

# **YOUTH ACTION PROGRAMS in EPA**



**U.S. ENVIRONMENTAL PROTECTION AGENCY**  
Personnel Division  
Office of Administration  
Office of Planning & Management  
Washington, D.C. 20460

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**OCTOBER 1973**

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# **THE WHITE HOUSE**

**March 31, 1970**

## **MEMORANDUM FOR HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES**

Our society's greatest resource is its youth. Young Americans today are more aware than ever before of the problems and the opportunities before us. They have in high degree the ideals, vision, sensitivity and energy that assure our future.

We who direct the affairs of government have a special obligation to provide for the constructive use of these qualities—to enlarge the participation and involvement of young people in government. How well we communicate with youth and seek the advantage of their abilities will influence our effectiveness in meeting our responsibilities.

I would like you to make a thorough and critical review of how your managers determine long-range staffing needs, attract talented young people to their staffs, utilize and develop them, and provide mechanisms through which ideas can be expressed and considered. Each department and agency must assure that:

- Manpower planning provides for an adequate and continuing intake of career trainees to meet future requirements in the administrative, professional and technical fields.
- Young people are placed in jobs that challenge their full abilities and provide opportunities to grow, innovate and contribute in a real way to the work of the organization.
- Young professionals are exposed to the decision-making processes and to a broad view of their agencies' mission.
- Open channels for communication are established and freely used, and provide for listening, considering and responding, with fast means for ideas to reach officials who can act on them.
- All supervisors understand how much they influence young employees' job attitudes and career decisions through their receptivity, their interest and their flexibility.

In addition to what is done within government, we must build other links with American youth. Insulation from the operations of government generates misunderstanding and misconceptions. Efforts must be made to provide knowledge about activities being undertaken to solve complex problems and meet human needs.

Among the steps which managers can take to bring this about are these:

- Enable Federal officials to appear on campuses as guest lecturers and speakers in their areas of primary interest.
- Encourage able professional employees to accept appointments as part-time faculty members.
- Provide opportunities for faculty members to be employed during breaks in their academic schedules where their expertise can be of benefit to government programs.
- Employ students in temporary jobs related to their careers, through the summer intern program and other plans designed to provide a practical exposure to government operations.
- Assure that staff members who recruit on campus are so well suited to their assignments that you would be pleased to have them regarded as your personal representatives.
- Inform academic institutions about government programs and the contributions made by their graduates and faculty.

I have asked the Chairman of the Civil Service Commission to provide leadership in this vital area and to advise me of significant developments and progress.

The beginning of this decade is a fitting time for us to demonstrate our commitment to the full involvement of today's youth in the processes of government which will help shape their tomorrow and ours. Only with the help of this generation can we meet the challenges of the 1970s.

Richard Nixon



## EPA YOUTH PROGRAM GOALS

EPA Youth Programs are a combination of action-oriented programs to meet the needs of EPA and of today's youth on a national scale. EPA's youth programs provide for input from high school students through graduate degree candidates at all levels of the Agency.

An overview of the state of environmental activity at local, state, and Federal levels will be an integral component of our youth programs.

### Goals:

With its overall mission to improve environmental quality, EPA is establishing special youth programs to:

- provide youth an opportunity to participate in environmental improvement efforts at the Federal level
- stimulate youth's interest in the country and in the environment specifically
- train future environmentalists as scientific and planning leaders
- provide jobs for the country's young people
- relieve manpower restraints on EPA by involving large numbers of young people in various part- and full-time positions.



EPA interns visit Capitol Hill to learn of current proposals in environmental legislation.

## FOREWORD

This report describes the various programs which fruitfully employ the enthusiasm and commitment of young men and women within the Environmental Protection Agency. These programs help join EPA managers and the nation's youth in their mutual efforts to curb environmental degradation and enhance the quality of life.

The United States Environmental Protection Agency was established December 2, 1970, bringing together for the first time in a single agency the major environmental control programs of the Federal Government. The Agency was charged with mounting an integrated, coordinated attack on the environmental problems of air and water pollution, solid waste management, pesticides, radiation, and noise.

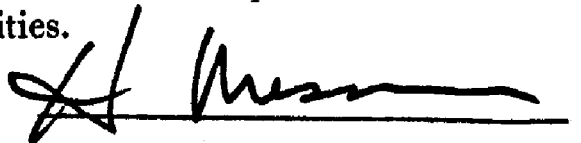
The Environmental Protection Agency has regional offices in ten major cities. The regional offices are staffed by specialists in each program area and headed by regional administrators possessing broad authority to act for the Environmental Protection Agency in matters within their jurisdiction.

The Environmental Protection Agency's creation marked the end of the piecemeal approach to our nation's environmental problems which have so often inhibited progress or merely substituted one form of pollution for another.

More and more people within our society want to participate in the development of a new environmental ethic—a way of life which will allow the earth's inhabitants to retain and improve the life-enhancing features of technology without repeating and intensifying the mistakes of the past.

Much of the impetus for a unified federal action toward improving the environment came from the nation's youth on campuses and in environmental action groups. The U.S. Environmental Protection Agency attempts to respond to these youth in the best way by enlisting their energies and ideas in the national effort to help change those habits and those obsolete viewpoints which have led to the current confrontation with gross pollution and threats of irreversible environmental damage.

We welcome your participation in our efforts to promote the full involvement of youth in our activities.



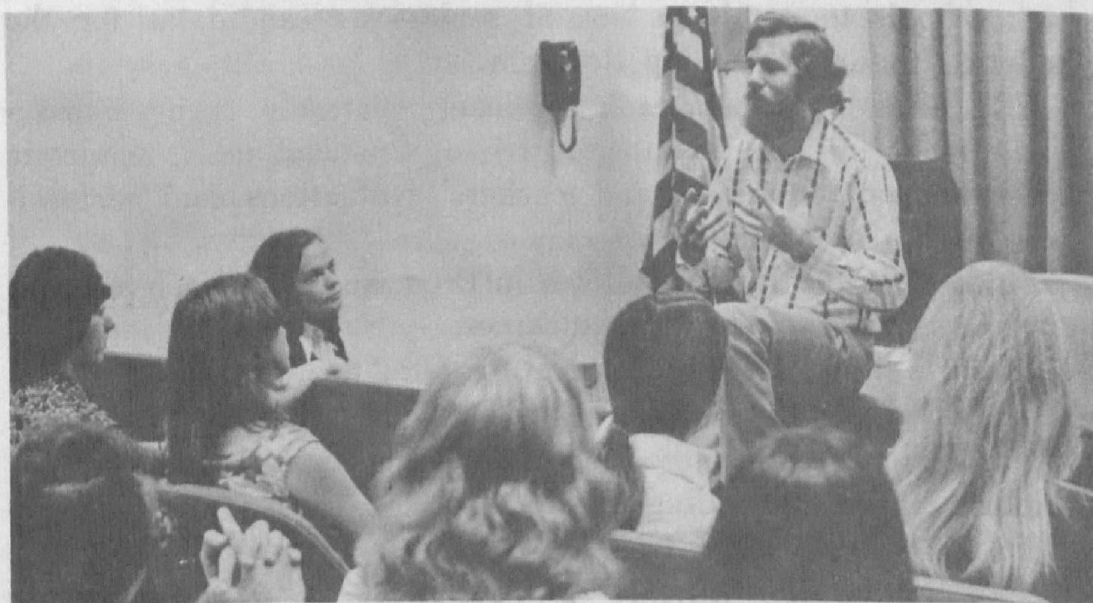
HOWARD M. MESSNER,  
*Deputy Assistant Administrator  
for Administration*

## **Employment Possibilities for High School Students**

### **Stay-in-School**

In 1973 the Environmental Protection Agency employed a total of 418 Stay-in-School students who worked 16 hours/week during the school year and 40 hours/week during the summer and other vacation periods. The students must be between 16-22 years of age and meet certain economic need criteria. These part-time or intermittent positions are available for students who are enrolled or accepted for enrollment in an accredited high school or university. The students are able to gain valuable work experience as clerk-typists, general office workers, mail clerks, library aids, audio-visual aids, and laboratory aids. Those student who do not go on to educational institutions beyond high school provide a valuable recruitment source at the lower employment levels.

Stay-in-School students are ceiling exempt and the salaries are paid by the participating office.



**Summer Interns attend a seminar on Environmental cost of electric power generation.**

### **Summer Aid**

Certified as to economic need eligibility by the U.S. Employment Service, summer aids are employed full-time during the summer in jobs similar to those for Stay-in-School students. Students must be between 16-22 years of age. Primary referral sources are set up in high schools to receive applications and qualify students for the summer aid program. In 1973 there were 119 summer aids working in EPA offices.

Summer aids are ceiling exempt and salaries, generally minimum wage, are paid by the participating office.



## **Federal Junior Fellowship**

The Federal Junior Fellowship Program was established as an on-going source of quality college and technical school graduates for entry level federal jobs in professional, technical and administrative work. It provides selected high school seniors with career related work experience in Federal agencies during summers and other vacation periods while they attend college.

EPA first participated in the Federal Junior Fellowship Program in 1972. Eight D.C. area high school seniors were hired under a 4—summer training program which the Agency has entitled the "Urban Environmental Intern Program." The program is designed to provide first-hand knowledge in the technical and socio-political areas which impact so greatly on the urban environment. The Federal Junior Fellowship Program is a model program which can only be utilized in the D.C. Metropolitan area.

Each year the Civil Service Commission asks officials at local high schools to nominate several seniors as candidates for the Federal Junior Fellowship Program.

EPA officials evaluate each applicant separately, taking into account such considerations as degree of financial need, academic achievements, counselors' and teachers' evaluations, and performance in the oral interview.

Students in the Junior Fellowship Program return each summer throughout their undergraduate career.

Junior Fellows are appointed at the GS-2-4 levels, with salaries being paid by the participating office. The work assigned to a Junior Fellow should only use routine clerical skills incidentally. Junior Fellows are ceiling exempt.

## **Employment Possibilities for Undergraduate, Graduate, and Law Students**

### **Work-Study**

Under the Economic Opportunity Act of 1964, universities are provided work-study funds to facilitate employment of students who require earnings to continue their education. In 1973, 89 students were working in EPA offices under work-study agreements in which the Agency pays only 20% of the student's salary.

A work-study student works not more than 15 hours/week in any academic term and may work 40 hours/week during vacation periods and in the summer. Work-Study students are not considered employees of the Agency and therefore do not affect ceiling.

Students register with their university placement or financial aid officer for work-study assignments. The university refers eligible students to EPA for the assignments which we have identified. A one year renewable agreement is then signed by EPA and the university covering the staffed positions.

## **Cooperative Education Program**

Cooperative Education agreements are signed with colleges or universities that design special alternative work and study curricula for their students. Generally, two students share one position, alternating every three or six months, depending on the University Co-op schedule. The Environmental Protection Agency develops work assignments which must be approved for academic credit by the university, and the student's supervisor completes evaluations which partially determine the student's grade. Generally, a student begins his assignment in his sophomore or junior year and continues employment until graduation.

All students stand in the upper half of their class and have a "B" average or better. Students are usually majoring in an area closely related to their work assignments, which are of a non-clerical nature.

In 1973, 26 Co-op students were working in the Environmental Protection Agency offices. This will be the first year in which we will be able to develop some statistics on the retention rate of Co-op students upon graduation.

Students are charged against temporary or permanent full-time ceiling and the salary is paid by the participating office.

## **SUMMER EMPLOYMENT PROGRAM FOR YOUTH**

### **Summer Employment Examination**

College level students who have qualified for summer employment through the examination procedure are hired in clerical, administrative and laboratory assistant positions. Almost 200 students were employed through the Summer Employment Examination in 1973.

### **Summer Intern Program**

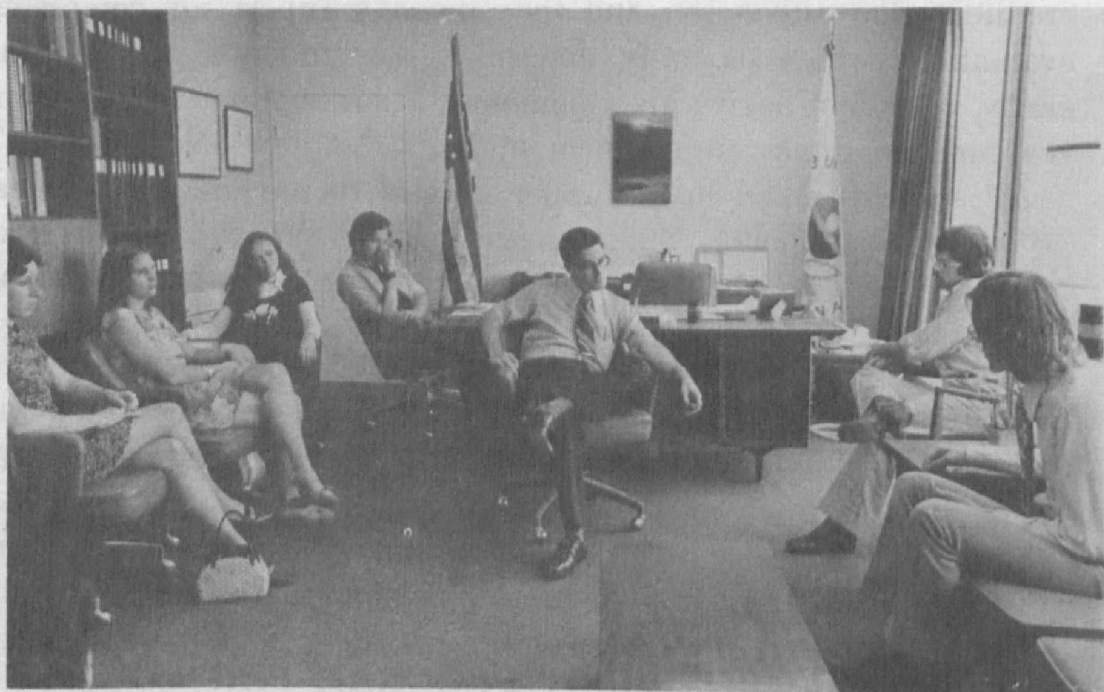
Summer Interns are candidates with a bachelor's degree or higher who are employed in professional, analytic and scientific areas. Students gain eligibility by virtue of their academic credentials and their particular qualifications for the position. There were

more than 200 Summer Interns employed in EPA offices during the summer of 1973.

### **Federal Summer Intern Program**

Federal Summer Interns are distinguished from regular EPA interns only by their selection. Each summer EPA sets aside a few positions which are advertised at select colleges. Students are nominated by a faculty committee and competition is limited to about 10-12 students for each position. In 1973, there were six Federal Summer Interns in EPA.

More detailed information about filing deadlines and tests can be found in the U.S. Civil Service Commission booklet, *Summer Jobs in Federal Agencies*.



**Federal summer interns in an informal meeting with Howard Messner, Deputy Assistant Administrator for the Administration.**

### **General Part-Time Student Employment**

Although exact statistics on participation are not available, part-time temporary student appointments are widely used throughout the Environmental Protection Agency. Students are brought into the Agency in areas directly related to their academic studies. Their appointments can be worked either full-time for up to six months or part-time until they have worked 1,040 hours. This appointment authority is very useful because students are able to obtain part-time employment in Environmental Protection Agency offices in the vicinity of their universities, or they may obtain short

term, full-time assignments to satisfy field internships which are gaining increasing popularity with universities. This employment mechanism is also used for high school science or mathematics teachers who are largely employed in the National Environmental Research Centers. Undergraduate and graduate students may apply individually or through their schools. Students are charged to other than full-time permanent ceiling.

## **FACULTY AND SPECIAL**

### **Special Summer Environmental Education Projects**

Special projects, conducted within EPA or within communities, can be arranged on a pay or non-pay status. Students or faculty members receive technical guidance, use EPA research facilities, and arrangements can be made with universities to grant credit for completed projects. In some instances university internship programs provide a stipend for the independent research projects.

Two of the environmental education projects funded by the Office of Public Affairs—one in Montgomery County, Maryland, and the other in Philadelphia, Pennsylvania, involved three teachers and about 50 students. These projects made significant contributions to their communities, and actively involved junior high and high school students, school administrations and individual members of the community. Also, students in the Montgomery project formulated a proposal of independent study groups working to carry out project objectives during the regular school year. Faculty who wish to run special projects may apply with a prepared proposal on an individual basis; appointments are not to exceed 130 days.

### **Career Employment of Young Professionals**

To maintain a continuous intake of young professionals in administrative and program activities, the Environmental Protection Agency participates in the *Federal Management Intern Program*. The program's design requires on-the-job and formal training to keep pace with the progressive capabilities of the interns. Four rotational assignments, including a mandatory field experience, provide the interns with a broad exposure to Agency programs and decision-making processes. In its first two years, EPA hired and trained a total of 18 Management Interns.

Program plans and application procedures are announced annually in mid-April by the Headquarters office. The Management

Intern Committee interviews highly qualified candidates and makes final selections.

Applicants must be eligible for GS-7 or 9 positions and be within reach on the CSC Management Intern Register, or hold Career or Career-Conditional appointments with EPA and have passed the FSEE within the past year.

## **CURRENT APPOINTING AUTHORITIES**

General. There are currently available for use in the Federal service a number of appointing authorities around which meaningful youth programs have been built. In many regions and the EPA headquarters, extensive use is being made of high school or college students or faculty members who have been appointed under these authorities. In most instances, the Agency is obtaining outstanding services from young people who occupy temporary positions for varying lengths of time. Students are appointed on a full-time, part-time, or intermittent basis depending on their assignment, school schedule or other factors. Appointments under Schedule A authorities do not require a Civil Service examination.

Increased use of these authorities to attract young people to the Agency can produce maximum benefits to the organization. Not only can we benefit from the services rendered in terms of accomplishing our critical Agency missions but it provides us with a fresh outlook from young people who have demonstrated a keen interest in environmental issues. It also provides us with a 'ready reserve' of future talent since these same students, in many instances, are the future employees of the Federal workforce.

The Schedule A Appointing Authorities available for use are:

**213.3102(o).** Under this authority, agencies may appoint persons to positions of a scientific, professional or analytical nature when filled by bona fide members of the faculty of an accredited college or university who have qualifications for the positions to which appointed. Employment under this provision shall not exceed 130 working days a year.

**213.3102(p).** Agencies may appoint persons to positions of a scientific, professional, or analytical nature when filled by bona fide graduate students at accredited colleges or universities provided that the work performed for the Agency is to be used by the student as a basis for completing certain academic requirements toward a graduate degree. Employment under this provision may be continued only so long as the foregoing conditions are met, and the total period of such employment shall not exceed one



year in any individual case. Use of this authority has proven extremely beneficial to the Agency. Young professionals undertaking graduate work can be used on a part-time, intermittent or full-time basis. While making a contribution to the Agency, students become familiar with the functions and activities of the organization and often accept permanent employment upon completion of their graduate studies.

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**213.3102(q).** Agencies may appoint persons to temporary or intermittent positions at GS-7 and below when the appointees are to assist scientific, professional, or technical employees. Persons employed under this provision shall be (1) bona fide students at high schools or accredited colleges or universities pursuing courses related to the field in which employed; or (2) bona fide high school science and mathematics teachers.

No person shall be appointed under this provision (i) in a position of a routine clerical type; or (ii) in excess of 1,040 working hours a year.

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**213.3102(w).** Agencies may appoint persons to part-time or intermittent positions the duties of which involve work of a routine nature when filled by students appointed in furtherance of the President's Youth Opportunity Stay-in-School Campaign and when the following conditions are met: (1) Appointees are enrolled in or accepted for enrollment in a resident secondary school or institution of higher learning, accredited by a recognized accrediting body; (2) employment does not exceed 16 hours in any calendar week (40 hours in any calendar week which falls within a vacation period); (3) while employed, appointees continue to maintain an acceptable school standing, although they need not attend school during the summer; (4) appointees need the earnings from the employment to continue in school; and (5) salaries are fixed by the agency head at a level commensurate with the duties assigned and the expected level of performance. Appointments under this authority shall not extend beyond one year: Provided, that such appointments may be extended for additional periods of not to exceed one year if each of the conditions for initial appointments are still met. A person may not be appointed under this authority unless he has reached his 16th birthday but not his 22nd birthday. No new appointments may be made under this authority between May 1 and August 31, inclusive.

**Summer Aids visit the lightship "Cheseapeake", which conducts environmental education programs for inner-city youths.**



**An eighth grade student at the Cabin John Junior High School, demonstrates water sample analysis to Charles Barden, Director, Personnel Management Division, Washington, D.C.**

**Vincent Bradley, a Federal Junior fellow has a four year internship in audio-visual communications.**



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■ ■ NOTES ■ ■