put in the zip code, you would get everybody's service opportunities without having to go to the Boys & Girls Club website?

Ms. Teresa Walch

Yes, and there are a few of those now. Not everyone is collectively on the same platform, but there are a few of those. I actually have that as one of my answers in an application. When I say "application", I mean a technology application where people can put, "I live here," and, "What are the opportunities for me?" Absolutely.

Dr. Joseph Heck

So there should be an app for that?



Ms. Teresa Walch

There should be an app for that. And you could swipe left or right, possibly.

Dr. Joseph Heck

Following up on Mr. Kilgannon's question about whether or not there should be a federal requirement for service opportunities, of course, the way the federal government invokes federal requirements is by tying it to funds. What would be your opinion of there being a federal requirement tied to educational dollars, whether it be K-12 dollars or higher-end dollars, where you have to provide a service opportunity or jeopardize your funding?

Ms. Teresa Walch

We're all in. We do that anyway, so that's great.

Dr. Robert Grimm, Jr.

I think the key is how it's designed. A requirement without proper funding to ensure high-quality experiences, it's actually going to, perhaps, turn off more people. I think incentives probably are an exciting thing to try to do to build momentum. But also, any requirement needs to also make sure that you're supporting and investing in high-quality experiences.

Mr. Tom Chabolla

I would just say to be aware of the inherent danger of mandating and tying it to dollars. It may create experiences that, in fact, in the long term, dissuade service. I think that's one of the tensions by requiring. Everyone is doing it to check the box, not necessarily because of the experience they want to create.

Mr. Jeff West

To add to what Ms. Walch said around the, "There's an app for that," component, there is. We're doing this as a company. We're launching a new online platform. It will have internally-



facing and externally-facing components to it, but internally, it really is a one-stop shop for how can I become a P-TECH mentor, or how can I volunteer in my community? What are my resources in terms of getting matching grant dollars for an organization that I work with; things like that. It really does match to your geography, to your issue areas, and to the resources that we provide as a company. There's no reason that that can't exist broadly and publicly. I think that in the next couple of years, you're going to see that as a more mainstream method that's used.

Ms. Debra Wada

How can we provide that high-quality, multiple experience for all Americans? Do you think that we have the capacity to do this in our country? Second, how can we get the nonprofits, the governments, the corporations to work toward this common goal? I think we need everyone involved and everyone in the game, to have skin in this game, so how do we go about that? What should we be looking for to encourage that, and what should we be looking for that we don't do that discourages bringing together these sort of communities?

Mr. Jeff West

I would push back on the notion a little bit that you're leaving college; you have student loan debt; you want to commit to doing some sort of public service and that you can't because of debt, so you enter the workforce. I don't think that those are mutually exclusive things. If you're entering the workforce, a lot of companies do provide a wealth of service opportunities that are supported by that company. I would flip that a little bit in terms of thinking that because you have student loan debt or because you have family obligations to help support your family and things like that, that there are now no opportunities for service. There are, and a lot of companies do offer those.

Dr. Robert Grimm, Jr.

Given the kind of impacts that we're talking about here, how can we not figure out how to invest an ensure that all Americans, especially young people, have those experiences and are set



on that path? I've talked about some of the potential impacts that you could create. Do we not want a world and a country where our citizens are engaged or they're developing their nations, where they're transforming the community for good? If you ask yourself those questions, I think you'll say to yourself how can we not find the right investment to create a world where everyone's engaged in service?

Mr. Tom Chabolla

Two things: I think the government using their role as a convener rather than as a regulator to bring together these organizations that are doing it to be able to learn from each other, and it's true that there are a lot of service opportunities as you move into jobs for service. I would say that student loan debt is an obstacle. There are opportunities but they are obstacles and we see that all the time with our applicants.

Ms. Teresa Walch

We at the Boys & Girls Club actually partner with a lot of corporations. We're blessed to be able to do that. They all have social impact. Departments, leaders, and at Boys & Girls Club -- I know I'm not speaking for every nonprofit, but bringing and convening together the group would be a great first start, because I think there are more similarities than dissimilarities. It's just, again, the connector.

Mr. Steve Barney

In my personal experience, whether it's working with a nonprofit or a faith-based organization, is that people will serve when they are asked to serve. My question to each of you in this lightning round is: Is there any reason why our nation should not ask of each individual not whether but how they will serve, and how might that work?

Mr. Tom Chabolla

I think it's providing a wide array of opportunities that meet people where they are. So whether they're in high school, college, entering the workforce, or whether they're very senior in



the workforce, I think it's making sure that there is a variety of opportunities, so people can do it within the context of their workplace. They can take a year off to do it. They can do it in different settings. So I think it's that many opportunities need to be out there.

Dr. Robert Grimm, Jr.

I don't think there's anything wrong at all with asking everyone who lives in this country to do this. I think the key is that some generic ask may not be the one that gets people to do it. I think a diversity of options where people are asked by other people at their school or in their community to do these things is more likely to get them excited, engaged, and to do it.

Mr. Jeff West

I would say creating opportunities and building awareness around those opportunities are probably what you need. In the private sector, a number of different companies approach this differently. Some actually tie the performance to volunteer work that you do. Some have bonus incentives for it. There are a range of ways to build in the expectation that this is going to be a part of what you do as an employee at this company. I think that when we're talking about the prevalence of volunteerism or service, I think a lot of this is really around awareness and making it easy. We used to joke at the Peace Corps all the time that you really had to go through a marathon to actually be accepted into service, and you really had to sort of beat down the door and continue to call. When I was there at least, we were really trying to get on par with the acceptance rate of graduate school, because people were getting tired and going to graduate school. So there's a lot of work we can do in making it easier and building awareness.

Ms. Teresa Walch

I think it does go back to awareness and building culture at a very young age. I don't know that this is something that in three months, everybody in America is going to raise their hand for it. I do believe if we start with our future leaders of this country, which are the young



people now, and put a plan in place on how we speak about it and how we speak about our country and our community, I think that would be a place to start.

Mr. Ed Allard

I was sitting here thinking, all of us have been to events like this. And we get in the car, we're driving home, and we say, "Oh, my gosh. I wish I would have said 'that'." I'm going to use my lightning round to give you an opportunity to say what that "I wish," you would have said, before you get in the car.

Mr. Tom Chabolla

So to play off the last question from Mr. Khazei, I would use what I've hear from Mr. West about what IBM is doing as a microcosm for what could happen in the country. This was a leadership commitment from the top down to do this. It wasn't mandated. It was a choice. So rather than tying as a penalty for not doing service, what are the incentives you could add on top for education and for corporations and others who do make that commitment?

Dr. Robert Grimm, Jr.

From my perspective, I really encourage the commission to think about creating diversity of service opportunities that Americans are just clamoring for; clamoring for. I mean, we talked a little bit about requiring it, but I think that you can flip it. Because there is an interest there, you can create opportunities that they're clamoring for. I really encourage you to think about how to do that.

Mr. Jeff West

I would just build on the convener role that the federal government can play in really breaking down the silos that exist across sectors, even within the service base. I know that there's close partnerships with CNCS, Peace Corps, and other service organizations at that level, but there really should be a convening platform where the private sector and nonprofit sector and government could all come into a safe space and learn from each other and figure out ways that



we can really take our programs to scale by partnering and collaborating. It's no secret that it's hard to partner with the federal government. It is, and I can say that from personal experience from being a public/private partnerships lead to when I was at the Peace Corps. It's difficult. I think that if there's one thing that the federal government can do it's really embrace that convener aspect and make it easy to bring people together, because that sector is really in the best position to do it.

Ms. Teresa Walch

I would agree on the convener, and I've tried to slide some things I wanted to say in already. You've probably noticed that. But I believe there is a group missing at the table. I am fully aware that I am not 6 to 18, but I do represent them at this moment, and I am happy to do that. But I think a consideration of bringing those seniors and those juniors who are doing incredible work in their community, who have taken on some kind of innovative project, and let's ask them.

Dr. Janine Davidson

That's a good segue to my question, which might take you out of your comfort zone a little bit. We're not just looking at this array of blurring of the lines in terms of service. We're also talking about civil service in the government at all levels; cities and state. Mr. Chabolla, you pointed out the difference between fulltime service and part-time service. So fulltime service, civil servants; I think it's no secret that over the past few decades the idea of being a civil servant has lost some of its reputation. I find that personally a little alarming and distressing, the negative and toxic narratives about bureaucrats being overpaid and underworked. It's just not true.

So I'm going to pitch this question out to you, especially those who work with the young people today. As you talk about the things that you're doing to inspire people to serve, is that considered one of the ways? Are we thinking about that, or are we encouraging people? There are lots of different ways to serve, and one of those ways is in your government. What do you think?



Ms. Teresa Walch

We absolutely do. The military is one of our largest partners. We have a program where there is a young person, and I'll just give you this as an example, selected from every state in the United States to represent their state and have a platform. It usually is, as you can imagine in this day and time, geared around political, federal opportunities. So we definitely embrace that and talk to our young people all the time about these are opportunities in the workforce where you can gain a skill that you would likewise have to pay for, if not specifically talking about the military right now. Civil service, yes.

Mr. Jeff West

I don't think I would view it any different from anything else that we discussed this morning. It's part of a larger public service equation, government service fulltime. I think all the same basic tenets apply in terms of awareness and opportunity, and depending on which way you want to look at it, really defining how that plays a role from a personal standpoint in your career, but then how do we tie that to the larger impact that's being made specifically in an issue area or in that community or that geography? How do we make that connection to how nonprofits are building in that space? How are companies working in that space? How is that part of the equation? I think it's sort of part and parcel of what we've been talking about broadly.

Dr. Robert Grimm, Jr.

As someone who go to work eight years in the federal government, I'll tell you when I started, I told my wife, "One year is all I'm going to do," and I loved it. The way, I think, to turn some of the challenge we have with civilian service is, as I suggested in my testimony, to broaden how we define public service and to think about encouraging people to come into government service through programs that might have them have experiences with nonprofits and government. Government gets so much work done today in partnership with nonprofits, so I think it's really valuable to do that.

Two, I think I'd encourage the commission to really emphasize the big impact you can have by being a civilian servant. With my time in government, it was certainly challenging and a



lot of responsibility. But if you care about big ideas and trying to create big solutions, the government is the place that you have to be and partner with to turn around a big issue.

Mr. Tom Chabolla

This may be an oxymoron, but JVC is agnostic to where volunteers go after. We certainly see military service and civil service as a pathway. Our real interest is in helping them volunteer, understand, unpack, and discern where they go next based on what they just experienced. If it's in civil service, great. We have a senator who's a former Jesuit volunteer, a judge who's a former Jesuit volunteer. That's fantastic, because they're bringing that experience to what they're doing.

Mr. Jeff West

I would add that I think the stereotypes that we're talking about for federal and public service, I think those exist. Ms. Walch talked about it too in terms of the "do-gooders" in nonprofit. The stereotypes in the federal government that you addressed, Ms. Davidson, they also exist in the private sector; you're only in this for profit. I think that that just underscores the need for this convening where there is a safe space where you can break down the stereotypes, because they're still very prevalent.

Ms. Jeanette James

Mr. Chabolla, when you were asked why you served, you talked about your parents, and you talked about them as a role model for your service. How do we encourage parents and influencers of our youngest people, because we have heard in these discussions that service should start as young as possible. It starts with things that happen in the home, more local. It starts with parents who are role models. So I have a two-part question. How do we encourage parents and influencers to be those role models for service, and how young should we expect our youngest Americans to start serving?



Mr. Tom Chabolla

This has been said already, but it really is about creating a culture of service in the culture. It can't be regulated, and it can be legislated. By encouraging every organization, whether corporate or educational, to engage people, again, where they are, so the parents are doing service with the children. The children are encouraged to do service at the earliest stage possible. It's about building that culture, and that takes a united effort between government, between the corporate sector, and between the nonprofit sector working together.

Dr. Robert Grimm, Jr.

If the parents in the home are volunteering and engaging in service, children are much more likely to also engage. One of the things is figuring out opportunities where parents and children can serve together and encouraging even more organizations to be open to it. I think sometimes some organizations are very reluctant to take really young volunteers. I would encourage the organizations to be more open to parent-child service opportunities.

Mr. Jeff West

Going on an international volunteer service assignment with the Peace Corps in the Ukraine, you'd tell people what you were doing, and they'd say, "Why?" And you say this is part of the Peace Corps' mission, and we have these three goals. And they would say, "But you don't get paid." No, we don't get paid. This is part of our mission and our goal, and you would go on and on. It really opened my eyes to the fact that this isn't part of this culture. It's something that's unique about America in general. So I do think that this country does have this approach, volunteerism, and service is in our DNA, but I think it probably needs to be updated and promoted, and there's a need to provide more opportunities.

Ms. Teresa Walch

Family engagement is part of the holistic program of Boys & Girls Club. We do find that parents and kids who, looking at social media right now, take the time to put the phone down and do something collectively together, what we're finding is that parents think it's really great and



it's really fun, like it was a novel idea. So I think some of it is really disconnecting, getting the parents and kids engaged as early as possible, getting them connected in their community, and doing something good together. That sounds so not okay to say, but in our society today, it is extremely important.

Mr. Kilgannon

Through my experience and what I've heard here today and your testimonies, it is clear that there are many-many thousands of people who have been positively impacted by what you and your organizations do, and so thank you for that. As you changed those lives, you all had at your disposal limited resources. What considerations do you give to spending those human resources, financial resources, domestically versus overseas? I think, possibly with the exception of Dr. Grimm, that you've all talked about doing work overseas. I ask that because if we were to consider a recommendation that involved a large amount of public resources, how should we consider using that domestically versus internationally?

Mr. Jeff West

IBM is a company of almost 400,000 people, and we work in literally every country that the state department allows us to work in. So this is, obviously, a global effort. I do think that as your looking at providing service opportunities, a lot of these are Americans who are going abroad to serve. That's not necessarily two competing interests. There's all kinds of benefits that are associated with that. I think in terms of the way that we look at it, we try to marry what we do best as a business with our service opportunities, because we want to make an impact. Over the years, we've engaged in a number of different sectors and issue areas, and we've found that we've done a lot of good, but we've been sort of surface-level. So the phase we're in now is narrowing down our focus, and that can be for geographies or by issue area, so we can have a deeper impact and we have a larger opportunity to scale. A lot of it is looking and working in the United States but I think we are somewhat uniquely positioned in the sense that we have to be supporting the business and that's within the U.S. and all around the world.



Ms. Teresa Walch

For the Boys & Girls Club of America, we are partnered with the military overseas, so those are our affiliate organizations. So that may be a little bit different than, say, if we had Boys & Girls Clubs of Germany, so it's a little different funding structure.

Mr. Tom Chabolla

Although I don't have a percentage recommendation, I would say to keep both options wide open, because I think one of the benefits of service is it helps people engage with communities or people that they may not otherwise engage with. That's critically important on a domestic level. It's even, I don't want to say more, but increasingly important on a national level that those types of relationships, partnerships, and understandings happen between people in the U.S. and in other countries. We're in five countries right now, and we'd like to expand beyond that.

Dr. Robert Grimm, Jr.

I'll be brief, because I know that time is up and I don't want to be called out. I will mention that with our Do Good effort, we do support students engaging in hands-on projects abroad. We just had a group of students who came back working on hands-on projects in India, where they're making an impact and really developing skills, and I'll tell you, those experiences are also going to help them get really good jobs when they graduate from the university. So I think it is important to offer domestic and international, given the world we live in and the importance of that.

Mr. Alan Khazei

We're the Commission on Military, National, and Public Service, and this has been a great conversation mostly about public and civilian national service, and I appreciate what you said, Ms. Walch, about your partnership with the military.



Do any of you have any other suggestions on how we can better link civilian service and military service? General Stanley McChrystal who chairs the Service Year Alliance has been pushing an effort to look at that as two sides of the same coin. Any thoughts on that?

Dr. Robert Grimm, Jr.

What I would encourage is, I said it in my testimony, making people aware of the ladders of varieties of careers they could have. I think one of the challenges in working with a lot of young people is that they're not aware of the diversity of civilian, military, public service, national service, other kinds of experiences. They may have a great passion for something, but aren't aware that they can actually do that for a paid job. So I think we really need to break through on those kinds of awareness issues, and also illustrate to them the kinds of career ladders there might be in the military, public, national, and other kinds of service.

Ms. Teresa Walch

I would agree that it's education. I was literally with 500 teenagers. They started talking about the Army Corps of Engineers. They didn't even understand that those were jobs. They thought that they were all engineers and they were making buildings in New York. I was like, wow, okay, we have some room to educate some young people on this. So from a young person's perspective, I think it is actually that.

Mr. Tom Chabolla

And just sort of building on the education, one of the things I was going to say earlier is that one of the things that could come out of a partnership is sort of a broad educational effort between the corporate world, the nonprofit world, and the government talking about the different ways that people can serve. You know, what IBM is doing. One of our board members is a partner of Goldman Sachs. They have thousands of people doing service. People do service fulltime, because they work in the nonprofit world. You have people doing service in the



military. To be able to paint a picture of what that service looks like and the different varieties in which that can be lived out I think would be critically important.

Dr. Joseph Heck

There being no further questions, Mr. Chabolla, Dr. Grimm, Mr. West, and Ms. Walch, we thank you very much and greatly appreciate your time today for providing valuable information to the Commission. I will now dismiss the panelists and will invite the public to provide their comments.

The Commission is committed to transparency and openness with the public. In keeping with these principles, the Commission intends to provide the public with an opportunity to deliver public comments during our hearings.

As a reminder, in order to provide the greatest opportunity for as many participants to offer a comment, public comment is limited to a 2-minute period per person. As is noted on our website, sign-up for public comment took place between the opening of registration and the start of this hearing. We had nobody sign up for public comments or our registration process. Therefore, I would like to invite any member of the public who is in attendance who has been inspired to share a comment for the hearing, please come to the microphone. We will ask you to please identify yourself and any affiliation you may have, and we will take comments on a first-come, first-serve basis for the remainder of our time.



PUBLIC COMMENT

Thank you. My name is Li Young. I hoped I could have the same amount of time as other panelists, because I do have a lot of things to say. Since I am limited to two minutes, I'll comment briefly. First, I want to say they are always considered to get money from the government. I think that government's purpose really is to provide the basic, important tasks, things like education, improve the quality of the students and teachers. But I think what they're pointing out is a public-private partnership. I think it's very misleading. Just basically reflect a extreme fraudulent and criminal operation, the three branches and including here, domestic to overseas. It's global and it's elements including abuse, official misconduct, government gain, and then, of course, including murder. So I just hope that you don't really, seriously think that volunteerism, everybody can do it. The best is to do your job in your position. The government needs to recruit the best and sincerest person of integrity to do the job. Currently, they just talk about data. The data is now very fraudulent and very phony, and it's almost the same as persons. So I just hope you can devote your time to have a better system to provide public comment and to put that comment in a website so everybody can reflect on it and everybody can tackle that problem to solve the problem. Currently, we just don't have the system. Delete, conceal, suppress everywhere, and on the other hand, the way to do it is, as I say, through a crime network operation. They really provide more problems for our social system, for our government or private sector. So you're really going to have to tackle the problem rather than be mislead by those that you call expert testimony. And I hope you can have a website so people can provide comments.

Dr. Joseph Heck

Thank you very much for your comments. We do. I will announce that shortly. Likewise, if you have additional comments that you'd like to provide in written format, you can provide them to the staff out at the registration desk.

For those who are following us on our live stream or will be watching this later on C-Span, if you would like to provide comment, please do so through our website, which is www.inspire2serve.gov.



CLOSING STATEMENT

Dr. Joseph Heck

Over the course of the last year, we have heard from thousands of Americans on this topic. We want to hear from thousands more. It's truly important for us to have this input so that any recommendations we make will be reflective of the diversity of the demography of this great country.

There being no further business before this Commission, this hearing is adjourned.

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