

G2G™

GROWING TO
GREATNESS
2004

Funding Provided by



State Farm™
Companies
FOUNDATION



National Youth Leadership Council

THE STATE OF SERVICE-LEARNING PROJECT



Serve. Learn. Change the World.™

The National Youth Leadership Council is a locally-based national and international nonprofit organization, advancing a mission of “building vital, just communities with young people through service-learning.” NYLC programs reach constituents from all 50 states and more than 20 countries.

From its beginning more than 20 years ago, NYLC operations have been guided by a three-fold vision:

For young people – A belief that all young people, from elementary school ages to adulthood, are needed as providers of service and leadership to their communities, nation, and world.

For learning – That people learn in a variety of ways, and that service-learning is an effective teaching and learning philosophy and methodology, yielding measurable achievement, civic engagement, and personal/social/spiritual development outcomes.

For community – For societies to be democratic, all members — including every race, gender, faith, and age — must understand and practice the work of democracy: service, advocacy, and political engagement. Like the conversion of wind power to electricity, NYLC’s wind generator logo is a metaphor for directing the strengths of young people in building their communities.

Action, Reflection: Praxis

All NYLC operations and materials are stringently evaluated and grounded in research. One-third of all full-time NYLC staff hold advanced degrees, including three senior staff who have Ph.D.s.

Along with the multi-year G2G initiative, NYLC is engaged in research-based development of service-learning approaches to AIDS.

Global Vision, Local Roots

Our vision is rooted in programs and policies originated by NYLC in Minnesota:

- Convened first in nation statewide service initiative (1984).
- Staffed, chaired, and served as member of state service commissions (1985–1992) (1995–2001).
- Convened and helped convene state service conferences (starting in 1985).
- Advanced state youth development and service legislation, and funding (1987, 1989).
- Organized statewide campus service initiatives, developed related legislation (1988–1993).

Leadership

- Convene National Service-Learning Conferences (1989–ongoing).
- Influenced federal service-learning legislation in 1990 and 1993 through congressional testimony, including authoring language for National Service-Learning Clearinghouse.
- Launched first national service-learning project funded by W.K. Kellogg Foundation (1990).
- Participant in White House conferences on philanthropy and adolescent development.
- Presented on service-learning to audiences in 14 countries.
- Lead provider of training and technical assistance for Corporation for National and Community Service (1993–2001).

- Developed “Essential Elements of Service-Learning,” establishing standards for service-learning.
- Presented lead testimony for National Commission on Service-Learning.
- Co-convener, with Points of Light Foundation, of 2000 National Youth Summit.
- Edited special editions on service-learning for Phi Delta Kappan magazine (1991, 2000).
- Lead co-sponsor, with Youth Service America, of National and Global Youth Service Day.

Current Operations

- Publications, training materials, and workshops.
- National network of 400 peer consultants led by five regional centers supported by State Farm Insurance.
- New service-learning teacher certification and online courses.
- Annual weeklong summer youth leadership model in operation (since 1983).
- Active Youth Advisory Council.
- National Service-Learning Conference (2,700 people representing every state and 20 countries attended in 2003).
- Lead sponsor, with State Farm Insurance, of “Project Ignition,” a national youth safe-driving media campaign and contest for high schools.
- HIV/AIDS Initiative funded by Ittleson and W.K. Kellogg Foundations.

Contents

*“[E]verybody
can be great,
because
everybody can
serve.”*

—DR. MARTIN LUTHER KING’S
FEBRUARY 4, 1968, SERMON
AT THE EBENEZOR BAPTIST CHURCH
IN ATLANTA. WASHINGTON

JAMES M., ED. *A TESTAMENT OF HOPE:
THE ESSENTIAL WRITINGS AND SPEECHES
OF MARTIN LUTHER KING, JR.*
(SAN FRANCISCO: HARPER COLLINS, 1991), 265-66.

Acknowledgements	2	Iowa	50
<i>James C. Kielsmeier, Ph.D.</i>		Maine	52
Letter from State Farm	3	Maryland	54
<i>Kathy Payne</i>		Massachusetts	56
Foreword	4	Michigan	58
<i>James C. Kielsmeier, Ph.D.</i>		Mississippi	60
Preliminary Findings Community Service and Service-Learning in Public Schools	6	Montana	62
<i>James C. Kielsmeier, Ph.D., Peter C. Scales, Ph.D., Eugene C. Roehlkepartain, and Marybeth Neal, Ph.D.</i>		New Jersey	63
Heads, Hearts, Hands: The Research on K-12 Service-Learning	12	New York	64
<i>Shelley H. Billig, Ph.D.</i>		Rhode Island	66
Service to Others: A ‘Gateway Asset’ for School Success and Healthy Development	26	South Carolina	68
<i>Peter C. Scales, Ph.D. and Eugene C. Roehlkepartain</i>		Texas	70
Learn and Serve America: Reflecting on the Past, Focusing on the Future	33	Washington	72
<i>Amy B. Cohen, Robert Bhaerman, Elson Nash, and Kimberly Spring</i>		Wisconsin	74
Service-Learning Policy	39	Profiles of Community-Based Service-Learning in the United States	76
<i>Jennifer Piscatelli</i>		City Year	77
State Profiles	41	Common Cents	78
California	42	Communities in Schools	79
Colorado	44	Constitutional Rights Foundation	80
Florida	46	Do Something	81
Hawaii	48	Earth Force	82
		KIDS Consortium	83
		Lions-Quest	84
		National Indian Youth Leadership Project	85
		YMCA of the U.S.A.	86
		Youth Service America	87
		Youth Volunteer Corps of America	88
		Glossary	89
		Essential Elements	90
		Resources/Organizations	92



Editorial Board 2003-2004

Larry Bailis

Brandeis University

Shelley Billig

RMC Research

Nelda Brown

SEANet

Sharon Buddin

*Ridge View High School/NASSP
Columbia, SC*

Amy Cohen

*Corporation for National &
Community Service*

Kate Cumbo

*Colorado Department
of Education*

Marty Duckenfield

*National Dropout
Prevention Center*

Joe Follman

Florida State University

Andy Furco

*University of California –
Berkeley*

Tony Ganger

YMCA of the USA

Silvia Golombek

Youth Service America

Barbara Gomez

AED

Teddy Gross

Common Cents New York

Joe Herrity

Iowa Department of Education

Don Hill

Youth Service California

Barbara Holland

*National Service-Learning
Clearinghouse*

Michelle Kamenov

*Minnesota Department
of Education*

Dick Kraft

*Professor Emeritus
University of Colorado – Boulder*

Alan Melchior

Brandeis University

Sarah Pearson

American Youth Policy Forum

Stan Potts

*University of Wisconsin –
River Falls*

Rob Shumer

St. Paul, MN

Acknowledgements

We would like to thank all of those individuals and organizations that made this report possible.

The idea of engaged young people building better communities while learning was a great fit for Kathy Havens Payne at State Farm. A former teacher and school board member, Kathy knows what works in the classroom and in the larger world of young people. She and colleagues have been terrific partners in the G2G Report and in the several other service-learning initiatives State Farm sponsors with NYLC.

The articles by Shelley Billig of RMC Research, Peter Scales and Gene Roehlkepartain of Search Institute, Amy Cohen of the Corporation for National and Community Service, and Jennifer Piscatelli of the Education Commission of the States provide descriptions of service-learning's impacts on youths, their communities, and state and national policy.

We'd like to thank Rich Cairn of Cairn and Associates, and Nelda Brown, executive director of SEANet, for their work in creating state profiles. And of course, we'd like to thank the staff at the state educational agencies and the other organizations who were interviewed for the state profiles; their help was invaluable in reviewing the profiles for publication. These profiles help greatly to understand the "story" of service-learning's development for each state and illustrate examples of service-learning programming.

Larry Bailis, Alan Melchior and Thomas Shields of Brandeis University collected data and wrote profiles for the national community-based organizations. These profiles help remind us of service-learning in the larger picture and the varieties of ways that learning can take place with or without a connection to formal schooling. We would like to thank the representatives of the profiled organizations who gave so generously of their time to provide data to our researchers.

The national survey was a collaborative effort with our editorial board and carried out with the ongoing guidance of Peter Scales and Gene Roehlkepartain of Search Institute, and Larry Bailis and Alan Melchior of Brandeis University. We are most grateful to Gerald N. Tirozzi, Executive Director of the National Association of Secondary School Principals, and Rocco Marario, Director of Student Activities, for writing a letter of endorsement encouraging principals to complete the survey. We'd also like to thank Ellen Tenenbaum of Westat for her expert shepherding of the national survey and her stalwart corps of interviewers, which undoubtedly contributed to our remarkable response rate of 91 percent.

Within the National Youth Leadership Council, research director Dr. Marybeth Neal helped design and ably implemented the project. Megan McKinnon, project coordinator, efficiently took the larger vision and translated it into the reality of deadlines, contracts, and editing final versions. Maddy Wegner, director of publications, also contributed her editorial skills to this project, for which we are very grateful.

Lastly, I'd like to thank our editorial board for their encouragement and support of this project. As we look forward in this multi-year project, we hope to build on this sense of community, uniting around our common concern to document the scope, scale, and quality of service-learning with care and rigor.

James C. Kielsmeier, Ph.D.
President/CEO, NYLC
Project Director, G2G



State Farm[™]
Companies
FOUNDATION

Dear Reader:

State Farm® and the State Farm Companies Foundation are very pleased to introduce Growing to Greatness, the 2004 annual State of Service-Learning Report.

Documentation of service-learning, where it has been, where it is currently and explorations of how it might proceed into the future can guide us in helping to build strong communities where citizens of all ages are engaged as active contributors to the common good. As the leading provider of auto, boat and home insurance and as a leader in life and financial services, State Farm® is very interested in building such a positive future.

We are excited and inspired for what we see here in the first report from this multi-year project. The recently completed National Survey of K-12 School Principals, with its remarkable 91 percent response rate, will be a rich trove of data for many years to come. The percentages of schools with community service and service-learning indicate that these strategies for improved civic engagement, academic achievement and positive youth development are holding their own despite budgetary cutbacks in schools. For the schools with service-learning, 50 percent of principals reported an increase in service-learning at their schools over the past five years, while only four percent reported a decrease.

The article by Billig relates the most recent research on service-learning impacts. The article by Scales and Roehlkepartain documents the central importance of service-learning as a “gateway” aspect, which, if present in the lives of our youths, helps bring about other positive assets that contribute to healthy youth development in a democratic society. The policy scan by the Education Commission of the States reveals promising developments in the area of state policies.

The article on Learn and Serve America, and the state and national profiles tell the story of deepening service-learning practice and suggests the variety of possibilities that exist for service-learning programming. A glossary at the end, resources and reference to the Essential Elements of Service-Learning for Effective Practice and Organizational Support will help this report become a convenient and hopefully inspiring reference work for your nearest bookshelf!

State Farm Companies Foundation and the associates and agents of State Farm share this vision and are proud to sponsor the National Youth Leadership Council in this project.

Sincerely,

Kathy Payne
Public Affairs Manager – Education Excellence
State Farm Insurance

*“I thank State Farm
for their wisdom and
foresight in funding this
project. I encourage all
readers to join together
to create future reports
documenting this
powerful strategy for
teaching and learning.”*

—SENATOR JOHN GLENN
CHAIR, NATIONAL COMMISSION
ON SERVICE-LEARNING

Foreword

This year, as we celebrate Dr. King's 75th birthday and reflect upon the 50th anniversary of the historic Brown vs. Board of Education legal case, let us recommit ourselves to the creation of the "beloved community" to which Dr. King devoted his life. The service-learning field is indeed "Growing to Greatness." In so doing, all of us are helping to ensure that the day soon comes when Dr. King's belief that "everybody can be great because everybody can serve" is a belief shared by all.

*~Anthony Welch, Chair,
National Service-Learning Partnership*

Growing Hope

Growing to Greatness 2004 presents tangible evidence of an emergent way of thinking about and engaging young people that is taking hold across the nation — and beyond. Needed and recognized as contributing members of society, young people are responding to the call to serve and learn as part of schools, colleges, and all manner of community-based organizations. Growing evidence, shared by several disciplines and collected across a diverse range of settings, documents young people actively learning and making real differences in communities.

A primary catalyst for this dramatic shift in our understanding of youth is service-learning, a

strategy for engaging students in useful service linked to learning objectives. Annual G2G reports will capture the scope and scale of young people contributing and learning through service-learning, civic engagement, character education, and youth development approaches.

Inspired by Dr. Martin Luther King Jr.'s words and life, G2G documents the capacity of all youths to be great — to serve, learn and change the world. A season of service, learning and leadership has been inaugurated by recent generations of young people. This is their story — bringing to life King's definition of greatness and hope for the world.

Why G2G?

G2G is a counterpoint to our preoccupation with expecting the worst from young people and measuring only their inadequacies. Too often the media spin on young people is that they just don't "measure up." Adolescent, juvenile, teenager — words freighted with negative baggage suggest that to be young is to be incomplete or a problem to society. Academic test results highlight youth deficiencies or achievement gaps between groups. Top-line indicators of health predominantly underscore youths' use of drugs, alcohol, and tobacco.

Every pre-modern youth generation once had a clearly defined transition period from childhood to full adult responsibility. In contrast, schooling today

fills time for most young people, but not their need for engaged learning and useful, contributing roles. Disengaged from school, marginalized in dead-end jobs, too many young people turn to outlets yielding short-term gratification and long-term pain.

The modern service and service-learning movement is a response to the loss of meaning, alienation, and lackluster learning many young people experience in schools and work settings. Two decades of focused service-learning and youth development advocacy, research and program growth have had an impact — but we are far from our goal of engaging all young people as contributing members of society. G2G reports and ongoing data collection will begin to capture what we know about service-learning for the purpose of expanding program practice and quality.

G2G is grounded on the premise that all young people are — or can become — contributing members of society, and what they contribute and how they learn while serving needs to be widely documented, understood, and valued. We are interested in factors that encourage effective service-learning practices; hence, we will have an annual focus on what we are learning through local and national research on service-learning. (For more information on the rationale for G2G, see the special report of the Generator, Spring 2003, available at: www.nylc.org and inside back cover, this issue).

Service-Learning: An Ecological Approach

Service-learning is a distinctive *philosophy, way of teaching, and community development strategy* dependent on a variety of surrounding variables. Like plant communities that depend on an abundance of water, soil nutrients, and light to thrive, service-learning requires a community of support. Funding availability, the climate of volunteerism for all age groups, opportunities for volunteer community service, supportive school/organizational policies — all are indicators of the health of service-learning.

G2G 2004, for example, includes a summary article on the activities of the Learn and Serve Program of the Corporation for National and Community Service (CNCS), the largest single service-learning funding source. How CNCS fares is a major predictor of future practice. Similarly we looked at policies that support service-learning through an ECS policy scan, and asked questions about community service on the National Principals Survey.

The Future of G2G

Annual reports will be released along with a cumulative online record of data collected. For example, the April 2003 Introduction (*Generator* Vol. 21, No. 3) to G2G 2004 is currently online. This year's full report will also be available online and printed copies are available through NYLC.

A distinctive national survey such as the 2004 Principal Survey is planned for each year (see Kielsmeier, Scales, Roehlkepartain, and Neal, this issue). We also anticipate articles on service-learning in various contexts, such as faith communities, higher education, and international locales.

G2G is grounded
on the premise that
all young people are —
or can become —
contributing members
of society,
and what they contribute
and how they learn
while serving needs to be
widely documented,
understood, and valued.

We are looking ahead to measurement of the specific impact that young people are having on their communities: Can we document that tutoring improves achievement? Can we make

a correlation between students' participation in service-learning and their likelihood of voting and/or volunteering in political campaigns? We will try.

We Need You

For service-learning and the community of related factors to thrive, young people need to be understood as change agents and builders of civil society as creators of their own learning and development. To tell this story in the years ahead we need your help now!

Please read and respond to this report with a critical eye. Tell us where we need to add examples of exemplary programs or where related research on the contributions of young people is documented. We are eager to report on the range of community and school district surveys showing how youths are “growing to greatness.”

To reach GTG staff at NYLC, please contact mneal@nylc.org.

Jim Kielsmeier
Saint Paul, Minnesota
March 2004

Preliminary Findings

Community Service and Service-Learning in Public Schools

James C. Kielsmeier, Ph.D., Peter C. Scales, Ph.D.,
Eugene C. Roehlkepartain, and Marybeth Neal, Ph.D.

Study at a Glance

This nationally representative study of principals and other administrators in K-12 public schools in the United States in January 2004 found the following:

- 69 percent of K-12 public schools engage students in community service, reaching an estimated 15 million students.
- 30 percent of K-12 public schools engage students in service-learning, reaching an estimated 4.5 million students.
- 9 out of 10 principals in schools that offer service-learning say that it has a positive impact on students' civic engagement, personal and social development, and school-community partnerships.
- Principals in schools with service-learning in low-income communities are more likely than principals in other schools with service-learning to say that it positively affects students' academic achievement and school engagement.
- 8 out of 10 principals in schools that offer service-learning say that it has a positive impact on academic achievement, teacher satisfaction, school climate, school engagement, and community's view of youth as resources.

Despite financial pressures and pressures to focus on core subjects, public schools continue to engage millions of young people in service to others. Schools that use “service-learning” as a strategy see a wide range of positive benefits for the students, the schools, and their broader communities.

These are preliminary findings from a National Youth Leadership Council study of 1,799 school principals¹ in a nationally representative sample of public elementary, middle, and high schools in January and February 2004. (See Display 1 for more details.) The study examines the scope and nature of community service and service-learning in U. S. public schools, highlighting the potential and challenges of engaging young people as resources through schools. (Further analysis and information is available at www.nylc.org.)

Community Service and Service-Learning Engage Millions of Students

Based on this new study, we estimate that roughly 56,000 U.S. public K-12 schools (out of approximately 84,000 public schools) currently engage about 15 million students in community service. Furthermore, we estimate that roughly 23,000 public schools offer service-learning projects and programs, engaging roughly 4.5 million K-12 students in some form of curriculum-based service.² Thus, community service has become

a widespread practice and expectation in U.S. schools, and service-learning has a solid base of committed schools and educators.

Our study found that 69 percent of public schools involve students in community service projects (Figure 1), which this study defined as service or volunteer activities that are “*non-curriculum-based* and are recognized by and/or arranged through the school.” These levels of involvement are consistent with the patterns found in a 1999 federal study (Skinner & Chapman, 1999). At that time, 64 percent of all schools provided community service opportunities for students.

By cultivating young people's community involvement, community service sets the stage for more intentional integration of service into the curriculum through service-learning. Our study defined service-learning as “*curriculum-based* community service done through the schools that integrates classroom instruction with community service activities.” About one-third of schools (30 percent) currently engage their students in service-learning, a level that is consistent with the 1999 study (Figure 1). However, this new study does point to meaningful declines in both community service and service-learning opportunities in middle schools.

Display 1 About the Study

As part of its Growing to Greatness service-learning initiative, National Youth Leadership Council commissioned Westat, Inc. (in consultation with Search Institute and Brandeis University), to conduct a national study of community service and service-learning in U.S. elementary, middle, and high schools. The survey was made possible with the generous support of the State Farm Companies Foundation, which seeks to build strong communities by engaging all citizens — young and old — as active contributors to the common good.

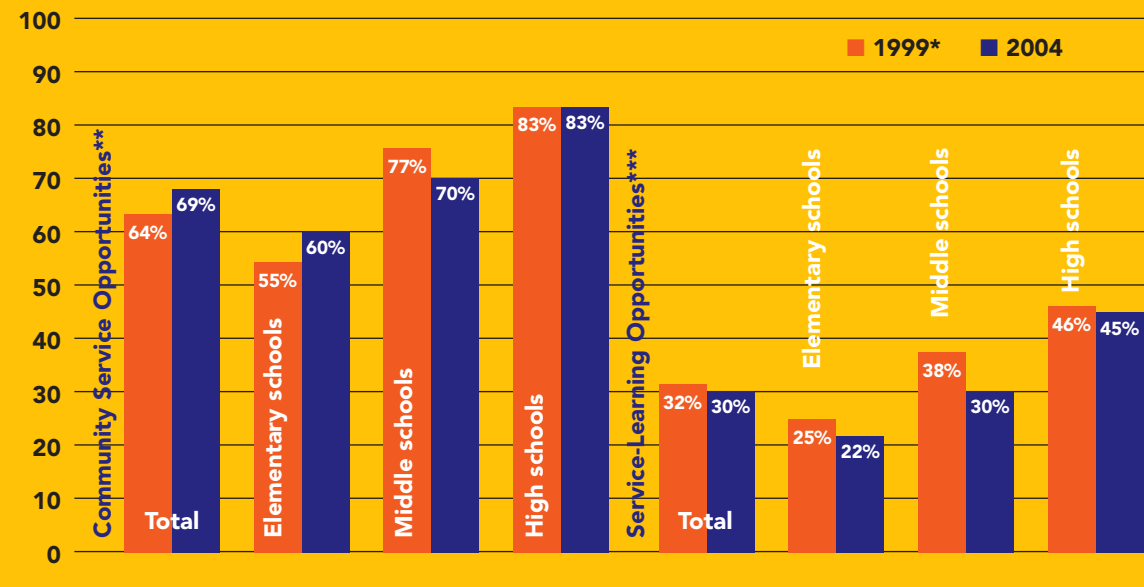
Ellen Tenenbaum served as the project manager for Westat. The sample and survey were designed for comparability to the national survey of service and service-learning conducted by Westat for the U.S. Department of Education in 1999. (See Skinner & Chapman, 1999.)

In January 2004, surveys were mailed to principals of 2,002 public K-12 schools. Data were collected by mail or follow-up telephone interviews through mid-February 2004. In all, 1,799 schools participated, representing a remarkable 91 percent response rate. Forty-seven percent of participating schools were elementary schools, 26 percent were middle schools, and 28 percent were high schools. Principals responded for 52 percent of the schools, with the rest of the sample composed mostly of counselors, assistant principals, and teachers. Only 1 percent of the respondents were service-learning directors or specialists.

More complete information on the study and its findings will be available in a detailed report, which will be posted on www.nylc.org.

Figure 1
Trends in Use of Community Service and Service-Learning in U.S. Public Schools

Percentages of school principals who say their school offers community service and service-learning.



* From Skinner, R., & Chapman, C. (1999). Service-learning and community service in K-12 public schools. *National Center for Education Statistics: Statistics in Brief* (NCES 1999-043). Available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999043>.

** Community service was defined in this study as follows: "Community service activities that are *non-curriculum-based* and are recognized by and/or arranged through the school."

*** Service-learning was defined in this study as follows: "Curriculum-based community service done through the schools that integrates classroom instruction with community service activities."

Maintaining their commitment to community service and service-learning in the midst of major budget cuts, a focus on "basic" subjects and teaching approaches, and required standards of learning attests to the staying power of community service and service-learning in the life and mission of today's schools. (Further analyses are underway to determine the extent to

which principals see current trends in education as supporting or hindering engagement in service-learning.)

Principals See Many Benefits of Service-Learning

One of the reasons for the staying power of service-learning is likely the wide-ranging

Community Service and Service-Learning in Public Schools

benefits that principals see resulting from service-learning — benefits that address specific challenges and priorities faced by today’s schools. The survey asked principals who report having service-learning in their school whether it has a very positive, somewhat positive, or little or no positive impact on various student and school out-

comes (Figure 2). The vast majority of principals believe that service-learning has a very or somewhat positive impact on all 10 outcomes (including students’ academic achievement), with the highest impact being on students’ citizenship, personal and social development, and school-community relationships. While these findings are based on principals’

perceptions of benefits, they are consistent with a wide range of research showing the positive impact of service-learning on students, schools, and communities (see Billig, this issue; and Scales & Roehlkepartain, this issue).

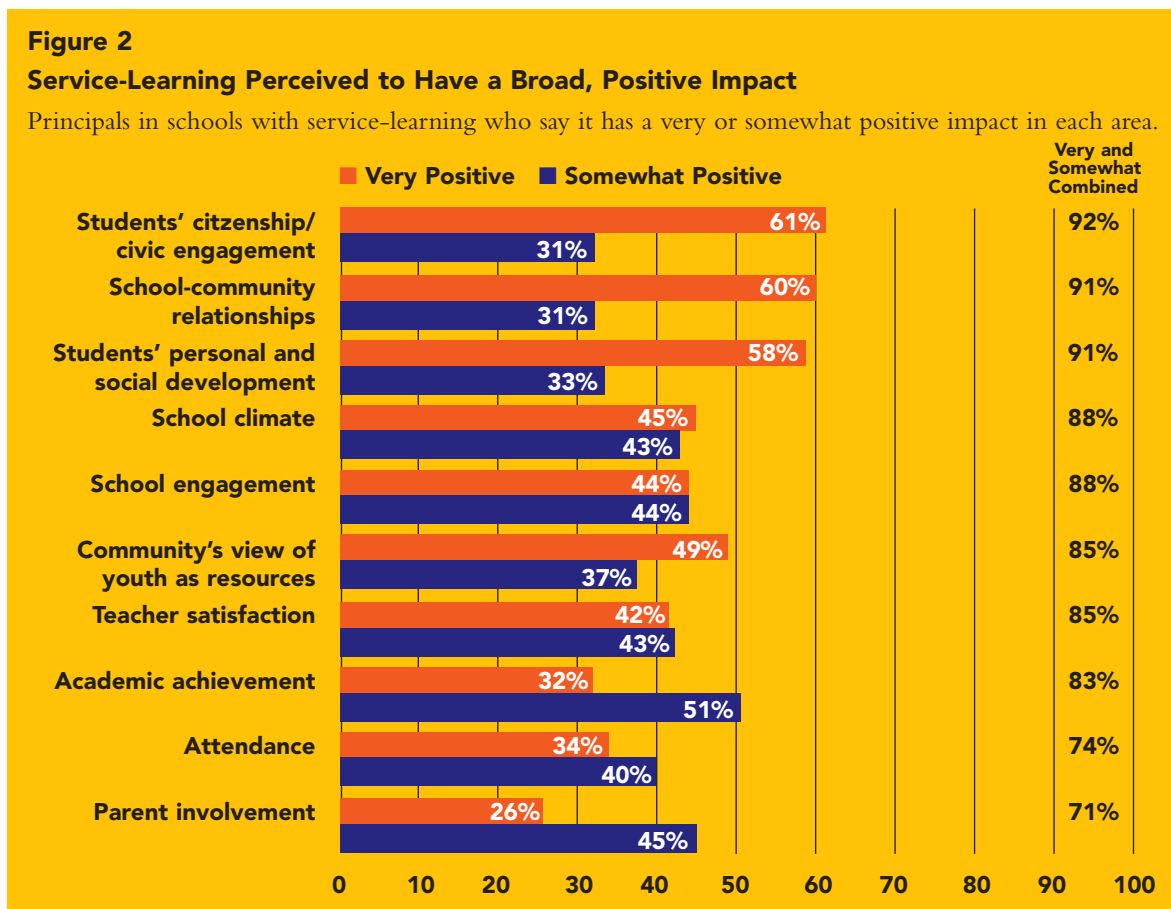
Low-Income Schools Offer Less Service-Learning, But See Greater Benefits

In a time when schools are being held particularly accountable for engaging low-income students, it is important to examine the utilization of service-learning — and its perceived benefit — in schools serving low-income students. While schools serving mostly low-income students³ are less likely to use service-learning (29 percent of these schools offer service-learning, compared to 36 percent of other schools), those that do tend to see greater positive impact on their students than do schools serving students from higher-income levels.

Low-income schools that do offer service-learning tend to see a greater impact on students than other schools in student achievement and school engagement, as shown in Table 1. If these perceptions are accurate, they suggest that service-learning could be an important strategy for addressing these key priorities connected to the federal No Child Left Behind education initiative.

Quality of Service-Learning Programs Is Mixed

Despite the “critical mass” of schools engaging students in service-learning and the perceived positive impact of those efforts, many questions remain about the quality of those experiences in schools. The field of service-learning has identified



several critical principles for effective practice (see, for example, National Youth Leadership Council, 1999), yet most schools that say they are doing service-learning are not meeting many of these standards.

For example, most schools that do service-learning say they primarily offer one-time events (80 percent) or projects that last less than one month (76 percent). Longer events — which are central to a more intentional service-learning approach — are much less common. Furthermore, only a minority of schools (36 percent) that do service-learning have student participation in performing needs assessments to identify possible projects — a type of student participation that is considered foundational to effective service-learning. Further analysis will explore these dynamics more fully, but they point to ongoing needs for staff development and institutional commitment to doing service-learning effectively.



Little Funding, Infrastructure Available to Support Service-Learning

Despite the perceived value and impact of service-learning, it appears that most schools that offer service-learning have relatively little dedicated financial support, coordinating personnel, teacher training, or incentives to support their programs and projects. Indeed, it appears that financial support for service-learning has declined significantly in the past five years. Some evidence of this lack of infrastructure support includes the following:

- Two-thirds of school principals (66 percent) in schools that offer service-learning say

Table 1
Higher Impact Perceived in Low-Income Schools

Percent of principals in schools that offer service-learning who say it has a “very positive” impact on each outcome area, by the average poverty level of the students the school serves.

Areas of Impact**	Schools Poverty Level*		
	Low	Moderate	High
Students’ academic achievement	32%	28%	43%
School engagement	49%	40%	54%

* Low poverty: 0-24 percent of students are eligible for free- or reduced-price lunches. Moderate poverty: 25 percent to 54 percent of students are eligible. High poverty: 55 percent or more students are eligible.

** Differences on other areas of impact were either not statistically significant or were only marginally significant, making them not meaningful due to small sample sizes.

Community Service and Service-Learning in Public Schools

neither their school nor their district has a written policy encouraging or requiring service-learning.

- Only 15 percent of schools that offer service-learning have a part-time service-learning coordinator at the school or district level, and only nine percent have a full-time coordinator.
- Some financial help is available within about half of the schools that offer service-learning. Mini-grants for service-learning programs or curriculum development are available in 49 percent of schools, and 51 percent of schools have funds available to offset the costs of service-learning projects or programs.
- Sixty percent of schools or districts that have service-learning support teachers in attending service-learning training or conferences outside of school. However, only 34 percent of schools with service-learning have sponsored in-service training in service-learning at the school or district level in the past three years.
- Very few schools make structural changes that facilitate more effective service-learning. For example, only 14 percent of schools that offer service-learning reduce course loads for teachers so that they can develop or supervise service-learning, and only 17 percent offer extra planning time for service-learning activities.
- Only about one in four schools track basic data on the scope of their service-learning efforts — much less its relationship to key areas of accountability, which makes it much more difficult to make the case for service-learning as a core educational strategy and priority.

Capitalizing on Widespread Support and a Core Leadership Base

This study reaffirms the potential and power of service-learning as a strategy for simultaneously engaging young people in civic and community life, promoting their healthy development, and strengthening their education. It reveals a core of school leaders who believe strongly in the

This study reaffirms the potential and power of service-learning as a strategy for simultaneously engaging young people in civic and community life, promoting their healthy development, and strengthening their education.

importance and power of service-learning — even in the face of pressure to focus time and resources elsewhere.

The potential for service-learning becomes even clearer when these findings are paired with the 2000 Roper Starch Worldwide survey of American adults. That study found that nine out of 10

American adults would support service-learning in their local schools — though only about one-third of the adults were previously familiar with the concept. In addition, parents with students in schools are most supportive (Roper Starch Worldwide, 2000).

Despite the consistent evidence of support for student engagement in community service and service-learning, the study highlights two critical challenges. The first is the challenge of expanding service-learning beyond the core group of one-in-three schools that offer students these opportunities to serve and learn — a level that has remained unchanged across the past five years. The second challenge lies in strengthening service-learning's infrastructures, supports, and effective implementation so that it can spread within and beyond these schools to become an integral, sustainable commitment of schools.

These findings only begin to reveal the learning that will emerge from this new study. Among other things, additional analyses will examine differences across different grade levels of schools, variations across different sizes of schools, barriers to service-learning implementation, available infrastructures and supports in schools, and additional insights based on the economic realities of students being served.

As this wealth of learning enters the dialogue of educators, service-learning advocates, policy-makers, and community members, these insights will, we hope, stimulate more educators to embrace service-learning as a powerful strategy for enhancing student achievement and engagement.

Even more important, we hope that it helps to fuel a broad and deep commitment to recognizing and engaging young people as positive resources for communities — and their first steps in being engaged, active, contributing citizens for the nation and world. **G2G**

References

- Billig, S. (this issue). Head, heart, and hands: The research on K-12 service-learning. In National Youth Leadership Council (2004). *Growing to Greatness: The State of Service-Learning Report*. St. Paul, MN: National Youth Leadership Council.
- Hoffman, L. (2003). Overview of public elementary and secondary schools and districts: School year 2001-02 (NCES 2003-411). Washington D.C.: Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Downloaded from www.nces.ed.gov/pubs2003/overview03/index.asp
- National Youth Leadership Council (1999). *Essential Elements of Service-Learning*. St. Paul, MN: National Youth Leadership Council.
- Roper Starch Worldwide (2000). *Public attitudes toward education and service-learning*. New York: Author. Available at www.learningindeed.org/tools/other/roper.pdf.
- Scales, P. C., & Roehlkepartain, E. C. (this issue) Service to others: A “gateway asset” for school success and healthy development. In National Youth Leadership Council (2004). *Growing to Greatness: The State of Service-Learning Report*. St. Paul, MN: National Youth Leadership Council.
- Skinner, R., & Chapman, C. (1999). Service-learning and community service in K-12 public schools. *National Center for Education Statistics: Statistics in Brief* (NCES 1999-043). Available for downloading at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999043>

1. Half of the respondents (52%) were principals, with counselors, office secretaries, assistant principals, teachers, and others together making up the remainder of the sample. For simplicity, we refer to the total sample as “principals” in this article, since each person completed the survey at the request of the principal.
2. These estimates are derived from this study’s findings and statistics from the U.S. Department of Education on the number and average size of public elementary, middle, and high schools in the United States (Hoffman, 2003).
3. For this analysis, we grouped schools into three groups based on the principal’s estimate of the percentage of students who are eligible for the federal free- or reduced-price lunch program (a standard indicator of poverty). Low-income schools were those with 55% or more of their students qualifying for this federal program.



Heads, Hearts, and Hands: The Research on K-12 Service-Learning

Shelley H. Billig, Ph.D., RMC Research Corporation, Denver

If you were going on a weight-loss diet, as so many of us have, you would ask a few hard questions about any program that a friend or physician suggested. First, you would want to know what the diet is (“Atkins? South Beach? What’s that?”). Next, you would want to know if it works (“How much weight have people lost on that diet? Really?!”). Finally, you might ask, “What do I need to do to make it work best?” – Or perhaps, “How do I know it will work for me?” (e.g., “I don’t like some of these foods. What should I do?” “But what if I’m traveling? Then what do I do?” or “I don’t eat meat. What about me?”) There are probably lots of other questions you might ask, but these are most likely the big three.

So it goes with service-learning. If you call an educator, parent, or policy-maker who does not know anything about service-learning, but cares about education, they will probably ask you the same three questions:

- What is it? (the “it” is service-learning);
- Does it work? Does it produce the outcomes we are seeking?
- What does it take to make it work best? (And/or, will it work for me?)

In this article, the research on service-learning that has been completed in the past few years will be summarized. The article will show how educators, researchers, and the general public have begun to define the “it,” that is, the essence of service-learning. It will address how the research has begun to converge on the effects that service-learning appears to have on students in three domains: cognitive (“heads”), affective (“hearts”), and behavioral (“hands”), along with effects on schools and communities. Finally, the article will look at what the research has begun to discover on the aspects of quality programming. That is, what do we want to do within the experience of service-learning that helps us to maximize outcomes? More plainly, how to make it work best? The paper will culminate in a discussion about the conditions under which different “quality indicators” matter. (How can I make it work best for me?) As you will discover, none of these issues is easy, but the research community is beginning to make headway. In addition, researchers are recognizing how important it is for their work to be translated into advice for service-learning programs. This article will attempt to do that, too.

Definitions of Service-Learning

Over the past several years, the literature shows that there is still some misunderstanding among researchers, the general public, and even practi-

tioners of what service-learning *is* and *is not*. The biggest confusion appears to lie in the distinctions between service-learning and community service.

Confusion Between Community Service and Service-Learning. Pritchard (2002) provided both insight and data to help draw the distinctions between the concepts and to shed light on current practice in the United States. He analyzed three data sets: the 1999 U. S. Department of Education study that examined prevalence of community service and service-learning in public schools in the United States, the “Service-Learning Survey” that examined prevalence in private schools, and the 1999 National Household Education Survey that examined prevalence in both types of schools.

These surveys showed that at least some students in 68 percent of all public schools, and in 88 percent of all private schools, participated in either service or service-learning. Rates were lowest in elementary schools and highest in high schools. In terms of student participation, the National Household Education Survey showed that over half of the public school students in the sample were found to participate in service or service-learning and that the percentages of private school students that participated were even higher. Of those who said they provided service, about half said they participated in service-learning. The conclusion was that

about *one quarter of all students* participate in service-learning and about *three-quarters of all schools* participate in service-learning.

Pritchard (2002), however, goes on to show that these statistics may be a little misleading since they are based on different definitions of community service and service-learning. In the survey of public schools administrators, for example, Pritchard reported that when respondents were asked to use a definition of service-learning that included clearly identified learning objectives, student involvement in selecting or designing the service activity, a theoretical base, integration of service with academic curriculum, and student reflection, the *percentage reporting that their schools were engaged in service-learning fell to 32 percent*.

In the private school study, respondents were asked to say whether they were engaged in service or service-learning, but no definitions were given. In that study, only 9 percent described their programs as service-learning. Surprisingly, though, a large number who said that they were engaged in community service and not service-learning said that the community service included curricular integration (62 percent); connection to an academic class (26 percent); student reflection (61 percent); and students designing service projects (61 percent).

Same activities, same emphasis. Another indicator that the two concepts were being confused with each other was the way in which activities were described as either community service or service-learning. The activity lists were nearly identical



for the two terms. Whether their programs were called community service or service-learning, most students engaged in tutoring, providing companionship, working on environmental issues, and distributing food or other goods. In both types, educators focus on the relationship between the community and the student service provider.

Different objectives. The objectives identified for the activity, however, differed somewhat, but only among administrators. Community service activities were more often associated with civic engagement and caring/altruism while service-learning was more often connected to learning critical thinking skills, problem-solving, and other cognitive or academic outcomes.

Other researchers have found similar results when examining the varieties of objectives associated with service-learning. Ammon (2002), for example, studied service-learning implementation among teachers in California. While all of the

teachers called their approach “service-learning,” there were sizable variations in learning objectives, activities, program components, and teacher roles. In her study, more teachers mentioned application of disciplinary knowledge and awareness of social or civic issues as being part of the defining characteristics of service-learning. These teachers tended to be less focused on social/personal development and career development skills. However, there were 29 different categories of objectives that were identified. Probing these results, she found that the design and implementation of service-learning activities appeared to be influenced by:

- The clarity and specificity of teachers’ goals;
- The degree to which the goals were discussed with students;
- The roles established for teachers and students; and
- The connection with activities and content in specific curricular areas.

Heads, Hearts, and Hands: The Research on K-12 Service-Learning

Conclusion. These analyses by Pritchard and Ammon shed some light on the variations in definitions apparent among different stakeholder groups. A quick scan of the research literature affirms this result: practitioners, policy-makers, and researchers simply do not define service-learning in consistent ways. *So the answer to the question, “What is service-learning?” appears to vary depending upon whom you ask.*

Effects of Service-Learning on Participating Students

In 2000, a summary of the research literature (Billig, 2000) showed that the evidence of the positive effect of service-learning on participating students was beginning to build in four areas:

- **Academic or cognitive domains** – that is, what students were learning in terms of content or higher-order thinking skills as a result of their participation;
- **Civic domains** – that is, connection to society and community;
- **Personal/social domains** – that is, personal and interpersonal development in areas such as youth empowerment, respect for diversity, self-confidence, and avoidance of risk behaviors; and
- **Career exploration skills** – such as knowledge of career pathways and workplace literacy.

The results summarized in that article have found a good deal of support in more recent studies that have been conducted. New studies in each of these domains will be summarized next.

Cognitive/academic impact (“heads”)

Because service-learning generally occurs within the school environment, there is great interest in identifying the academic or cognitive outcomes of participation. The emphasis on this aspect of service-learning has grown in the current educational context that strongly stresses school accountability and standards-based education. The No Child Left Behind Act of 2001 has been shown to have a strong impact on schools and instructional decision making through its accountability provisions (Hess, 2003), especially in terms of the relative emphasis of content area instruction (with a heavier emphasis on reading/language arts and mathematics) and on the need to devote less time to subjects that are not considered to be part of the core curriculum. However, many schools and school districts (see, e.g., Berman, 2000; Education Commission of the States, 2001) have embraced service-learning as a key part of their educational reform efforts, either as a strategy for cognitive development, for revitalizing the civic mission of schools, or for helping to develop character and other traits.

There are still only a limited number of studies that have been conducted to show the academic impact of service-learning, though there are more that are underway. The few studies that have been performed have promising results.

Michigan Learn and Serve Study: A study of Michigan Learn and Serve sites conducted by RMC Research (Billig & Klute, 2003; Klute & Billig, 2002) examined the impact of participation on students’ school engagement and on performance on the state assessment, the Michigan

Educational Assessment Program (MEAP). Survey responses on school engagement scales, and test scores of students who were engaged in service-learning, were compared with a group of students from similar sites who did not participate in service-learning. The study had 1,988 student respondents, 1,437 of which participated in service-learning. Teachers who facilitated service-learning activities also responded to a survey to determine the service-learning content and quality.

Results from this Michigan study showed that service-learning students in Grades 7–12 were more engaged cognitively in English language arts than comparison students. No differences were found in other areas of affective or cognitive engagement, and service-learning students were behaviorally less engaged than comparison students (e.g., paying attention in class and turning homework in on time). For younger students, Grades 2–5, there were statistically significant differences in all aspects of cognitive engagement, with service-learning students more engaged than their nonparticipating peers. This meant that service-learning students were more likely to pay attention to schoolwork, concentrate hard on learning, and try as hard as they could in class.

The study also showed that service-learning was positively associated with test scores on the MEAP for students in the fifth grade. Compared to nonparticipating students, statistical tests show that service-learning students scored significantly higher on the writing test, the total social studies score, and three of the social studies strand scores: historical perspective, geographic perspective, and inquiry/decision-making. The differences in test

scores between the two groups also approached positive statistical significance on the earth science test. No significant differences were found among students at the other grade levels tested.

Philadelphia Need in Deed Study: In another study by RMC Research, 6th-grade students who participated in Need in Deed, a service-learning programmatic approach that was implemented in Philadelphia, were found to have statistically significantly higher test scores on the Terra Nova, a standardized test, in the areas of language arts and science. The same effects were not found, however, for 4th- and 8th-grade participants. Qualitative data revealed that some of the differences might be explained by the content of the service-learning activities and the quality of the service-learning experiences.

California Comparison Study: A study by Furco (2002) compared high school students who participated in service-learning with students who performed community service, those who engaged in service-based internships, and those who performed no service at all. The study addressed several domains, one of which was academic. For this study, academic outcomes were defined in terms of mastery of course content, thinking and problem-solving skills, and attitudes toward learning. Data analysis showed that students engaged in any type of service had significantly higher scores on surveys that measured attitude toward school, though some of the differences may be explained by gender and school site (where students generally were more negative). The service-learning group scored

higher in all of the academic measures, though significant differences were only found between the service-learning condition and the “no-service” condition, and not between service-learning and community service or service-based internships. Ammon, Furco, Chi, and Middaugh (2001) found that the factors that seemed to be related to higher academic impacts were clarity

Service-Learning,
then, does appear
to have a positive impact
on students’ “heads,”
helping them to engage
cognitively in school
and score higher in
certain content areas on
state tests.

of academic goals, clear connections between goals and activities, reasonable scope, and support through focused reflection activities.

New England CO-SEED Sites: RMC Research (Klute, 2002) studied four sites in three New England states to determine the impact of participation in CO-SEED, an environmental

stewardship service-learning program, on state achievement scores. The analysis showed that New Hampshire students in the sixth grade had significantly higher achievement scores on the state assessments in the areas of language arts, mathematics, science, and social studies than their past averages. No differences were found for 3rd-grade students. Vermont 6th-grade participants also scored slightly higher and 2nd-grade students scored much higher in reading and word analysis. No other differences were found. The author suggested that the differences in outcome might have been related to the degree of quality implementation at the sites. There was also a general lack of agreement with a survey item that asked whether participation in projects related to the environment would help increase scores on standardized achievement tests.

Alternative Schools Studies: Two studies were performed with alternative school students as the primary respondents of the study. Laird and Black (2002a) compared the academic outcomes of students in an alternative school in Michigan that implemented the Literacy Corps, a service-learning tutoring program, with students who were on the waiting list for the alternative school. Literacy Corps participants had statistically significant positive differences from non-participants in overall grade-point average, English grades, and math grades, and slightly higher scores on the MEAP in science. Kraft and Wheeler (2003) interviewed students and tracked achievement of students in a Kansas alternative school. Qualitative data showed a strong difference over time in attitude toward school and learning, and positive increases on a six-trait

Heads, Hearts, and Hands: The Research on K-12 Service-Learning

writing assessment, changes in scores on a set of reading level indicators, and grade-point averages. No comparison groups or baseline measures were used, however.

Study of “At-Risk” Students: Hecht (2002) conducted a study of Delaware students who were educationally “at risk” because they were retained or administratively assigned to seventh or eighth grade. These students read to pre-schoolers at a local community center as part of their English language arts class. In interviews, observations, and document reviews, Hecht demonstrated that students who engaged in service-learning found unexpected enjoyment and fun in their participation. All students described the program in positive terms, showing that service-learning appeared to increase their engagement in school.

Waianae, Hawaii, Study: Billig and Meyer (2002) and Billig, Meyer, and Hofschire (2003) conducted research on the Hawaiian Studies Program in Waianae, Hawaii. Students in this program engaged in a variety of service-learning rotations that focused on connecting them with the community and their cultural heritage. Compared to their peers at the same schools, service-learning participants were statistically significantly more likely to think school was stimulating. At the “trend level,” they were also more likely to say that school was interesting and fun. In focus groups, these students most often said that their participation resulted in learning practical knowledge and skills, and learning about the Hawaiian culture.

Flint, Michigan, Study: A study by Smartworks Incorporated (n.d.) surveyed service-learning students in Flint, Michigan, in Grades 3, 5, 8, and 10 about their learning. More than two-thirds reported that their participation helped them understand what they were learning in school and improved their academic achievement.

Other Studies of Impact of Participation on Grade-Point Averages and Perceived Learning

Several other studies showed the impact of participation on grade-point averages and general ratings of young people’s learning. Surveys of Learn and Serve participants in Wisconsin (Kirkham, 2001) found that 97.9 percent of teachers who offer service-learning said that students learned more than what they would have learned through regular instruction. Nearly half (46.4 percent) reported that students’ grades improved and 35.8 percent reported that absenteeism decreased. High school students who participated generally affirmed these findings. On a survey, 77 percent said that they acquired new skills, knowledge, and interests; 67 percent reported that they gained a broader understanding of people and places; and 62 percent said they had a better understanding of the community and how it works. In their evaluation of KIDS Consortium, Ritchie and Walters (2003) showed that both middle and high school students had statistically significant increases in their motivation to learn, putting forth the necessary effort to reach a goal, and understanding of everyday life. Melchior and Bailis (2002) found that Learn and Serve participants had strong impacts on school engagement and math scores. Scales, Blyth, Berkas, and Kielsmeier (2000) found that service-learning students talked more with their parents about

school than did control students, but reported no other differences on achievement variables between the service-learning and control groups unless dimensions such as the amount of reflection were taken into account.

Studies of Student Problem-Solving: Three studies were conducted that examined the impact of service-learning on students’ problem-solving abilities and cognitive complexities. The studies, conducted by RMC Research in Philadelphia, Denver, and Waianae, Hawaii, examined the degree to which students changed in the way they understood and tried to solve community problems as posed in scenarios on essay prompts. Repeated “measures analysis” was performed and in each case, strong positive results were found among the students. After engaging in service-learning, students were much more apt to view social or community problems as systemic rather than personal, become more action oriented in their solutions, pose more solutions, and advance more realistic solutions. In the Hawaiian study, students also were more likely to become more empathic and take a deeper, more analytic approach to the problems. In the Philadelphia study, the younger children had stronger results than older students.

Conclusion (Heads Up): While there are still too few studies on the academic impact of participation in service-learning, the trend revealed by these studies is generally positive. Students who participated in service-learning were found to have scored higher than non-participating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and to be more

motivated to learn. Studies show great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered “at risk” of school failure. Studies on school engagement generally show that service-learning students are more cognitively engaged in school, but not necessarily more engaged behaviorally. Studies of students’ problem-solving abilities show strong increases in cognitive complexity and other related aspects of problem-solving. Service-learning, then, does appear to have a positive impact on students’ “heads,” helping them to engage cognitively in school and score higher in certain content areas on state tests. Some of these outcomes are mediated by the quality of the program, to be discussed later in this article.

Civic/citizenship impact (“hands”)

Recent evidence suggests that there is a growing problem of civic disengagement among youths in the United States, particularly those currently in high schools. Young people in high school report having little interest in civic and political affairs and little knowledge of, or trust in, the political system (Levine & Lopez, 2002; National Commission on Service-Learning, 2002; Torney-Purta, 2002). Results from a recent poll indicate that many young people do not feel they can make a difference, solve problems in their communities, or have a meaningful impact on politics or government (Lake Snell Perry & Associates & The Tarrance Group, Inc, 2002). Young people do not vote in percentages equal to those in earlier generations (Levine & Lopez, 2002) and they are not connected to political life in the same ways as those in the past (Flanagan,

2004; Kahne & Westheimer, 2002; Levine & Lopez, 2002). Policy-makers and educational leaders alike have noted the woeful lack of interest in civic activities among youth and express concern about the future of democracy (for example; Education Commission of the States, 2002; National Commission on Service-Learning, 2002).

The 1998 National Assessment of Educational Progress (NAEP) confirms that young people are not knowledgeable about many of the social and political institutions that govern American life. This national assessment measured:

- Student knowledge of government and society;
- Intellectual and participatory skills — including the ability to identify and describe, explain and analyze; and evaluate, take, and defend a position; and
- Civic dispositions, such as willingness to become an independent member of society; assuming personal, political, and economic responsibilities of citizenship, respecting individual worth and human dignity; participating in civic affairs in an informed, thoughtful, and effective manner; and promoting the healthy functioning of American constitutional democracy.

Results showed that 65 percent of 12th-grade students scored at the basic level, 26 percent at the proficient level, and four percent at the advanced level. Those who scored the lowest were from schools with high poverty.



Interestingly, this decline in civic engagement has been paralleled by an increase in volunteerism by young people. Studies estimate that over half of young people participate in voluntary service (Skinner & Chapman, 1999). As Putnam (2000) optimistically remarked, “A wide range of evidence . . . suggests that young Americans in the 1990s displayed a commitment to volunteerism without parallel among their immediate predecessors. This development is the most promising sign of any that I have discovered that America might be on the cusp of a new period of civic renewal, especially if this youthful volunteerism persists into adulthood and begins to expand beyond individual caregiving to broader engagement with social and political issues” (p. 13).

The 2003 publication of the “Civic Mission of Schools” (Carnegie Corporation of New York & CIRCLE, 2002) along with the “National Commission on Service-Learning Report,”

Heads, Hearts, and Hands: The Research on K-12 Service-Learning

(2002) stimulated or at least re-energized the national debate on the need for schools to play a stronger role in preparing young people for rights and responsibilities associated with U.S. democracy. The “Civic Mission of Schools” summarized the discussions and recommendations of a group of scholars and educators who examined the declining engagement of young people in civic engagement activities such as voting and working on issue and election campaigns. Authors pointed out that strong democracies need competent and responsible citizens. Four goals for civic education were specified:

- Assist students to become informed and thoughtful about American democracy through an understanding of history and democratic principles, including awareness and understanding of public and community issues, primarily through the development of skills that help young people obtain and analyze information, develop critical thinking skills, and enter into dialogue with those who hold different perspectives;
- Increase students’ participation in communities either through membership or through service, as a way of addressing cultural, political, social and/or religious interests and beliefs;
- Show students how to “act politically” by facilitating the acquisition of skills and knowledge related to group problem-solving, public speaking, petitioning, voting, and serving other public purposes; and
- Help students to acquire virtues such as concern for the rights and welfare of others, efficacy, tolerance, respect, and social responsibility.

Schools are considered to be the appropriate social institution to accomplish these goals both because they are the only institutions that have the capacity and mandate to reach virtually every young person, and because they are a key contributor to the development of social norms. The school environment can relatively easily be shaped to accomplish these citizenship goals, particularly since schools already address the cognitive and social foundations for activities that research shows are related to reaching these goals. The “Civic Mission of Schools” positions service-learning as a “promising practice.”

The National Commission on Service-Learning Report, “Learning In Deed,” also calls for schools to take a strong role in helping students develop civic knowledge and skills. This report casts its recommendation in the form of reclaiming the public purpose of education, and shows that service-learning is an approach that is uniquely poised to help young people acquire civic virtues, especially when service-learning is designed to encourage public dialogue and community connections.

Typically, the area of civics and citizenship contains calls for the acquisition of knowledge (most often reflected in standards and measured by the National Assessment of Educational Progress), skills, and dispositions or virtues. Service-learning research in the area of civic engagement and citizenship is growing exponentially, especially in response to these calls for increased civic education. Some of the more recent studies are summarized next.

Colorado Learn and Serve Program: A study of the impact of the Colorado Learn and Serve program (Kim & Billig, 2003; Klute, Sandel, & Billig, 2002) examined 35 classrooms and 761 students, about half of whom participated in service-learning and half of whom did not. Results for these students showed a statistically significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their non-participating peers.

California Service-Learning Programs: Ammon et al. (2001) in their study of CalServe Service-Learning Partnerships conducted a pre-/post-survey at 38 sites with schools engaged in service-learning. This study found an increase in civic engagement in some, but not all sites. The differences in impact were attributed to differences in programmatic goals; disparity in the ways in which attitudes changed; the ways in which previous service experiences were linked to civic engagement; and the differences in student thinking about good citizenship. Furco’s (2002) study of California’s high school programs also found a statistically significant difference in favor of service and service-learning on students’ awareness of societal issues and willingness to take active roles in the community.

Philadelphia Freedom Schools Junior Leader Study: Freedom Schools have a rich history of helping African-American students and others to connect to their cultural heritage and to empower young people to develop leadership skills and help their communities, both through direct action and capacity-building. An evaluation of the Freedom

Schools Junior Leader program in Philadelphia (Billig, 2002a) showed how powerful this approach can be. High school students were selected through an application process, were provided with intensive professional development, provided tutoring to elementary school students in the summer, and engaged in a year-long service-learning project on issues directly affecting the community. The evaluation showed that over time, participants increased in statistically significant ways on measures of connectedness with community, connectedness to American society, taking action and making changes in their communities, developing a realistic perspective about higher education requirements, and acquisition of a variety of leadership skills, including the ability to plan projects.

Waianae, Hawaii, Study: In the same study cited previously, researchers (Billig, Meyer, & Hofschire, 2003; Yamauchi, Billig, Meyer, & Hofschire, in press;) showed that service-learning participants had statistically significant positive outcomes on their feelings of contribution to the school and to the community; had feelings of being a valued part of the community by adults and other students; had pride in school; understood issues that affect the well being of the community, and took actions to make changes in the community. Service-learning students were also significantly more likely to want to help others and, at the “trend level,” were found more likely to be involved in activities that will make people’s lives better.

Rural Community Study: Henness (2001) conducted a study of service-learning in 11 Midwest rural communities. He found that student social capital development (e.g., their relationship with adult civic leaders and community organizations) was much higher in students who participated in service-learning than those who did not. There were no

Most but not all, of the studies of service-learning and its impact on various measures of civic engagement show that service-learning has positive results — particularly for the domains of civic skills and dispositions.

differences in human capital development in terms of civic knowledge, skills, and values.

Relative Efficacy of Service-Learning: Several studies have been conducted to examine the effects of service-learning on civic engagement relative to other school-based interventions. Melchior and Bailis (2002) compared results

from their evaluations of Serve America, Learn and Serve, and Active Citizenship Today (ACT). Student participants in each of these programs were in middle and high schools across the United States. In each of these programs, students engaged in service-learning, though there was less service-learning in ACT than in the other programs. However, the Learn and Serve program participants were in schools that had “fully implemented” service-learning, while the Serve America and ACT participants were randomly selected. Results indicated that both the Serve America and Learn and Serve programs had a statistically significant positive impact on students’ civic attitudes and behaviors, particularly in the areas of personal and social responsibility for the welfare of others; personal and social responsibility for community involvement, service leadership, acceptance of diversity, and communication skills. Impacts were greatest among high school students. The greatest impacts were in those areas that were directly affected by service-learning rather than on broad social responsibility areas. These researchers also found that quality matters, and that sustaining participation over time was associated with more lasting impacts. ACT also had a number of positive impacts, particularly in the area of communication skills development.

Kahne, Chi, and Middaugh (2002) evaluated the Constitutional Rights Foundation’s City Works program, administering a pre-/post-survey to students who participated in the program and those in control groups. They also conducted classroom observations and focus groups. These researchers found statistically significant greater

Heads, Hearts, and Hands: The Research on K-12 Service-Learning

commitments to become a participatory citizen, to justice-oriented values, and an interest in service generally among City Works students compared to non-participants. At the “trend level,” they also found that City Works participants had greater personal responsibility, knowledge of social networks, leadership skills, and civic efficacy. When the researchers deconstructed the components of City Works to see which type of intervention had the greatest impacts, however, simulations and exposure to role models were found to have a greater impact than service-learning. Service-learning had a positive impact, but the impact was in fewer areas — specifically, the development of personal responsibilities, social networks, and increased commitment to service. The authors conclude that the opportunities to work on issues that matter to students and learn about aspects of society that need changing were the key to producing broad civic engagement impacts.

Environmentally Responsible Behaviors: Covitt (2002) compared middle school students engaged in service-learning on environmental projects with non-participating peers to determine whether service-learning participation was related to motive fulfillment, “pro-social” behaviors, and civic outcomes related to environmental responsibility. The two different types of service-learning that were implemented in these programs did not produce positive differences on any of the measures. The author suggests that there are factors associated with pre-packaged service-learning programs that may inhibit motive fulfillment and achievement of desired outcomes, and differences in the quality of implementation most likely affected the results. Billig, Klute, and Sandel (2001)

in a study of CO-SEED, an environmental stewardship program described previously, found more agreement than disagreement from students that they felt a greater connection to local communities. Colorado elementary school students in another environmental project, Earthwalk, were found to significantly increase their desire to make a difference in the community (Billig & Salazar, 2003). Finally, students who participated in a Denver Zoo service-learning program also significantly increased their ratings on survey items related to young people’s abilities to make a difference and indicated that all young people should contribute. Differences were also found on measures of the need to take responsibility for the environment (Meyer, 2003).

Meta-analysis: Perry and Katula (2001) conducted a “meta-analysis” to examine the extent to which service affects citizenship. These researchers found that three dimensions of citizenship were impacted by service:

- Individual’s motivations and skills that include civic and political involvement and community attachment; cognitive capacities, and ethics;
- Philanthropic and civic behaviors, defined as non-political behaviors that produce public benefits, such as volunteering and charity; and
- Political behaviors, including voting, campaign contributions, service on public boards or commissions, and running for public office.

The meta-analysis examined both service and service-learning, and both K–12 and higher education. Perry and Katula describe the influence of specific antecedents like parental education and church attendance, the attributes of service such

as quality, the attributes of the server — such as intellectual stimulation, socialization, and practice — and the degree of institutionalization of practices on service and service-learning impacts. They conclude that the type of service that produces the most consistent positive results is service-learning (p. 360).

Conclusion (Hands Up and Down): Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement show that service-learning has positive results — particularly for the domains of civic skills and dispositions. The mixed results here have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students. However, for many programs, civic engagement is not an intentional goal, and in those cases, it appears that service-learning may not accomplish civic outcomes as well as some other deliberate interventions. As will be seen below, quality matters.

Social/personal impacts (“heart”)

Over the years, the social and personal impacts of service-learning have been most frequently documented. Typical outcome areas that were shown to be strongly related to service-learning included self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience (Billig, 2000). Over the past few years, the number of studies in this area has declined. Researchers in the social-emotional learning field, however, have embraced service-

learning as a key strategy for accomplishing the five core social-emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) that all young people should develop (Elias, 2003). Social emotional learning theorists believe that “social emotional learning provides the skills while service-learning provides the opportunities to apply the skills” (p. 1). Recent studies by researchers in the realm of social/personal impacts are presented next.

Ethics: Several studies of the impact of service-learning participation on ethics have recently been conducted. In these studies, ethics were generally defined as students’ willingness to stand up for what is right, the development of strong moral values and judgments, willingness to intervene for the sake of justice, and development of a strong sense of right and wrong, good and bad. Furco (2002) once again found that there were statistically significant differences between service and service-learning participants and non-participants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning.

Leming (2001) examined whether service-learning reflection that contained an ethical reasoning component impacted student “agency” (feeling that one could make a difference), social relatedness, and political-moral awareness. Students with the ethical component included within their service-learning program were compared to those who engaged in community service with reflection but without the ethical component, and with those who did not participate in

service. Leming found that after one semester, high school students with the ethical component in their service-learning program scored much higher on the ethics measures (essays were scored

Researchers in the social-emotional learning field, however, have embraced service-learning as a key strategy for accomplishing the five core social-emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision-making) that all young people should develop (Elias, 2003).

according to an “ethical awareness” index) than students in either of the other conditions. In both service-learning conditions, students scored higher than non-participants on measures of

social responsibility and anticipated future participation in community affairs. There were no differences on measures of self-esteem.

Resilience: A study of the Lions Quest program by Laird and Black (2002b) examined students’ “risk” behaviors such as potential for dropping out of school, use of alcohol and other substances, and misconduct. They also conducted surveys that documented degrees of participation in service-learning and a checklist of personal gains. This study found that 9th-grade students who participated in service-learning classes had statistically significantly more positive scores on all measures of resilience, and that 12th-grade service-learning students maintained a low risk of dropping out compared to their nonparticipating peers, including those identified as being at high risk, initially. Those students who participated in environmental service-learning projects had higher scores on interpersonal attitude scales than those who participated in other forms of service. Those involved in human service projects started out with lower scores and gained more than others. This study also showed that those with more service hours showed higher scores on several areas, particularly measures of positive community values and interpersonal competencies. Ninth-grade students were also more likely to decrease their cigarette smoking if they engaged in service-learning.

Other Studies: The Hawaii study cited previously (Yamauchi et al., in press) also showed statistically significant impacts of service-learning on a constellation of measures related to resilience, leadership, and prevention of dropping out of

Heads, Hearts, and Hands: The Research on K-12 Service-Learning

school. Similar findings occurred in the “Freedom Schools Study” (Billig, 2002a) and the “Denver Zoo Study” (Meyer, 2003). In addition, the study of Waianae students and Freedom Schools Junior Leaders show strong positive results in terms of connection to cultural heritage. Qualitative data were also provided to support these findings.

In a pilot study of elementary schools, Johnson and Notah (1999) found that 156 primarily Hispanic students had positive, but statistically insignificant effects from participating in service-learning on students’ self-esteem and personal responsibility. Morgan and Streb (1999) showed that service-learning students showed greater empathy than comparison groups. Scales et al. (2000) showed positive impacts of service-learning on concern for others’ welfare and efficacy in helping others. Meyer and Billig (2003) in the evaluation of “Need in Deed” found that 4th-grade service-learning participants scored higher on measures of altruism and empathy than non-participants, though this result was not found for 6th-grade students. Finally, Kirby (2001) performed a meta-analysis of studies that addressed teenage pregnancy prevention. He concluded that of all of the programs studied, service-learning had the greatest positive impact.

Conclusion (Big Heart): These studies affirmed the strong evidence from earlier research summarized by Billig (2000) that service-learning produces an array of positive impacts in the area of pro-social behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience. Service-learning clearly helps students

to develop caring, altruism, and other social/emotional learning associated with “heart.”

Career Exploration: Several recent studies affirmed the research that has consistently shown the value of service-learning in helping young people explore career options. Yamauchi et al. (in press), for example, showed students in service-learning, relative to non-participating students, had a stronger set of job- and career-related skills and aspirations, including knowledge of how to plan activities, desire to pursue post-secondary education, and job interview skills. Furco (2002) found strong statistically significant differences on formulation of career plans and emphasis on finding a career that was personally satisfying and/or beneficial to others between the service-learning and service groups and the non-participants.

Quality Matters

As indicated previously, many of the studies cited here found that quality of service-learning matters in terms of the relative impact of service-learning. One of the studies that addressed the impact of quality most directly was the study of academic achievement of Michigan students (Klute & Billig, 2002; Billig & Klute, 2003). As part of the analysis for this study, teachers were asked to rate their service-learning programs on a variety of indicators related to the “Essential Elements of Service-Learning” (NYLC, 1999) and other variables found to be associated with quality in the research literature. When the study controlled for quality, that is, when the data on high-quality service-learning schools were compared with the data on low-quality service-learning schools, it was found that low-quality schools had virtually no impact on

students and in some cases, produced lower scores than the comparison schools with no service-learning. The quality variables that had the greatest influence on outcomes were communication, interaction with community members, and linkage to standards. In both cases, when these variables were present, students were more engaged in school. Results were mixed for youth voice, preparation for service work, and whether service was mandatory or voluntary — meaning that sometimes these variables were associated with higher scores and sometimes they were not. Challenging tasks, use of assessment for improvement, meaningful service tasks, valuing diversity, use of reflection, and duration of service-learning were not associated with school engagement in this study.

The Philadelphia Need in Deed data (Meyer & Billig, 2002) also suggest that quality of services and fidelity to the model made a difference in the results. Focus groups revealed that in some of the cases where the impact was lowest, teachers did not implement all of the service-learning activities or did so without allowing enough student voice or time for reflection. The Colorado Learn and Serve evaluation (Klute et al., 2002), however, did not find significant differences based on quality in terms of school engagement or attachment to community.

Melchior and Bailis (2002) found that quality mattered in their study. In comparing outcomes of high quality Learn and Serve programs with Serve America and ACT programs, the high quality programs were found to have much larger impacts. Ammon (2002) also found that quality counts, but

in her study, quality was related to clarity of teacher goals, dialogue between the teacher and student about goals, and teachers' roles as facilitators in understanding during reflection processes. Covitt (2002) also found that quality of implementation affected results.

Conclusion. It appears as though quality matters, but more studies are needed to determine what aspects of quality make the most difference. Early results appear to indicate that linkage with standards, intention design, clarity of goals, and direct contact with the community are the strongest predictors of impact on students.

Other Pertinent Research

There have been a few studies that have examined the impact of service-learning on teachers and schools, sustainability and institutionalization, and costs of service-learning. Some of these studies are reviewed next.

Social Trust: Toole (2002) conducted a study on social trust, investigating the types of trust issues that arise among teachers implementing service-learning, the degree to which these trust issues influence service-learning implementation, and whether service-learning raises unique trust issues. He studied the initial Generator School Network (operated by the National Youth Leadership Council) and selected a sample of seven K-8 sites. Results indicated that social trust issues emerged throughout all dimensions of service-learning implementation and that the issues influenced implementation. High trust environments were associated with smoother processes. Service-learning provoked specific

trust conversations around justice and moral development, and issues about whether those involved were modeling the content of the service appropriately.

Implementation Issues and Impact on Teachers:

Billig (2002b), in a study of service-learning educational reform sites in New Hampshire,

Kirby (2001)
performed a meta-analysis
of studies that
addressed teenage
pregnancy prevention.
He concluded that
of all of the
programs studied,
service-learning had the
greatest positive impact.

found that teachers involved in service-learning tended to have different needs at different stages of implementation. Implementation in these schools appeared to be easiest when there was a critical mass of teachers involved in support and implementation, and when philosophies around teaching and learning were more alike. Seitsinger and Felner (2000) found that middle school

teachers who used service-learning more regularly were those who were more knowledgeable about their state content standards, more experienced, and had better understandings of adolescent development.

Sustainability and Institutionalization: There were several studies of sustainability and institutionalization of service-learning. Koliba (2002) studied rural schools that were able to sustain service-learning for five years. He found that the five sustaining schools were more likely to have adopted school-wide norms for service-learning; a commitment to shared leadership; stable school leadership; active mission and vision statements; common definitions and terminology to discuss meaning; value and respect for students as community contributors; high levels of collegiality and trust among faculty and between faculty, staff, students, and community members, and a shared understanding that learning can take place in multiple settings. Sites also had high "leadership density," that is, a large number of advisory boards, committees, and governance structures. Billig (2002b) found that sustainability was related to strong leadership, shared cultural norms and expectations, incentives, visibility, availability of financial resources, and measurable impacts on student achievement. Billig and Klute (2001), in their retrospective study of W.K. Kellogg Foundation grantees, showed the value of the cultivation of long-term community partners, funding for a permanent staff position, tangible and positive results, connection to educational reform, and ongoing support from advisors and leaders.

Heads, Hearts, and Hands: The Research on K-12 Service-Learning

Cost/Benefit: Melchior (2000) took on the task of determining the costs of service-learning in a quasi-cost/benefit analysis. He noted that there are an almost infinite array of service-learning implementation strategies so costs will probably vary by scope, integration with curriculum and community, and type of program. Generally, though, he found that costs for service-learning tend to vary, with a range of \$14 per student to \$1,700 per student, and an average of \$52 per student. Higher costs are associated with having a permanent, full-time coordinator. The Pritchard research cited toward the beginning of this article showed that very few sites received additional funds outside of district funds for implementing service-learning.

Summary

Heads, Hearts, and Hands: So if you were a person considering service-learning and you asked the questions, “What is it? Does it work? Under what conditions does it work?” you would likely get multiple answers since the research and practice are still unclear. Most people agree on what service-learning is, but it is still confused with community service. The research evidence is building around the set of outcomes that service-learning produces. Service-learning has evidence of academic/cognitive, civic, social/personal, and career outcomes. The research suggests that quality matters.

The research base, while growing, is still in need of more studies, and of studies that meet the criteria for scientifically based evidence. There are still too many evaluations and too few experimental and quasi-experimental designs to show impact and the components of service-learning that make a differ-

ence. However, the research shows that K–12 school-based service-learning remains an enormously promising practice, especially if practice includes elements of high quality. The evidence that service-learning affects the heads, hearts, and hands of our students is compelling enough to encourage all schools to try it. **G2G**

References

- Ammon, M. S. (2002). Probing and promoting teachers' thinking about service-learning: Toward a theory of teacher development. In S. H. Billig & A. Furco, *Advances in service-learning research: Vol. 2. Service-learning through a multidisciplinary lens* (pp. 33–54). Greenwich, CT: Information Age Publishers.
- Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2001). *Service-learning in California: A profile of the CalServe service-learning partnerships, 1997–2000*. Berkeley, CA: University of California, Service-Learning Research and Development Center. <http://www.servicelearning.org/article/archive/165>
- Berman, S. H. (2000). Service as systemic reform. *School Administrator*, 57(7), 20–24. http://www.aasa.org/publications/sa/2000_08/berman.htm
- Billig, S. H. (2000, May). Research on K–12 school-based service-learning: The evidence builds. *Phi Delta Kappan*, 81(9), 658–664. <http://www.puaf.umd.edu/CIRCLE/research/products/Billig.pdf>
- Billig, S. H. (2002a). *Philadelphia Freedom Schools Junior Leader evaluation*. Denver, CO: RMC Research Corporation. <http://www.servicelearning.org/article/view/109/1/122/>
- Billig, S. H. (2002b). Adoption, implementation, and sustainability of K–12 service-learning. A. Furco & S. H. Billig (Eds.), *Advances in service-learning research: Vol. 1. Service-learning: The essence of the pedagogy* (pp. 245–267). Greenwich, CT: Information Age Publishers. http://www.servicelearning.org/wg_php/library/?action=detailed&item=4277
- Billig, S. H., & Klute, M. M. (2001, February). *W. K. Kellogg Foundation retrospective of K–12 service-learning projects evaluation, 1990–2000*. Denver, CO: RMC Research Corporation. <http://www.wkkf.org/Pubs/PhilVol/Pub3762.pdf>
- Billig, S. H., & Klute, M. M. (2003, April). *The impact of service-learning on MEAP: A large-scale study of Michigan Learn and Serve grantees*. Presentation at National Service-Learning Conference, Minneapolis, MN.
- Billig, S. H., Klute, M. M., & Sandel K. (2001). *Antioch's Community-Based School Environmental Education (CO-SEED): Evaluation report*. Denver, CO: RMC Research Corporation.
- Billig, S. H., & Meyer, S. (2002). *Evaluation of the Hawaiian Studies Program at Waianae High School for CREDE*. Denver, CO: RMC Research Corporation.
- Billig, S. H., Meyer, S., & Hofschire, L. (2003). *Evaluation of Center for Research on Education, Diversity, and Excellence demonstration site, the Hawaiian Studies Program at Waianae High School*. Denver, CO: RMC Research Corporation.
- Billig, S. H., & Salazar, T. (2003). *Earth Walk environmental service-learning program interim evaluation*. Denver, CO: RMC Research Corporation.
- Carnegie Corporation of New York, and Center for Information and Research on Civic Learning and Engagement. New York: Carnegie Corporation, 2003. <http://www.civicmissionofschools.org/CivicMissionofSchools.pdf>
- Covitt, B. (2002). Motivating environmentally responsible behavior through service-learning. In S. H. Billig & A. Furco, *Advances in service-learning research: Vol. 2. Service-learning through a multidisciplinary lens* (pp. 177–197). <http://www.nationalserviceresources.org/filemanager/download/451/covittmot.pdf>
- Education Commission of the States. (2001). *Institutionalized service-learning in the 50 states*. Denver, CO: Author. <http://www.ecs.org/clearinghouse/23/77/2377.htm>
- Education Commission of the States. (2002). *Learning that lasts: How service-learning can become an integral part of schools, states, and communities*. Denver, CO: Education Commission of the States. <http://www.ecs.org/clearinghouse/40/54/4054.pdf>
- Elias, M. (2003). Making the case for social and emotional learning and service-learning. ECS Issue Brief. Denver, CO: Education Commission of the States. www.ecs.org/clearinghouse/44/04/4404.pdf
- Flanagan, C. A. (2004). Volunteerism, leadership, political socialization, and civic engagement. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology, 2nd ed.: Adolescent challenges, choices & positive youth development*. New York: Wiley & Sons.
- Furco, A. (2002). Is service-learning really better than community service? A study of high school service. In A. Furco & S. H. Billig (Eds.), *Advances in service-learning research: Vol. 1. Service-learning: The essence of the pedagogy* (pp. 23–50). Greenwich, CT: Information Age Publishers. http://www.servicelearning.org/wg_php/library/?action=detailed&item=4279
- Hecht, D. (2002). *The missing link: Exploring the context of learning in service-learning*. Presentation at 2nd International Service-Learning Research conference, Nashville, TN.
- Heness, S. A. (2001). *K–12 service-learning: A strategy for rural community renewal and revitalization*. Washington, DC: Corporation for National Service. (ERIC NO. ED461466.) <http://www.nationalserviceresources.org/filemanager/download/452/henessbiblio.pdf>
- Hess, F. (2004) “Refining or Retreating? High Stakes Accountability in the States” in P. Peterson & M. West, eds., *No Child Left Behind? The Politics and Practice of School Accountability*, Washington, DC: The Brookings Institution Press, p. 55–79.
- Johnson, A., & D. Notah. (1999). Service-learning: History, literature, and a pilot study of eighth graders. *The Elementary School Journal* 99(5), 453–467.

Kahne, J., Chi, B., & Middaugh, E. (2002, August). *City Works evaluation summary*. Los Angeles: Constitutional Rights Foundation.

Kahne, J., & Westheimer, J. (2002). *City Works evaluation summary*. Evaluation report for the Surdna Foundation, New York.

Kim, W., & Billig, S. H. (2003). *Colorado Learn and Serve evaluation*. Denver, CO: RMC Research Corporation.

Kirby, D. (2001). Effectiveness of prevention programs for adolescent pregnancy: a meta-analysis. *Journal of Marriage and the Family* 59, (pp. 551-67).

Kirkham, M. (2001). *Sustaining service-learning in Wisconsin: What principals, teachers, and students say about service-learning, 2000-2001*. Madison, WI: Wisconsin Department of Public Instruction. <http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/pdf/slsustain.pdf>

Klute, M. M. (2002, December). *Antioch's Community-Based School Environmental Education (CO-SEED): Quantitative evaluation report*. Denver, CO: RMC Research Corporation. http://coseed.schoolsgogreen.org/01-02_CO-SEED_Eval_Qual.pdf

Klute, M. M., & Billig, S. H. (2002). *The impact of service-learning on MEAP: A large-scale study of Michigan Learn and Serve grantees*. Denver, CO: RMC Research.

Klute, M. M., Sandel, K., & Billig, S. H. (2002). *Colorado Learn and Serve evaluation*. Denver, CO: RMC Research Corporation.

Koliba, C. (2002). *Vital Results: Linking Student and Community in Vermont Schools*. Joint publication of the John Dewey Project in Progressive Education at the University of Vermont and Vermont Community Works. S. Burlington, VT: Community Works Press.

Kraft, N., & Wheeler, J. (2003). Service-learning and resilience in disaffected youth: A research study. In S. H. Billig & J. Eyler (Eds.), *Advances in service-learning research: Vol. 3. Deconstructing service-learning: Research exploring context, participation, and impacts* (pp. 213-238). Greenwich, CT: Information Age Publishers. http://nekesc.org/JWNK/sl_disaffected.pdf

Laird, M., & Black, S. (2002a, October). *Service-learning evaluation project: Program effects for at risk students*. Presentation at 2nd International Service-Learning Research conference, Nashville, TN.

Laird, M., & Black, S. (2002b). Report for U.S. Department of Education Expert Panel on Safe, Disciplined, and Drug-Free Schools. Annapolis Junction, MD: Lions-Quest. http://www.lions-quest.org/content/whatsnew/SFG_EvaluationReport.pdf

Lake Snell Perry & Associates & the Tarrance Group, Inc. (2002, March). *Short-term impacts, long-term opportunities: The political and civic engagement of young adults in America*. Analysis and report for The Center for Information & Research on Civic Learning & Engagement (CIRCLE) and the Center for Information and Research in Civic Learning & Partnership for Trust in Government at the Council for Excellent in Government.

Leming, J. S. (2001, Spring). Integrating a structural ethical reflection curriculum into high school community service experiences: Impact on students' sociomoral development. *Adolescence*, 36 (pp. 141).

Levine, P., & Lopez, M. H. (2002, September). *Youth voter turnout has declined, by any measure*. Report from The Center for Information & Research on Civic Learning & Engagement (CIRCLE). College Park, MD: CIRCLE. http://www.civicyouth.org/research/products/Measuring_Youth_Voter_Turnout.pdf

Melchior, A. (2000, August). Costs and benefits of service-learning. *The School Administrator*, web edition. American Association of School Administrators. http://www.aasa.org/publications/sa/2000_08/melchior.htm

Service-learning has evidence of academic/cognitive, civic, social/personal, and career outcomes. The research suggests that quality matters.

Melchior, A., & Bailis, L. N. (2002). Impact of service-learning on civic attitudes and behaviors of middle and high school youth: Findings from three national evaluations. In A. Furco & S. H. Billig (Eds.), *Advances in service-learning research: Vol. 1. Service-learning: The essence of the pedagogy* (pp. 201-222). Greenwich, CT: Information Age Publishers. http://www.servicelarning.org/wg_php/library/?action=detailed&item=4277

Meyer, S. (2003). *Denver Zoo community leadership project evaluation*. Denver, CO: RMC Research Corporation.

Meyer, S., & Billig, S. H. (2003). *Evaluation of Need in Deed*. Denver, CO: RMC Research Corporation. <http://www.rmcdenver.com/servicelearning.htm>

Morgan, W., & Streb, M. (1999). *How quality service-learning develops civic values*. Bloomington, IN: Indiana University.

National Commission on Service-Learning. (2002). *Learning In Deed: The power of service-learning for American schools*. A report from the National Commission on Service-Learning, funded by the W.K. Kellogg Foundation in partnership with The John Glenn Institute for Public Service and Public Policy at The Ohio State University. <http://www.learningindeed.org/slcommission/learningindeed.pdf>

National Service-Learning Cooperative. (1999). *Essential elements of service-learning*. St. Paul, MN: National Youth Leadership Council.

Perry, J. L., & Katula, M. C. (2001, July). Does service affect citizenship? *Administration and Society*, 33(3), 330-365.

Pritchard, I. (2002). Community service and service-learning in America: The state of the art. In A. Furco & S. H. Billig (Eds.), *Advances in service-learning research: Vol. 1. Service-learning: The essence of the pedagogy* (pp. 3-21). Greenwich, CT: Information Age Publishers. http://www.servicelarning.org/wg_php/library/?action=detailed&item=4277

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster

Ritchie, C., & Walters, S. (2003, November). *Fostering high aspirations through KIDS service-learning*. Presentation at the 2nd annual International Conference on Service-Learning Research, Salt Lake City, UT.

Scales, P. C., Blyth, D. A., Berkas, T. H., & Kielsmeier, J. C. (2000, August). The effects of service-learning on middle school students' social responsibility and academic success. *Journal of Early Adolescence*, 20(3), 332-358.

Seitsinger, A. & Felner, R. (2000). By whom and how is service-learning implemented in middle level schools: A study of opportunity-to-learn conditions and practices. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Skinner & Chapman (1999). *Service-learning and community service in K-12 public schools*. Washington, DC: U.S. Department of Education, NCES Statistical Brief, NCES 1999-043. <http://nces.ed.gov/pubs99/1999043.pdf>

Smartworks, Inc. (n.d.). Flint Community Schools Service-Learning Initiative evaluation report, 2001-2002. Grand Blanc, MI: Author.

Toole, J. (2002). Civil society, social trust, and the implementation of service-learning. In A. Furco & S. H. Billig (Eds.), *Advances in service-learning research: Vol. 1. Service-learning: The essence of the pedagogy* (pp. 53-81). Greenwich, CT: Information Age Publishers. http://www.servicelarning.org/wg_php/library/?action=detailed&item=4277

Torney-Purta, J. (2002) The School's Role in Developing Civic Engagement: A Study of Adolescents in Twenty-Eight Countries. *Applied Developmental Science* 6(4): 203-212

Yamauchi, L., Billig, S. H., Meyer, S., & Hofschire, L. (in press). *Student outcomes associated with service-learning in a culturally relevant high school program*.

Service to Others:

A 'Gateway' Asset for School Success and Healthy Development

Peter C. Scales, Ph.D., senior fellow in the Office of the President; and Eugene C. Roehlkepartain, senior advisor to the president, Search Institute, Minneapolis, Minnesota

Much has been written in recent decades about “gateway drugs” that, if young people start using them, too often lead to more and more risky behaviors and harmful outcomes. But what about the other side of the coin? Are there “gateway assets” to positive outcomes?

New analyses of Search Institute’s research on “developmental assets” suggests that serving others may, in fact, be a “gateway asset” that leads to many other assets and outcomes, including success in school. Indeed, when young people report engaging in the asset of service to others, they are more likely to experience more of the *other* assets over time, and to have more positive outcomes, including school success, because those service experiences are part of an overall web of assets that provide a strong foundation for healthy development.¹

Developmental Assets: A Foundation for Healthy Development

For the past 15 years, Minneapolis-based Search Institute has been developing the framework of 40 developmental assets (shown in Table 1), which are

relationships, opportunities, values, skills, and self-perceptions that help young people succeed in school and other aspects of their lives. Among the developmental assets are service to others, youth as resources, community values youth, and having

Table 1
Search Institute’s 40 Developmental Assets

External Assets	Internal Assets
<p>Support</p> <ol style="list-style-type: none"> 1. Family support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 5. Caring school climate* 6. Parent involvement in schooling* <p>Empowerment</p> <ol style="list-style-type: none"> 7. Community values youth* 8. Youth as resources* 9. SERVICE TO OTHERS 10. Safety <p>Boundaries and Expectations</p> <ol style="list-style-type: none"> 11. Family boundaries 12. School boundaries 13. Neighborhood boundaries 14. Adult role models* 15. Positive peer influence* 16. High expectations* <p>Constructive Use of Time</p> <ol style="list-style-type: none"> 17. Creative activities 18. Youth programs* 19. Religious community* 20. Time at home 	<p>Commitment to Learning</p> <ol style="list-style-type: none"> 21. Achievement motivation* 22. School engagement* 23. Homework 24. Bonding to school* 25. Reading for pleasure <p>Positive Values</p> <ol style="list-style-type: none"> 26. Caring* 27. Equality and social justice* 28. Integrity 29. Honesty 30. Responsibility 31. Restraint <p>Social Competencies</p> <ol style="list-style-type: none"> 32. Planning and decision making* 33. Interpersonal competence* 34. Cultural competence* 35. Resistance skills 36. Peaceful conflict resolution <p>Positive Identity</p> <ol style="list-style-type: none"> 37. Personal power* 38. Self-esteem 39. Sense of purpose* 40. Positive view of personal future*

* The 20 developmental assets that, from a theoretical perspective, could most easily be enhanced through effective service-learning experiences. Copyright © 1997 by Search Institute, 615 First Ave. Northeast, Suite 125, Minneapolis, MN 55413; 800-888-7828. Used with permission. For definitions of each asset as well as additional research and resources related to the asset framework, visit www.search-institute.org.

values such as caring and a commitment to equality and social justice.

Numerous studies have shown the importance of developmental assets for young people's well-being. This relationship holds true across all groups of youths studied, including young people from many racial-ethnic backgrounds, communities of all sizes, and different socioeconomic backgrounds (Sesma & Roehlkepartain, 2003). These associations occur among both adolescents (Scales & Leffert, 2004) and pre-adolescents (Scales, Sesma, & Bolstrom, 2004).

An important principle of developmental assets theory is that a young person's experience of a single asset or handful of assets is rarely sufficient to promote developmental outcomes that are both deep and comprehensive. Young people live in complex worlds of interacting and nested influences involving family, school, peers, and community. Thus, numerous assets working together across many parts of young people's lives have a sustained, significant impact on their developmental paths.

While this holistic approach makes developmental sense, it also strains both theory and common sense to imagine that all 40 of the developmental assets are equally important for all young people and/or for all outcomes. Some assets more than others may be thought of, not only as important in their own right, but as key influences on other assets as well. That is, they may function as "gateway" assets, with their presence making it more likely that young people will experience *additional* assets. Service to others is an example



of this. In fact, service and service-learning theoretically can have positive effects on at least 20 of the developmental assets.

Service to Others: Clustering with Other Assets

A wide variety of research has found positive associations between service, service-learning and other academic and social outcomes. (See Billig, this issue.) And because the connection of service/service-learning to real-world needs and activities makes it an "authentic" form of learning, it may have particular motivational value to those students who are the least engaged with traditional curriculum.

Two Search Institute datasets offer insights into the relationship between service and positive outcomes.² (Because of the academic goals of service-learning, we focus here on the relationship to school success.) Analyses of the aggregate

dataset of 217,000 students found that students who reported serving others at least one hour per week were significantly less likely to report school problems (poor attendance and below average grades) and significantly more likely to report school success (self-report of earning mostly As in school) than those who did not serve others at least one hour per week.³ For example, 25 percent of students who served reported earning mostly As, compared to 19 percent of students who did not serve. At first blush, this difference may not seem impressive, but it means that 32 percent more students who served earned mostly As compared to students who did not serve others.

Because it is linked to actual school records, the longitudinal dataset provides an opportunity to examine relationships to actual grade-point average (GPA). We found that young people who served in middle school had higher grades

A ‘Gateway’ Asset for School Success and Healthy Development

in high school. When earlier grades (the best predictor of later grades, since good students tend to remain good students) are taken into account, however, we found that service to others, by itself, was no longer significant.

While these findings may appear, at first, to imply that service and service-learning do not have the hoped-for influence, the reality is likely more complex, as suggested by several possible explanations. One factor may be the measurement issue. Our measure of self-reported hours spent volunteering does not capture the nature of service performed, the depth of reflection upon those experiences, and other factors related to the quality of service-learning that have been found to affect outcomes in other longitudinal studies (Metz, McLellan, & Youniss, 2003; and Scales, Blyth, Kielsmeier, & Berkas, 2000).

The sustained and cumulative experience of service likely makes more of a difference in longitudinal outcomes as well. In support of this reasoning, we compared two groups of St. Louis Park, Minnesota, students. One group included students who consistently volunteered from middle school in 1997 and 1998, through high school in 2001; and those who did not volunteer in 1997, but did afterwards (“emerging” volunteers). The other group consisted of those who never volunteered, and those who volunteered in 1997, but not again (“fading” volunteers). We found that the consistent and emerging volunteers had significantly higher GPAs in 2001 than those who never volunteered or those who did early, but then stopped.⁴

In addition, it appears that the power of the service-to-others asset actually comes in conjunction with multiple assets working together, not just one asset by itself. An exploratory factor analysis of the 40 developmental assets identified eight clusters of assets, two of which have particularly strong relationships to actual school grades (B+ or higher average) three years later. One of these clusters, which we call “connections to community” included youth programs, religious community, *service to others*, creative activities, reading for pleasure, other adult relationships, and adult role models. For every point higher students scored on this factor in 1998, they were three times more likely than other students to be in the high GPA group in 2001 (Scales & Roehlkepartain, 2003).

The second cluster of assets, which we call “norms of responsibility,” includes achievement motivation, school engagement, bonding to school, positive peer influence, restraint, resistance skills, and peaceful conflict resolution. For every point higher students scored in 1998 on this factor, they were twice as likely as other students to be in the high GPA group in 2001.

To understand the power of these findings, remember that previous GPA is almost always found to be the single strongest predictor of later GPA. In this study, for every point higher in 1998 GPA, students were four times more likely to be in the B+ or greater GPA group in 2001. Thus, these two clusters of assets accounted for an impressive 50 percent to 75 percent of the influence of previous GPA — the strongest predictor of all.

These findings lend support to Youniss, McLellan, Su, and Yates’ (1999) suggestion that there is an “integrated youth syndrome” parallel to the syndrome of youth unconventionality described years ago by Jessor and Jessor (1977), in which high-risk behaviors are symptoms of an underlying problem behavior syndrome. Building on this perspective, participation in service reflects not just an isolated positive experience, but may *both be a result and a cause* of connection to society in other ways, signifying an immersion in networks where prosocial and responsible behaviors are expected, modeled, and rewarded. In short, service participation may both result from and contribute to young people’s connection to mutually reinforcing assets across the many contexts of life, all of which add together to enhance developmental paths in a much more significant way collectively than any asset can influence on its own.

Service to Others: A “Gateway Asset”

In addition to the direct, positive contribution that service to others can make as part of a cluster of other assets, the experience of serving others (particularly in an intentional, well-designed service-learning experience) may also make it more likely that students experience many other assets that collectively promote positive developmental outcomes. In this sense, service to others becomes a “gateway” to many resources for healthy development and school success. In Table 1, we placed asterisks by 20 of the 40 developmental assets that, from a theoretical perspective, could be enhanced through effective school-based service-learning experiences — with other assets potentially being addressed through specific activities.

A number of studies suggest the connection of service or service-learning to many other developmental assets. As shown in Display 1, service and service-learning have been found to contribute significantly to outcomes such as: increased altruism and perceived duty to help others, concern for others' welfare, social competence and empathy, increased sense that one can make a difference, increased self-esteem, closer parent-child relationships, and greater sense of personal responsibility (Scales & Leffert, 2004; and Scales, Sesma, and Bolstrom, 2004). Such results link to at least six of the eight asset categories: support, empowerment, commitment to learning, positive values, social competencies, and positive identity.

For this article, we examined the relationship between service and all the other assets in the aggregate dataset. As expected, most of the correlations were quite modest, in the .10s and .20s. The strongest relationships (all with coefficients from .20-.30) were between service to others and these eight developmental assets: adult role models, creative activities, youth programs, religious community, reading for pleasure, caring, equality and social justice, and interpersonal competence.

It is noteworthy that the first five of these assets also were among the seven (service and other adult relationships being the other two) in the cluster of assets with the greatest longitudinal contribution to actual grades in the St. Louis Park study. The appearance of these assets together in two different studies and two different analyses suggests that they work

Display 1

Service-Learning Outcomes Connected to Asset Building

Although results vary widely depending on the intensity, quality, and type of service-learning studied, researchers frequently find that many positive changes occur for young people who engage in service to others. Many of these outcomes are related to categories of developmental assets. (See Scales & Leffert, 2004; and Scales, Sesma, & Bolstrom, 2004.)

Asset Category	Areas of Impact of Service-Learning
Support	Positive attitudes toward adults Talking with parents about school
Empowerment	Community involvement as adult Political participation and interest Positive attitudes toward community involvement Positive civic attitudes Belief that one can make a difference in community Leadership positions in community organizations
Commitment to Learning	Reading grades School attendance and performance Commitment to class work Working for good grades
Positive Values	Prosocial and moral reasoning Empathy Personal and social responsibility Perceived duty to help others Altruism Concern for others' welfare Awareness of societal problems
Social Competencies	Self-disclosure Development of mature relationships Social competence outside of school Problem-solving skills
Positive Identity	Self-concept Self-esteem Self-efficacy

A 'Gateway' Asset for School Success and Healthy Development

synergistically to shape development across multiple life contexts.

Further evidence of service to others as a gateway asset lies in a longitudinal analysis of the effect of volunteering in 1998 on the total number of assets students reported in 2001 in the St. Louis Park study, which revealed a significant impact of service on the number of assets students reported three years later. For example, 50 percent of servers in 1998 were asset-rich (31 to 40 assets) in 2001, compared to only 33 percent of non-servers who had such high levels of assets three years later. Collectively, these results suggest the validity of conceptualizing service as a gateway asset that helps create a web of development assets in young people's lives.

A Missed Opportunity

We have seen that service is both related to numerous other key developmental assets, and also has significant connections to both current and future positive developmental outcomes for youth, including school success. Finding ways to intentionally weave together service-learning with asset building has additional promise for increasing the potential impact of service-learning.

Display 2

What Asset Building Can Bring to Service-Learning

It's clear that service-learning has great potential to build developmental assets. In addition, an intentional focus on asset building and use of asset-building principles can enrich service-learning. In *An Asset Builder's Guide to Service-Learning*, Roehlkepartain, Bright, and Margolis-Rupp (2000) describe seven perspectives that the developmental assets framework and asset-building principles can offer to service or service-learning. While some are already integral themes in effective service-learning, all can be helpful for reflecting on how service-learning efforts are intentional about adopting a comprehensive asset-building approach.

1. *A relational perspective:* Both asset-building and service are, at their core, about building positive relationships.
2. *An additive perspective:* Multiple exposures to both assets and service is more effective than isolated experiences.
3. *A developmental perspective:* To be most effective, asset building and service begin long before adolescence, accumulating their impact over time.
4. *A multisector perspective:* Service or service-learning that links influences such as schools, congregations, and youth organizations has a greater chance of positively effecting assets throughout young people's ecologies.
5. *A holistic perspective:* Service or service-learning has a greater chance of building the other developmental assets if such impacts are intentionally made explicit as goals of the experience.
6. *A strength-building perspective:* The best service or service-learning builds the assets of both young servers and those being served.
7. *A "laboratory" perspective:* Service or service-learning experiences are the training ground for a life that emphasizes serving others. By linking current experiences with intentions to continue serving, service or service-learning can nurture the prosocial norms and culture that are characteristic of communities that are asset-building and developmentally attentive.

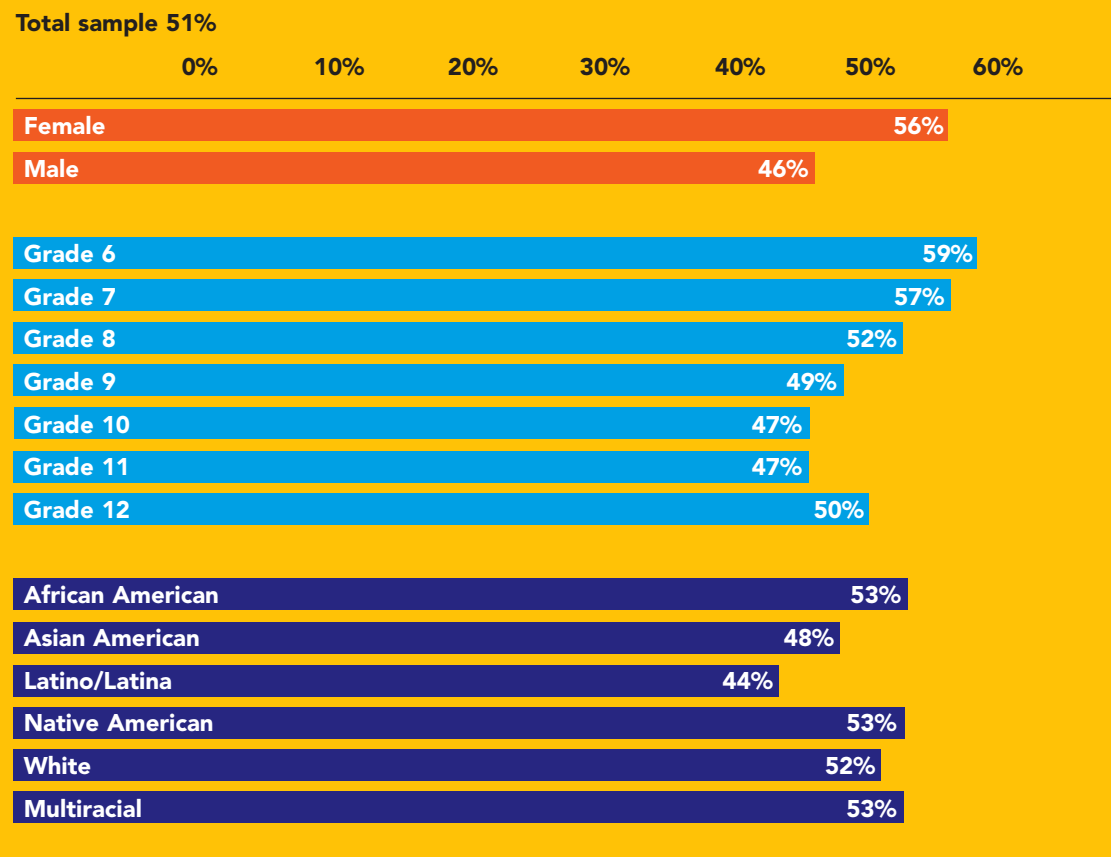
SOURCE: Roehlkepartain, E. C., Bright, T., & Margolis-Rupp, B. (2000). *An asset builder's guide to service-learning*. Minneapolis: Search Institute.

The unfortunate reality, however, is that few young people in this country experience these positive opportunities. At most, only 30 percent to 50 percent of young people volunteer from once a month (Child Trends DataBank, 2003) to an hour a week (Scales & Leffert, 2004). As shown in Figure 1, this involvement is fairly consistent across racial-ethnic groups, varying more by gender and grade.

And though effectively implemented service-learning could have still greater impact than service alone, the new 2004 Growing to Greatness survey of principals (Kielsmeier, Scales, Roehlkepartain, & Neal, 2004) finds that only about 30 percent of schools (22 percent of elementary schools, 30 percent of middle schools, and 45 percent of high schools) provide service-learning. This overall level is statistically the same as the 32 percent of schools reported in a comparable survey in 1998 (Skinner & Chapman, 1999), and it remains far below the aspirations of service-learning advocates.

But the situation is likely even worse than these figures suggest. If Billig's (2004) reasoning is correct, students are only about one-third as likely to participate in service-learning as schools are to provide it. Therefore, only about one in 10 of the nation's students probably experience effective service-learning.

Figure 1
Percentages of 6th- to 12th-Grade Youth Who Report Volunteering at Least One Hour Per Week



SOURCE: Search Institute surveys of 217,000 U.S. middle and high school students during the 1999-2000 school year.

A 'Gateway' Asset for School Success and Healthy Development

Much more needs to be done to guide young people onto a path of lifelong service to others. Service plays a significant role as a gateway developmental asset connecting students to numerous other assets, and thereby contributes to school success and other desirable developmental outcomes. The likely result of instilling the service habit in children and youth will be significant long-term benefits to young people, their families, schools, and communities that our current research barely begins to capture.

1. We recognize that there is a substantial difference between the potential impact of community service, and more elaborate and comprehensive *service-learning*. The Search Institute data we draw on in this article are limited to reports of young people's service; we do not know the degree to which the young people in our studies who report volunteering are doing so within a service-learning structure. However, the data Billig cites (2004, this volume) shows that only about 10 percent-25 percent of students likely participate in genuine service-learning.
2. Search Institute's aggregate dataset includes more than 217,000 6th-12th graders from more than 300 U.S. communities who were surveyed during the 1999-2000 school year. The sample also was weighted to align with Census distributions for race/ethnicity and urban residence. The second dataset is made up of longitudinal sample of 370 students from the Minneapolis suburb of St. Louis Park, Minnesota, which followed students from 1998, when they were in grades 7 to 9, to 2001, when they were in grades 10 to 12.
3. Analysis of variance for school problems: $(F(1,216,088) = 2745.597, p \leq .0001)$. Analysis of variance for school success (self-report of getting mostly As in school): $(F(1,211,888) = 2373.517, p \leq .0001)$.
4. Analysis of variance: $F(1, 313) = 4.06, p \leq .05$.

References

- Billig, S. (2004). Heads, Hearts, and Hands: The Research on K-12 Service-Learning. In *Growing to Greatness: The State of Service-Learning Report*. St. Paul, MN: National Youth Leadership Council.
- Child Trends DataBank (2003). Washington, DC: Child Trends. Online. December 2003, www.childtrendsdatabank.org.
- Jessor, R. R., & Jessor, S. L. (1977). *Problem behavior and psychological development: A longitudinal study of youth*. New York: Academic Press.
- Kielsenmeier, J., Scales, P.C., Roehlkepartain, E.C., & Neal M. (2004). Community Service and Service-Learning in U.S. Public Schools. In *Growing to Greatness: The State of Service-Learning Report*. St. Paul, MN: National Youth Leadership Council.
- Metz, E., McLellan, J., & Youniss, J. (2003). Types of voluntary service and adolescents' civic development. *Journal of Adolescent Research*, 18 (pp.188-203).
- National Youth Leadership Council. (1999). *Essential Elements of Service-Learning*. St. Paul, MN: National Youth Leadership Council.
- Roehlkepartain, E. C., Bright, T., & Margolis-Rupp, B. (2000). *An asset builder's guide to service-learning*. Minneapolis: Search Institute.
- Scales, P. C., Blyth, D. A., Kielsenmeier, J. C., & Berkas, T. H. (2000). The effects of service-learning on middle school students' academic success and social responsibility. *Journal of Early Adolescence*, 20 (pp. 332-358).
- Scales, P.C., & Roehlkepartain, E.C. (2003). Boosting student achievement: New research on the power of developmental assets. *Search Institute Insights & Evidence*, 1(1) (pp. 1-10). www.search-institute.org/research/Insights
- Scales, P. C., & Leffert, N. (2004). *Developmental assets: A synthesis of the scientific research on adolescent development, 2nd edition*. Minneapolis: Search Institute.
- Scales, P. C., Sesma, A., Jr., & Bolstrom, B. (2004). *Coming into their own: How developmental assets help promote positive growth in middle childhood*. Minneapolis: Search Institute.
- Sesma, A. Jr., & Roehlkepartain, E. C. (2003). Unique strengths, shared strengths: Developmental assets among youth of color. *Search Institute Insights & Evidence* 1 (2) (pp.1-13). www.search-institute.org/research/Insights
- Skinner, R., & Chapman, C. (1999). Service-learning and community service in K-12 public schools. *National Center for Education Statistics: Statistics in Brief* (NCES 1999-043). <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=1999043>
- Youniss, J., McLellan, J. A., Su, Y., & Yates, M. (1999). The role of community service in identity development: Normative, unconventional, and deviant orientations. *Journal of Adolescent Research*, 14 (pp. 248-261).



Learn and Serve America:

Reflecting on the Past, Focusing on the Future

*Amy B. Cohen, Robert Bhaerman, Elson Nash,
Learn and Serve America; and Kimberly Spring,
Research and Policy Development, Corporation for
National and Community Service*

As Learn and Serve America looks forward to its 15th anniversary in 2005, it is poised at a promising juncture: the President's proposed \$3 million increase in funding for the first time in eight years. Learn and Serve America, the largest funder and resource for service-learning programs nationally, currently provides approximately \$43 million each year for programs designed to engage young people in service to their community as a part of their education and development. Today's Learn and Serve America programs are the direct descendants of two of the four programs created through the National and Community Service Act of 1990.¹ In 1992, over \$22 million was awarded in grants for K-12 and higher education service and service-learning programs.

Service-learning is defined as an educational method:

“[U]nder which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; which

is coordinated within an elementary school, secondary school, institution of higher education, or community service program, and with the community; which helps foster civic responsibility; which is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participant is enrolled; and which provides structured time for the students or participants to reflect on the service experience.” [42 U.S.C. 12511]

Today, Learn and Serve America engages nearly 2 million student participants. The programs also engages nearly 100,000 teachers, faculty, and staff of schools, higher education institutions and community-based organizations.

Learn and Serve America supports youth service and service-learning through:

- Grants
- Training and Technical Assistance
- Recognition Programs
- National Leadership

Background

Serve-America, the predecessor of Learn and Serve America K-12 School- and Community-Based

programs, supported the efforts of schools and community-based agencies to involve school-aged youth in service. In 1992, Serve-America awarded \$16.9 million by formula to state education agencies; one percent of which was available competitively to Indian tribes. That year, approximately 172,000 youths participated, providing an average of about 16 hours of direct service each. The relatively low number of service hours reflects the dual goals of this program — to enhance learning through service, as well as to enhance service through learning. More than half of all participant hours were spent in education activities related to the service. The programs also prioritized recruiting adult volunteers, 40,000 of who provided about 25 hours of direct service each. Program activities were in three broad areas: education, meeting human needs, and conservation and environment. Most programs involved students, through their teachers and classroom activities, in service linked to the curriculum. Some programs also reached students in the out-of-school hours, providing structured community service opportunities through youth-serving organizations.

The 1990 Act also provided for Higher Education Innovative Projects in Community Service, the predecessor of Learn and Serve America Higher Education. Designed to involve students in community service, promote community service

Learn and Serve America: Reflecting on the Past, Focusing on the Future

at educational institutions, and train teachers in service-learning methods, the program granted \$5.6 million to higher education institutions or nonprofit organizations working in partnership with higher education institutions. Higher education programs involved 22,000 participants who provided an average of 39 hours of direct service. In higher education settings, too, a key goal was integrating service into the curriculum; yet over 80 percent of participants' time was spent in direct service. Close to 8,000 volunteers were generated by these programs, who provided an average of 16 hours of service each. Program activities were in the same broad categories — education, human needs, and environment — but nearly half of all higher education programs focused on providing education-related service.

The passage of the National and Community Service Trust Act of 1993, as amended, provided the opportunity to expand and improve the student community service and service-learning programs. The 1993 Act authorized both K-12 school- and community-based programs and higher education innovative projects. The two student service programs were united under the Learn and Serve America banner at the creation of the Corporation for National and Community Service. The 1993 Act produced a durable definition of service-learning, used by practitioners and researchers, regardless of their association with the Corporation.

Enabling Registration

The legislation that created Learn and Serve America ensures that funds are distributed to a wide variety of youth-serving organizations and

institutions. The program provides the following grant programs: school-based, which includes both formula and competitive grant programs and a set-aside of up to three percent for Indian tribes and U.S. Territories; community-based; and higher education programs.

Essential to the development of high-quality programs as well as to ensuring that Learn and Serve America is a catalyst for the development of strong service-learning programs beyond the reach of its limited grant funds, are the training and technical assistance programs and recognition programs that Learn and Serve America has administered.

School-Based programs: Formula-based grants are made to state education agencies (SEAs), which make sub-grants to create new service-learning programs; to replicate existing models; and/or train teachers, administrators, adult volunteers, service-learning coordinators, and students in

service-learning. SEAs also conduct training and evaluation, support the development of local partnerships, and develop curriculum to align with service activities.

School-Based programs: LSA also makes grants on a competitive basis to SEAs, Indian tribes, U.S. territories, non-profit organizations, and institutions of higher education that apply as non-profits. Grantees, in turn, make sub-grants for the same purposes described above. In 2003 and 2004, three thematic competitions have been offered: Linking History, Civics, and Service; Community, Higher Education, and Schools Partnerships (CHESP); and Homeland Security.

Indian Tribes and U.S. Territories: Up to three percent of school-based funds are set aside for this competitive grant program whose funds may be used for the activities noted above. Indian tribes can elect either to sub-grant or work with tribal schools without sub-granting.

Community-Based programs: Funds are awarded competitively to non-profit organizations to make grants in two or more states, and state commissions on national and community service to make grants in their home states. Grantees sub-grant to youth-serving public or private non-profits to create new service programs or replicate existing ones and to provide training and technical assistance (T/TA). Grantees may, without sub-granting, provide T/TA to public or private non-profit organizations that work with school-age youths. (Participants in all school- and community-based programs are school-age youths.)

Higher education programs: Through a competitive process, LSA awards funds directly to individual colleges and universities or consortia of higher education institutions, which may include public or private non-profit organizations. Funds may support a wide variety of service-learning activities including training teachers in service-learning, integrating community service into professional education programs, strengthening the infrastructure in the institutions, and supplementing community service activities in Federal Work Study programs.

Two unique examples of higher education programs are: (1) The American Association of Colleges for Teacher Education's National Service-Learning in Teacher Education Program (NSLTEP) which is designed to help develop institutional capacity to incorporate service-learning into pre-service teacher education. NSLTEP addresses the issues of diversity, technology, accountability, and character education as they relate to K-12 classroom instruction. The initiative — which is divided into six regional centers — is the leading organization that utilizes service-learning in the preparation of future teachers. (2) The West Philadelphia Improvement Corps (WEPIC) which is coordinated by the West Philadelphia Partnership that includes the University of Pennsylvania and community organizations. The initiative involves approximately 4,500 children, their parents, and community members in educational and cultural programs, job training, community improvement, and service activities. WEPIC has developed an effective program by building a university, K-12, and community-based model around a targeted zone for academic and community improvement.

The National K-12 Service-Learning Clearinghouse

Essential to the development of high-quality programs as well as to ensuring that Learn and Serve America is a catalyst for the development of strong service-learning programs beyond the reach of its limited grant funds, are the training and technical assistance programs and recognition programs that Learn and Serve America has administered. Required by statute, Learn and Serve America provides support to the National Service-Learning Clearinghouse. The statute mandating the Clearinghouse allows for a wide variety of research, dissemination, training, and networking activities. While the availability of funds for the Clearinghouse has varied over the years, necessitating some variance in the services offered, the core of Clearinghouse services have been information collection and dissemination, research, and networking for practitioners and researchers through email, the web, and by telephone.

The Clearinghouse collects and disseminates information and materials related to service-learning in all settings. The Clearinghouse also hosts a variety of listserves for discussion and information on service-learning; a website and information database; a toll-free information phone line; and maintains a collection of publications on service-learning. Since its inception, the Clearinghouse has been available to anyone seeking information or advice on service-learning, without regard to their affiliation with the Corporation for National and Community Service.

The Clearinghouse is authorized and provides limited direct training and technical assistance to sup-

port the development, expansion or improvement of service-learning programs. From 1994 until 2000, advanced practitioners and researchers provided direct training to others in the field. During the 1997-2000 period, the National Service-Learning Exchange provided technical assistance by means of a peer mentoring and training model in which practitioners were certified in technical assistance; regional centers referred those requesting support to certified peers based on geographical proximity and desired expertise. The Exchange, operated by the National Youth Leadership Council, continues — without federal support — in a modified fashion.

National Service-Learning Leader Schools

From 1999 through 2002, Learn and Serve America offered the National Service-Learning Leader Schools recognition program. This program, modeled on the U.S. Department of Education's Blue Ribbon Schools program, awarded recognition to 216 middle schools and high schools for their exemplary integration of service and service-learning into the life and culture of the school. These 216 schools, located in 47 states, served as active winners for a period of two years, making presentations on service-learning locally and nationally, hosting visits to their schools, and promoting the effective practices they used to make their schools models of successful service-learning. While Learn and Serve America does not currently offer this national designation, several states have continued the program, certifying and awarding effective practices through a statewide Service-Learning Leader School program.

Learn and Serve America: Reflecting on the Past, Focusing on the Future

Presidential Freedom Scholarships

As an agency charged not only with promoting service-learning but also with promoting service participation for individuals of all ages, the Corporation, through Learn and Serve America, has sponsored the Presidential Freedom Scholarships since 1997. The Presidential Freedom Scholarships, formerly known as the President's Student Service Scholarship, provides matching scholarships to high school juniors and seniors for exemplary leadership in service. Every high school in the country is eligible to nominate up to two students per school per year to receive the Presidential Freedom Scholarship. To emphasize the importance of school-community partnerships, \$500 of the scholarship is provided by Learn and Serve America, the other \$500 must be raised in the community — nonprofit organizations, civic groups, and local and national businesses have all provided the match. National partners, providing the match for thousands of scholarships annually are Alpha Kappa Alpha sorority, Kiwanis, the Coca-Cola Foundation, and the Boys and Girls Clubs of the USA. Approximately 35,000 scholarships have been awarded for exemplary community service leadership in the seven years of the program.

Development of service-learning networks and other supports for service-learning

President's Volunteer Service Award: This award, an initiative of the President's Council on Service and Civic Participation, honors volunteers and encourages even more Americans to get involved in their communities. Children and youths up to

14 years of age can earn a bronze award for 50 to 74 hours of service, a Silver award for 75 to 99 hours, and a Gold Award for 100 hours or more of service. Young adults, adults, and families and groups also can qualify for the awards. In addition to the various award pins, recipients also receive a personalized certificate of achievement, a note of congratulations from the President, and a letter of recognition from the President's Council. Since instituting the program, 75,000 awards have been made.

State Education Agency Network (SEANet): The State Education Agency K-12 Service-Learning Network (SEANet) is a national network of state Learn and Serve America program directors and administrators. Hailing from 50 state education agencies, SEANet members provide assistance to local school-community partnerships. SEAs are responsible for developing statewide initiatives, building support for service-learning in their states, and providing technical assistance and professional development for teachers and administrators and their community partners.

Learn and Serve Grant-Funded Programs

While the technical assistance and recognition programs effectively disseminate the youth service and service-learning message, the centerpiece of Learn and Serve America are its grant programs. Funding for Learn and Serve America has remained static since its inception. In 1994, the Congress appropriated \$40 million for Learn and Serve America programs, in 1995, \$45 million was appropriated, and in 1996 and each subsequent year, the Congress has allocated \$43 million to all Learn and Serve America grant

programs. With this static funding, Learn and Serve has awarded approximately 140 grants annually. The programs receive funding for a period of three years, assuming satisfactory progress and availability of funds. New competitions are held every three years, and with the exception of the state education agency formula grants, about half of the grants awarded are to new organizations.

Most Learn and Serve grantees act as intermediaries; that is, they make subgrants, provide training and technical assistance, monitor and evaluate their subgrants, and disseminate effective practices, and perform other capacity-building activities. Each year, approximately 2,500 local programs receive Learn and Serve America subgrants for service-learning.

Learn and Serve America strongly encourages grantees to work with small community-based nonprofits and faith-based organizations. The percentage of collaborations with faith-based organizations has steadily increased over (LSA) supports the past three years.²

Exhibit 2

Rank	Type of Capacity-Building Strategy
1	Evaluation
2	Building Broader Support for Service-Learning
3	Performance Measures
4	Staff/Faculty Training
5	Community Partnerships
5	Marketing

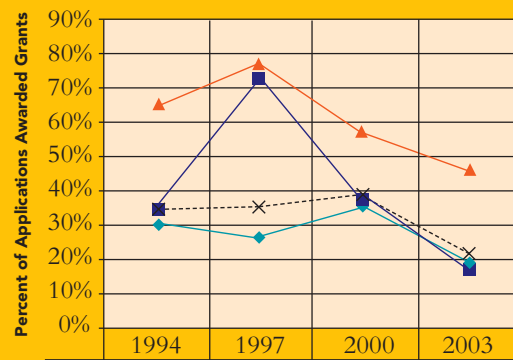
In addition, grantees and subgrantees have demonstrated an increased commitment to promoting accountability, improving their capacity to report on program performance, and building stronger community support for service-learning. In FY03, the majority of Learn and Serve programs reported that they had engaged in capacity building strategies. Exhibit 2 provides the top six strategies employed by programs.

Learn and Serve America continues to foster a culture of accountability for its programs and, in 2003, implemented performance measurement requirements at national, grantee and local (sub-grantee) levels. Learn and Serve America applicants are required to nominate three to five performance measures as a part of their application and at least one of the measures must be dedicated to the development of civic skills and knowledge among participants or service beneficiaries. Grantees will report on these measures in progress reports and when applying for further funding. In addition, Learn and Serve America has begun planning for a national performance measurement system that will shift its annual performance reporting from process-oriented accomplishments to results-oriented outcomes

Outcomes

In 2003, Learn and Serve held its most selective competition in the program's history. Of 384 competitive applications submitted, 84 (22 percent) were chosen for funding. A breakdown of competitiveness by category can be seen in the chart in Exhibit 3. Learn and Serve America also received and approved 50 Formula grant applications from State Education Agencies.³

Exhibit 3
Learn and Serve America Grant Competitiveness

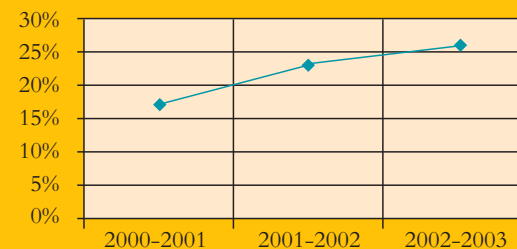


Higher Education	31%	26%	36%	19%
Community-Based	35%	73%	38%	18%
School-Based Competitive	66%	77%	57%	46%
All Competitive Programs	35%	35%	39%	22%

The majority of Learn and Serve America grantees, in turn, subgrant the funds to local organizations. During the 2002-03 program year, the majority of subgrantees received between \$1,000 and \$20,000 in Learn and Serve America funds. The following graph provides a more detailed description of subgrant amounts.

Through Learn and Serve America's annual survey, 1,591 Learn and Serve America projects reported that they engaged 1,152,059 participants, with a

Exhibit 4
Collaboration with Faith-Based Organizations



mean of 781 participants per project during the 2002-03 program year. On average, participants performed 21 hours of service for the program year, with a total reported number of service hours of 10,561,432. In addition, 90,044 teachers, faculty, administrators, and community-based organization staff assisted in these programs.⁴

The primary purpose of Learn and Serve America is to develop and fund programs that engage children and youths in service-learning activities that benefit their schools, communities, and their own academic and civic development. Of the 1,152,059 reported participants in 2003, approximately 71 percent were at the elementary and secondary school levels. The table below shows the diversity of Learn and Serve America programs compared to the U.S. population. In addition, programs reported that, in 2003, 27 percent of programs were located in schools where at least 50 percent of the students qualified for a school lunch program, and, on average, 14 percent of participants in a program were disabled.

Learn and Serve America: Reflecting on the Past, Focusing on the Future

Exhibit 5

Diversity in Learn and Serve America in 2002-2003

Race/Ethnicity	Percent of Participants ⁵	Percent of U.S. Population ⁶
White	65.4	75.1
African-American/ Black	21	12.3
Latino/Hispanic	8.5	12.5
Asian-American	2.2	3.6
Native American/ Alaskan Native	1.2	2.4
More than two races	0.8	0.9
Hawaiian/ Pacific Islander	0.3	0.1

Impacts of Learn and Serve America Programs

According to an evaluation of Learn and Serve America programs published in 1999, middle and high school students participating in Learn and Serve America programs contribute, on average, 73 hours of service to their community annually. In addition, the vast majority of service-learning participants (95 percent) reported that they were satisfied with their community service experience, while 99.5 percent of the school and community agencies where students conducted their service reported that their overall experience with the program was good or excellent.⁷ The intensive service experience of Learn and Serve

America programs has been shown to produce a positive and statistically significant impact on school engagement, acceptance of cultural diversity, service leadership, and the overall measure of civic attitudes.^{8,9,10} These positive impacts have been shown to be even stronger among minority and economically disadvantaged students — two populations that Learn and Serve America programs have been shown to effectively engage in service.¹¹ When these opportunities are combined with in-class discussion (service-learning), the benefits are even greater.¹² Among high school and college volunteers, those given the opportunity to reflect on their experiences in a classroom are more than twice as likely to volunteer regularly as those not given the opportunity.¹³

Research also demonstrates that there is a strong impact of youth service on the volunteering habits of adults. According to Independent Sector, two-thirds of adult volunteers began volunteering their time when they were young (under the age of 18).¹⁴ Based on the most recent evaluation by the federal government on service-learning in 1999, a third of all public schools, including nearly half of all high schools, have organized service-learning activities for their students and 57 percent of all public schools have organized community service activities.¹⁵ Learn and Serve America continues to seek ways of expanding and institutionalizing the practice of service-learning. In the 2003 grant competition, 33 of 84 competitive grants went to organizations new to Learn and Serve America, and nearly all of the remaining competitive grants went to consortia that, in turn, subgrant to new schools, colleges, and organizations. Through the

implementation of a performance measurement system and technical assistance in capacity-building techniques, Learn and Serve America will work with these new grantees to institutionalize service-learning, promote an ethic of service, and strengthen long-term, positive impacts for its grantees and service-learning participants. [G2G](#)

1. 1990 was not the first time the federal government made an investment in youth service. ACTION operated youth and higher education service and service-learning programs during the 1970s and 1980s. ACTION also published a magazine, *Synergist*, devoted to highlighting research and effective practices about service and service-learning in education and other youth-serving organizations.
2. Data based on Learn and Serve America's annual reporting instrument, the LASSIE survey. For 2002-03, N=1591.
3. 51 commissions are eligible for formula grants, including the District of Columbia and Puerto Rico and excluding South Dakota. In the 2003 competition, Wyoming was the only eligible state not to apply.
4. Participant data based on 2002-03 LASSIE survey.
5. Percentages based on 2002-03 LASSIE; N=979 (with a total of 604,590 service-learning participants).
6. Percentages based on 2000 U.S. Census.
7. Ibid.
8. Brandeis University (1999). *National Evaluation of Learn and Serve America*.
9. RMC Research Corporation (2002, November). *Colorado Department of Education Service-Learning: Evaluation Report*.
10. Kirby, K. (2001, May). *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*. National Campaign to Prevent Teen Pregnancy.
11. Brandeis University (1999). *National Evaluation of Learn and Serve America*.
12. CIRCLE (2002, September). *The Civic and Political Health of the Nation: A Generational Report*.
13. Ibid, page 33.
14. Independent Sector (2002, November). *Engaging Youth in Lifelong Service*.
15. Skinner and Chapman (1999). *Service Learning and Community Service in K-12 Public Schools*.

Service-Learning Policy

Jennifer Piscatelli, Researcher, Education Commission of the States' National Center for Learning and Citizenship

Introduction

As service-learning becomes a more common practice in America's schools, the availability of high-quality service-learning opportunities and the methods for sustaining service-learning are receiving attention from service-learning advocates and policy-makers. One approach for sustaining and increasing service-learning opportunities is through policy. Policies supporting, encouraging and mandating service-learning are being introduced at the state and district levels.

State Policy Innovations

The Education Commission of the States' National Center for Learning and Citizenship (NCLC), with support from the Kellogg Foundation through its Learning In Deed project, created a 50-State Service-Learning Policy Scan in 2001. The scan reviewed state policy as it is presented in state constitutions, state statutes, state codes or regulations, and state board of education regulations. Currently, only one state has a service-learning graduation requirement (Maryland), although eight other states allow service-learning to be applied toward graduation requirements. NCLC will conduct a comprehensive update of the policy scan in 2004. (See www.ecs.org/nclc for updated information.)

In the 2003 legislative session, unlike previous years where state legislatures mandated service-learning and community service opportunities for K-12 students, many of the service-learning and community service initiatives passed were directives to other bodies, such as state boards of education and higher education governing boards, to establish rules, guidelines or programs related to service-learning.

For example, the Arizona legislature directed the Arizona Board of Education to establish guidelines to promote volunteerism and community service. The bill required that the state board of education adopt guidelines to "Encourage pupils in grades nine, ten, eleven and twelve to volunteer twenty hours of community service before graduation from high school" (Arizona Statute 15-203). The law states that community service may include service-learning.

Even states that typically offer great latitude in education policy-making to local school districts have begun encouraging service-learning through state policy. Although all high school graduation requirements in Iowa are determined at the district level, in 2003 the Iowa legislature enacted House File 180, which states, "The board of directors of a school district or the authorities in charge of a non-public school may require a certain number of service-learning units as a condition for the inclusion of a service-learning endorsement on a student's diploma or as a requirement for graduation from the district or school."

Legislative action in several states also acknowledges the importance of service-learning in

post-secondary education. Texas passed Senate Concurrent Resolution 12, which urges "public and private institutions of higher education in the State of Texas to adopt service-learning as an important pedagogical tool and as a central form of engagement, civic outreach and citizenship education." Passage of West Virginia's House Bill 4362 requires each higher education institution's governing board to establish and implement a policy through which college students may obtain credit toward graduation for service performed in public schools as tutors, student advisors and mentors.

Service-Learning and Civic Education

Service-learning continues to be viewed as an effective method to engage students in citizenship education. Maine and New Hampshire established commissions to study citizenship education within their states. The charge of Maine's "Commission to Study the Scope and Quality of Citizenship Education" includes studying "the extent to which citizenship education, including service-learning, is currently included in the visions, missions, values and practices of Maine school administrative districts and institutions of higher education." The Commission has recently begun its work and will make recommendations for policy changes to the legislature once its study is complete.

The Commission to Examine and Assess the Status of Civic Education in New Hampshire, established by House Bill 1151, recently released its final report. The Commission identified service-learning as one of seven approaches to civic education present within the state, and noted that of schools responding to their survey, 40 percent of

Service-Learning Policy

high schools, 63 percent of middle schools and 45 percent of elementary schools in New Hampshire report offering service-learning opportunities for their students.

District Policy

The relationship between local, district and state policy is not necessarily linear when it comes to service-learning. Local school districts continue to enhance and implement state policy requirements through their own policies and practices, such as including questions about service-learning in teacher interviews and evaluations and including service-learning in new teacher orientations.

Many local districts have begun looking toward formalized district policy as an avenue to institutionalize or sustain service-learning as a regular component of the school experience within their district.

Some approaches districts have taken to sustain service-learning through policy include:

- Passage of school board resolutions supporting the use of service-learning (non-binding);
- Inclusion of service-learning in district and school mission statements, goals and strategic plans;
- Passage of specific district-wide service-learning policies by the local school board, such as requiring service-learning opportunities for all students, requiring a service-learning

component be included in district-provided professional development, or providing transportation for service-learning projects; and

- Adoption of flexible scheduling to allow for service-learning activities.

As schools and districts recognize the value of integrating service-learning into the curriculum, they will seek opportunities to sustain service-learning through policy at the state and district level. [G2G](#)



Introduction to State Profiles



SEANet, Rich Cairn, and Marybeth Neal, Ph.D.

The profiles of states is like a bouquet of flowers, each one tantalizing for the creative possibilities they suggest for how to nurture young people into engaged, educated citizens.

The profiles show the various ways service-learning has become a part of states' work and how it is delivered – either directly or through specially formed organizations. We see that service-learning is connected to and supports other state initiatives, at times transcending and outlasting these other initiatives which suggests that service-learning is fundamentally “good teaching practice” that can enhance other educational reform initiatives.

The profiles also present examples of impact on the local program level, which illustrate a variety of outcomes – including students' academic and social achievement, on school climate, school-community relations and future volunteering. These stories suggest that the creation of service-learning programs is limited only by the imagination. Service-learning can be a part of academic learning for students in any grade from kindergarteners to high schools seniors. Furthermore, all disciplines – including math, science, social studies, English, art, music, drama, and foreign languages can be applied in service to address a community need.

Additionally, some examples show how schools can partner with community-based organizations (CBOs) and the different roles CBOs can play – from being

simply the stage for service to being service-learning providers themselves offering training to teachers, students, and providing a complete service-learning curriculum that includes assessment of students and program evaluation components.

The profiles are only a beginning, meant to give the reader a sense of the historical precedent as well as the variation and possibilities of service-learning. The process for collecting the data used to create the institutional history part of profiles was to interview the State Educational Agency staff person (the SEA) responsible for the administration of Learn and Serve America funds. The stories of impact came from various sources including the SEAs, SEANet (the State Educational Agency Network), the CNCS website and from the programs themselves.

Readers may note that the numbers of participants varies widely from state to state, reflecting different systems for collecting information as some states collect data only on Learn and Serve America participants and other states collect data more widely. To get an accurate estimate of service-learning by state that includes both LSA-funded, other-funded and non-funded service-learning is a challenge to collect.

We are currently developing strategies for the next year/next phase of the development of our reporting procedure and content. For those interested in helping collect data for their state may contact Marybeth Neal, research director for Growing to Greatness at mneal@nylc.org.



California Department of Education,
CalServe Initiative
Mr. Wade Brynelson
1430 N Street
Sacramento, CA 95814

Phone: (916) 319-0911
Fax: (916) 319-0105
wbrynels@cde.ca.gov
www.cde.ca.gov/calserve

Youth Service California
663 13th St., Oakland, CA 94612
Phone: (510) 302-0550
Fax: (510) 302-0551
info@yscal.org • www.yscal.org

State Implementation Strategy

Through the CalServe Initiative, the California Department of Education supports a Statewide Regional Service-Learning Lead Infrastructure and over 45 district-wide school-community partnerships that annually involve over 130,000 students and approximately 15,000 adult volunteers in urban, rural and suburban communities throughout the state.

Building on Research – In 1994, California shifted Learn and Serve grants from individual schools to district-wide proposals. Reinforcing the importance of this strategy, the 1996 state evaluation study by RPP International determined that service-learning had a positive impact on student learning. It also found that few schools were embracing service-learning as a way to realize school-wide goals. As a follow-up to the study, CalServe began to build a regional infrastructure of support.

In 1998, the Superintendent's Service-Learning Task Force brought together a diverse group of 29 California educators, students, researchers, and representatives of nonprofit organizations and businesses experienced in service-learning. Recommendations included shifting to an emphasis on district-level implementation, including support for local service-learning advisory committees; linking service-learning to state and local standards, assessments, and accountability tools; mobilizing partners; and strengthening youth voice. From 1998–2002, seven school districts in

California participated in the W.K. Kellogg Foundation's Learning In Deed national service-learning demonstration program, strengthening practice and policy at the district level.

Under a contract from the CalServe Initiative, the University of California at Berkeley's Service-Learning Research and Development Center conducted a three-year study of 35 K-12 district-wide service-learning partnerships between 1997 and 2000. Their report recommended specific steps at the state and local level to ensure high-quality practice, support sustainability and institutionalization of service-learning, and strengthen local evaluation methods.

In 2000, the University of California at Berkeley's Service-Learning Research and Development Center reported on the viability of various approaches for advancing K-12 service-learning in teacher education. Based on this research, California is implementing a plan to strengthen service-learning instruction in teacher preparation programs.

Building an Infrastructure of Support – CalServe partners with the nonprofit Youth Service California to provide training and technical assistance to schools and districts. Youth Service California accesses many sources of public and private funding.

The twelve Regional Service-Learning Networks provide a broad range of services, including

conferences and teacher institutes, newsletters, websites, grants, and technical assistance. Regional Networks partner with schools as well as volunteer resource centers, colleges and universities, and other institutions. Regions serve all schools and districts in their areas, including those receiving no Learn and Serve America funds. Regions also field a number of VISTAs in support of school-based service-learning. CalServe, Youth Service California, and the regional networks offer a variety of staff development opportunities throughout the year.

Los Angeles Unified School District will begin requiring service-learning for all high school graduates students in 2007.

Linking to Education Initiatives – California has long sought to forge strong links between service-learning and academic standards. CalServe and the California Environmental Protection Agency are implementing a district-wide waste reduction and recycling program. The California Integrated Waste Management Board offered grants, educational materials, professional development and technical support to districts over a two-year period to integrate instructional strategies that address state content standards with campus resource conservation programs

Youth Service California and the Governor's Office on Service and Volunteerism (GoSERV) sponsor the California After-School Service-Learning Initiative, which incorporates service-



learning into after-school programs as a strategy for healthy youth development, academic enrichment, and civic engagement in a diverse society.

The regional networks link service-learning to many education initiatives from Migrant Education to Safe and Drug-Free Schools. The federal School to Career initiative offered many opportunities for strong collaboration during the late 1990s. The regional networks also sponsored state and regional forums on the civic mission of education in 2002-03, attended by hundreds of individuals and organizations.

Building Partnerships – California hosts several national and regional service-learning and civic engagement organizations, including the Constitutional Rights Foundation, the East Bay Conservation Corps, the State Environmental Education Roundtable, and Adopt-a-Watershed.

Support also comes from higher education centers, including the University of California at Los Angeles Service-Learning Clearinghouse Project, the Haas Center at Stanford, and University of California at Berkeley’s Service-Learning Research and Development Center.

A Statewide Network Leadership Team including CalServe, Youth Service California, Corporation for National and Community Service California Office, GoSERV, California Mentoring Project, California Campus Compact, and the state’s Volunteer Resource Centers meets monthly to coordinate activities and pool resources. Service-Learning plays a prominent

role in California’s Unified State Plan for Service and Volunteerism.

Convening and Celebrating – California established an official state holiday to honor Latino labor leader César E. Chávez and promote service to communities. Curriculum for Chávez Day is on the CalServe website. Youth Service California also makes small grants available for Chávez Day projects.

California hosted the National Service-Learning Conference in 1999, and is exploring hosting this event in 2005.

Sharing Tools – CalServe’s website offers many tools, including curriculum, sample school board policies, and school district surveys.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 45 School-Based Grantees;
- Approximately 130,000 students;
- 23,000 adult and senior volunteers;
- 5,000 teachers; and
- 9,400 community-based organizations partnered with school-based projects.

1998-2002 – W.K. Kellogg Foundation chose California as one of five Learning In Deed states.

2003-2006 CNCS Learn and Serve America Grants

California Department of Education, CalServe Initiative

School-Based Learn and Serve America (Formula)
\$2,593,052

California Governor’s Office on Service & Volunteerism

Community-Based Learn & Serve
\$310,549

The GRAMMY Foundation, Santa Monica

Linking Civics, History and Service (National Program)
\$350,000

Restoring the Community After a Wildfire

After a devastating wildfire hit Carlsbad in San Diego County, high school biology students and elementary school children worked together to plant a garden of native species at a park, while studying how nature recovers from fires.



C O L O R A D O

Colorado Department of Education
Dr. Kate Cumbo
201 East Colfax Avenue
Denver, CO 80203

Phone: (303) 866-6969
Fax: (303) 866-6888
cumbo_k@cde.state.co.us
www.cde.state.co.us/servicelearning

State Implementation Strategy

Building a Regional Infrastructure – Starting in the 1990s, Colorado gave approximately 60 sub-grants annually to teachers to implement projects in their classrooms, fostering a broad expansion of service-learning across the state. Under the leadership of Elaine Andrus, a middle school teacher from Colorado Springs, Colorado linked service-learning with state middle school reform efforts.

In 2000, Service-Learning Colorado's leadership shifted focus to building infrastructure. Learn and Serve grants, supplemented with private funding, helped create four official Service-Learning Regions (with two emerging regions), including a full-time service-learning coordinator, three full-time AmeriCorps*VISTAs, and a formal partnership with a college or university service-learning center. Each region assesses the needs of their educators and communities, and develops programs accordingly. For example, the Southwest Regional Initiative helped the Durango Public Schools develop a service-learning strategic plan that included an increase in student participation in school governance. Each region offers three to five service-learning trainings per year and gets funding from at least two sources.

Integrating School and Community-Based Service-Learning – From 1993 through 2003, the Colorado Department of Education (CDE) managed the Learn and Serve Community-Based Grant, integrating community- and school-based service-learning across the state. Starting in 2000,

community-based funds were awarded to agencies working directly with K-12 schools to help educators align service-learning with content standards and Colorado's high stakes assessment (Colorado Student Assessment Program — CSAP). Organizations such as Earth Force, the Denver Zoo, and the PeaceJam Foundation aligned their curricula and resources to standards, and developed assessments and activities that helped students prepare for CSAP while doing service-learning. State evaluation results supported the success of their efforts, finding that students who participated in these programs had higher GPAs and performed significantly higher on CSAP than their peers who did not participate.

Supporting Civics-Focused Service-Learning – Spurred by the neglect of civics on the state assessment, educators and parents convinced the Colorado Legislature to pass a bill requiring a civics course for high school graduation. Project Citizen, Facing Civics and Ourselves, the Close-Up Foundation, the Center for Law and Democracy, the Denver-based Education Commission of the States (ECS), and the CDE joined together as the Civic Canopy to strengthen civics and service-learning in the state. In Fall 2003, the CDE, with assistance from the Civic Canopy, hosted the first annual Civics and Service-Learning Academy.

Colorado's Learn and Serve Community-Based Grant – now a faith-based partnership managed through Regis University – is tackling youth civic participation from the community perspective

through the Communities Strengthening Colorado initiative. Six participating communities are engaged in Assets Based Community Development and Public Dialogue through the Institute on the Common Good to foster dialogue and mobilize communities to identify civic outcomes for youths – and, in turn, to develop service-learning programs in and out of school that develop these outcomes for all youths.

Convening and Celebrating – Since 1992, Colorado has involved over 350 youths and adults annually in its state service-learning conference. The conference recognizes leadership in service-learning through its Shakers and Groovers awards, and Service-Learning Leader Schools. (Colorado has continued this program even after CNCS paused the program.) The conference also recognizes recipients of the President's Student Service Awards and Presidential Freedom Scholarships. Colorado hosted the National Service-Learning Conference in 2001.

Linking to Education Initiatives – Service-learning advocates in Colorado collaborate with implementers of the No Child Left Behind (NCLB) act, including Safe and Drug Free Schools (Title IV), Innovative Programs (Title V), and Migrant Education (Title IC). Colorado also links service-learning and character education. Service-learning practitioners are reaching out to programs for English language learners, and to charter and private schools. During the late 1990s, service-learning built strong links with School-to-Work and Goals 2000 initiatives.



Building Partnerships – With support from ECS, Colorado held service-learning policy institutes for administrators in an effort to build administrative support for service-learning. RMC Research, evaluator of Colorado’s Learn and Serve America grants, also collaborates on state policy and implementation. In addition to the CDE and Colorado Commission on Community Service, the team includes representatives from ECS, Colorado Campus Compact, and private consultants. Regis University and the University of Denver also have been strong partners at the state level.

Efforts to build infrastructure for service-learning in Colorado include partnerships with other National Service partners. Dr. Kate Cumbo, Director of Service-Learning at the CDE is in her second term on the Governor’s Commission on Community Service. Additionally, the 14-member Service-Learning AmeriCorps* VISTA Team has been instrumental in creating the service-learning regional infrastructure. In Fall 2003, CDE partnered with AmeriCorps* National Civilian Community Corps (NCCC) to create a “Civic Troupe” of twelve 18-24-year-olds who were trained in history, civics, and theater, and then mobilized to present to 2,600 students at 25 schools. The NCCC Civics Troupe also presented at the State Capitol and the annual service-learning conference, presenting civic heroes as service-learners.

Sharing Tools – The Service-Learning Colorado website offers many free documents, including service-learning manuals and presentation materials.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 21 School-Based Grantees (Formula and Competitive Grants);
- Approximately 16,500 students who completed approximately 109,000 hours of service;
- 231 adult and senior volunteers;
- 4 CHESP Grantees;
- 14 VISTAs designated to build capacity and support for service-learning;
- 36 lead teachers;
- 193 community-based organizations partnered with school-based projects;
- 6 college/university campuses through Campus Compact; and
- An estimated 3 faith-based organizations.

2003-2006 CNCS Learn and Serve America Grants

Colorado Department of Education
School-Based Service-Learning
\$241,677

Colorado Governor’s Commission on National & Community Service
2003 Community-Based Learn & Serve
\$336,716

Colorado Department of Education
Linking Civics, History and Service
\$350,000

Reflections from Fort Collins Junior High School Students

“Adults are always complaining about how youths are a danger to the community, but they won’t let us fix our mistakes. Service-learning will get youths involved in their communities.”

“Service-learning also makes school seem exciting rather than dull.”



Florida Department of Education: Joe Follman
Florida Learn & Serve 325 John Knox Road, Building E,
Florida State University Suite 210
Tallahassee, FL 32303

Phone: (850) 487-0262,
Toll-Free: (888) 396-6756
Fax: (850) 922-2928
jfollman@admin.fsu.edu
www.fsu.edu/~flserve

State Implementation Strategy

In 1990, the Florida Department of Education (FDOE) began leveraging a Drug Prevention Trust Fund to support community service grants. Modeled after work by PennServe in Pennsylvania, Florida allocated \$200,000 from the assets seized during drug-related arrests to support service-learning projects. Florida later used these funds to match Federal Learn and Serve funds beginning in 1992. In 1995, FDOE contracted with Florida State University to coordinate the program.

Florida State University's Learn and Serve now has a staff of five (four full-time, one part-time) working on service- and service-learning-related programs in Florida. Through strategic partnerships with other education initiatives, more than 40 staff across the state are working in support of service-learning. Over 2,000 awards have been made since 1990. For 2003-04, nearly \$1 million was awarded for approximately 90 projects and 100 mini-grants.

Given the large size of many school districts (Florida school districts are organized by county), district-wide initiatives have been challenging. Florida Learn and Serve administers competitive grants in three categories, along a continuum from "planting seeds" to "building infrastructure":

- One-Year School-Based Service-Learning Projects are renewable and individual schools can apply through districts. Florida's largest funding category also includes a sub-category for planning grants.

- Three-year Model and Demonstration Sites are made to schools, ranging from individual classrooms within schools to multiple classrooms within the same school to school-wide service-learning to partnerships between multiple schools.
- District Infrastructure Projects are three-year grant awards to help school districts institutionalize service-learning.

Building Partnerships – Florida Campus Compact, Florida Learn and Serve, VISTA, Florida's Community-Higher Education-School Partnership (CHESP) grant, and the Title IV Community Service Grants program have provided strong, shared leadership for service-learning as the Florida Alliance for Student Service (FASS).

Florida Learn and Serve partnered with Florida Campus Compact to conduct a series of 11 service-learning institutes over three years, including two in teacher education and one in environmental issues. Representatives from K-12, higher education and community-based organizations come to these institutes to develop a plan to submit to FASS, which provides seed grants to help realize the goals and objectives of the plan.

Volunteer Florida, the state's Commission on National and Community Service, is a strong supporter of service-learning as well as full-time service. The Corporation for National and Community Service (CNCS) Florida State Office is also a key stakeholder in promoting service-

learning, approving and supporting the use of VISTAs to promote and build capacity for service-learning. Florida Learn and Serve conducts joint trainings with these partners as well as with the Florida Association of Volunteer Centers.

Service Leadership Florida, a project of the National Service Leadership Institute in partnership with the CNCS State Office, builds leadership and capacity among leaders from government, education and service. The training curriculum focuses on how to make positive change through service and engages 30 people each year.

In 2002, the FDOE's Safe and Drug Free Schools Office and the Governor's Office of Drug Control formed a partnership with Florida Learn and Serve partnership on Title IV prevention programs. Thirty-five projects statewide employ service-learning programs with students who are suspended, expelled, or in alternative programs in lieu of expulsion.

Convening and Celebrating – Since 1990, Florida Learn and Serve has provided a range of 25-30 school district/region/statewide trainings and conferences. Florida has trained and fielded about 75 educator peer mentors since 1996.

The CNCS has awarded 13 Florida schools as National Service-Learning Leaders Schools who serve as mentors to other schools. Florida also hosted the National Service-Learning Conference in 1997 and 2004.



Florida Learn and Serve has created a guide to assess student learning through service experiences. In 2000, Florida Learn and Serve began compiling information showing linkages between service-learning and Florida's Sunshine State Standards. Florida Learn and Serve publishes a regular newsletter and produces a book of program profiles.

Florida annually awards leading teacher-practitioners and youths who exemplify accomplishment, commitment, and leadership through service-learning activities.

Evaluating Success – A four-year study completed in 1998 involved 117,187 youths participating in 382 sub-grants, and provided comprehensive evidence of the positive effects of service-learning on student outcomes in Florida. In 1998, attendance improved in 83 percent of reporting sub-grantees, while 80 percent of reporting sub-grantees had fewer discipline referrals.

Florida is evaluating the effect of service-learning programs on middle school students, social development, drug use, and attitudes of participants in Title IV Community Service Grants programs.

Sharing Tools – Florida Learn and Serve hosts a useful website with information about its grantees and programs.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 92 School-Based Grantees;
- 15 CHESP Grantees;
- 35 Title IV Community Service Grant Recipients (an average of \$66,000 each);
- 20 VISTAs designated to build capacity and support for service-learning;
- Approximately 40,000 students completed and average of 100 hours each;
- An estimated 250 schools which provided service-learning activities for their K-12 students;
- 500 teachers;
- 500 community-based organizations partnered with school-based projects;
- 35 college/university campuses through Florida Campus Compact;
- 750 adult and senior volunteers;
- 250 students with disabilities; and
- An estimated eight to ten faith-based organizations.

2003-2006 CNCS Learn and Serve America Grants

Florida Department of Education, Florida Learn & Serve

School-Based Learn and Serve America (Formula)
\$964,777

Florida Department of Education

Community-Higher Education-School Partnership (CHESP)
\$350,000

Historic Discovery

In 1998, a group of high school students in Alachua County were conducting service-learning environmental projects and discovered more than 200 ancient Native American canoes. Archaeologists recognized the site's significance, declaring it be the greatest concentration of ancient canoes ever found. Though some of the students had previous run-ins with the law, they took such pride in their discovery that they took extra steps to protect the dig site from prospective looters.



State of Hawaii Department of Education
Colleen Murakami
Environmental Education/Service-Learning
475 22nd Avenue, Room 115
Honolulu, HI 96816

(808) 733-9141 ext. 321
colleen_murakami@notes.k12.hi.us
www.k12.hi.us/~svclearn/welcome.html

Youth Service Hawaii
Kelley Oshiro
P.O. Box 61007
Honolulu, HI 96839

Phone: (808) 843-3466
Fax: (808) 988-1779
admin@youthservicehawaii.org
www.youthservicehawaii.org

State Implementation Strategy

Hawaii is one of the smallest states, both in population and area. Yet the great distances between islands, and between Hawaii and the rest of the United States, forces Hawaii to be resourceful. Hawaii's relatively modest share of Corporation for National and Community Service Learn and Serve funds also limits state staff development activities and other support resources.

Since 1993, the Hawaii Department of Education has offered small one-year project grants of about \$3,000, to approximately 20 teachers each year. Now, to deepen practice and sustainability, Hawaii seeks to support school-wide programs, and to extend grants to two or three year cycles. In 2003-2004, although the Learn and Serve Hawaii program provided only twelve sub-grants, there are other schools that are providing service-learning activities through the integration of character education, social studies, science, career and technical education, and health education.

In 2008, high school seniors must begin to demonstrate their ability to apply academic learning in real-world contexts through a culminating senior project. Many of these students will also complete service-learning activities as part of their senior projects. Youth Service Hawaii aids service-learning practitioners to prepare

community-based organizations for this influx of service-learners.

Building Infrastructure for Training and Support – Dedicated individual teachers have played prominent roles at the state level, helping with teacher training, contributing to state conferences and other events, and producing publications.

To date, training in the School-Based Learn and Serve Program has been largely limited to an initial orientation on service-learning. Beginning in 2003-04, however, the State of Hawaii Department of Education will provide more staff development activities to institutionalize the philosophy of service-learning into the classroom. It will also seek to mobilize 15 complexes (high schools and their feeder schools) to provide training and technical assistance to their schools. The state will provide a part-time coordinator to oversee program implementation and evaluation and provide a training of trainers session.

A key partner in service-learning is Youth Service Hawaii (YSH), a non-profit organization founded in 1996. Its efforts include curriculum development, student and teacher fellowships, a youth advisory council, student leadership seminars, workshops, newsletters, a website, and since 2002, an annual state-wide conference. YSH is also

the lead agency for National Youth Service Day. The Hawaii Service Learning Initiative that is administered by Youth Service Hawaii engages youth (ages 5-17) in addressing community needs and to build community networks and partnerships that will help to sustain service-learning and build social capital. The Youth Council, made up of student leaders from public and private schools, strive to incorporate service-learning practices in their clubs and school groups as they mobilize students across the state in service to their communities.)

Linking to Educational Initiatives – In a small state, the same state staff person often oversees several education programs, making coordination between initiatives a matter of course. Furthermore, the need to make learning relevant and significant to students has also closed the gap between program areas. Service-learning in Hawaii is integrated into character education programs, environmental education (featuring watershed protection), science education, Carl Perkins (vocational education), work study, special education, English for Second Language Learners (featuring tutoring), and Title IV Drug Free Schools. Learn and Serve Hawaii works closely with social studies educators on an initiative to infuse service-learning into American History. Service-learning strongly supports Hawaii's content standards for Civic Education.



Building Partnerships – In addition to Youth Service Hawaii, school-based service-learning practitioners collaborate with the American Red Cross, City and County Civil Defense, as well as with Hawaii and Pacific Islands Campus Compact, on easing the transition from high school to college. Teachers and students also work closely with the Department of Land and Natural Resources, Department of Health, City and County Department of Parks and Recreation, Waikiki Aquarium, Kokee Discovery Center, Department of Transportation, Civic Clubs, retirement homes, and other non-profit organizations to address local community needs. Many of these partnerships are sustained over several years and many intergenerational links are formed.

Celebrating – Hawaii has had ten National Service-Learning Leader Schools.

Sharing Tools – The Department of Education will soon publish a Service-Learning Guide for Administrators.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 8 School-Based Grantees;
- Approximately 635 students each completed an average of 20 hours of service;
- 29 adult and senior volunteers; and
- 14 Community-Based Grantees engaged over 2000 youth in nearly 30,000 hours of service to their communities and collaborated with over 150 school, community, state, and University partners.

2003-2006 CNCS Learn and Serve America Grants

State of Hawaii Department of Education
School-Based Learn and Serve America (Formula)
\$70,558

Tropical Reforestation and Ecosystem Education Center (TREE Center)

Guest speakers and field trips helped students understand the rare Hawaiian ecosystem, current issues regarding development, and the work of the national parks. TREE Center staff and students were invited to the grand opening of the new park visitor's center, where there was a blessing and lunch in celebration of the new center and trail. TREE Center students presented ho'okupu, offerings, to the park. The next week the youths did an "outplanting" of the restoration site at the national park where the new trail goes through to the coastlines. Forty native species were planted. The students also labeled and fertilized all plants in the field. The national park rangers are pleased about the survival rates and thorough job done by the youths. Two students decided to volunteer at the park at the end of the class, and will work directly with docent tours of the restoration site and with maintenance of the native plants.



I O W A

Iowa Department of Education
Joseph P. Herrity
Grimes State Office Building
East 14th and Grand Avenue
Des Moines, IA 50319-0146

Phone: (515) 281-3290
Fax: (515) 242-6019
joe.herrity@ed.state.ia.us
<http://www.state.ia.us/educate/ecese/cfcs/sl/index.html>

State Implementation Strategy

Throughout the 1980s, Iowa created institutions to support local volunteerism in communities and schools: the Governor's Volunteers Award Program and Conference on Volunteerism (1983), the Governor's Office on Volunteerism (1987), and the Iowa School Volunteer Network (1989). Joe Herrity, service-learning consultant at the Iowa Department of Education, was involved in many of the activities that helped lay the foundation for service-learning in Iowa.

In 1992, the Iowa Department of Education began helping schools transform community service and volunteer programs into service-learning. ComServ Iowa makes one-year grants to districts and schools to involve classroom teachers and students. Grants support single or multiple schools within a district to develop curriculum, train staff, and create supportive policy.

ComServ Iowa's long term goals include: connecting academic curriculum with community service-learning and providing a meaningful context for learning; developing pilot projects that can be replicated; to building a statewide network of service-learning programs, activities, information and opportunities for youth service; and increasing the quality and availability of opportunities for youth service.

Linking with Other Education Initiatives – A 1993 survey found that one-fourth of Iowa school districts had community service or service-

learning programs. By 1999, 49 percent of responding school districts reported having a service-learning program in at least one grade level. Sixty percent of these reported that they pay for activities out of general funds, not grants. Fourteen percent of districts reported having a district-wide program.

In a 1999–2000 statewide survey, school districts reported that, in 2000, they had integrated service-learning into many district-wide initiatives: “school-to-work” (44 percent), school improvement (39 percent), character education (38 percent), gifted and talented (37 percent), Safe and Drug Free Schools (36 percent), vocational education (36 percent), at-risk (35 percent), guidance (34 percent), and mentoring programs (33 percent).

Mobilizing Advocates – Iowa's twelve state-supported regional Area Education Agencies created a “Service-Learning Network” (AEA SL network) in 1999 to promote service-learning as an effective instructional methodology for K–12 students and other learners.

The Iowa Coalition for the Integration of Service-Learning (ICISL) also began in 1999 to improve schools through service-learning and to create school and community partnerships. Its membership is broad based and includes membership outside of education.

ComServ Iowa holds an annual service-learning conference, which is integrated with the Iowa

Community Education Association, Iowa Asset Building Coalition, Institute for Character Development, Iowa School Volunteer Network, and the Iowa AfterSchool Alliance.

Building Partnerships – Iowa's Commission on Volunteer Service supports service-learning as part of a “three-legged stool: service-learning, volunteerism, and community service.” Accordingly, the Commission supports and promotes ComServ Iowa, AmeriCorps, and Senior Corps.

The Iowa Celebration of Youth Service Day offers an opportunity for business and community partners (Hy-Vee supermarket chain, Iowa Pork Producers Association, Drake University, Iowa Department of Education, Iowa Commission on Volunteer Service, and the American Red Cross) to support service-learning. In 2004, approximately 1,800–2,000 students will participate in a combination celebration of awards, Leadership Olympic activities, and service projects. The State Fair, where four National Service-Learning Leader Schools, as well as Presidential and Prudential student award winners, have been recognized, offers another opportunity to celebrate and promote service-learning.

Service-learning is promoted as a teaching and learning strategy, and school improvement practice with many organizations and groups (e.g. service-learning, character development, and asset building). Such collaboration also promotes service-learning to the constituents of these initiatives.



New relationships are being developed with a variety of state agencies and organizations concerning civics and economic development. ComServ Iowa is beginning to work with Secretary of State and the Iowa Social Studies Association in linking “service,” “civics,” and “education.”

From 1994–1999, Minnesota and Wisconsin joined Iowa in the Tri-State Initiative to deepen service-learning practice at the school level. From 1997–2000, the states collaborated on deepening the curriculum and instructional approaches needed to integrate service-learning into curriculum plans, policies, and practice at both the state and local levels. A three-year research study involving 1,600 high school students across the three states was designed to support service-learning as a viable school improvement practice and contributor to academic success.

Sharing Tools –

- Iowa’s CD-ROM, “The Presenter’s Toolbox: A Service-Learning Multi-Media Resource” is a 2-disk set showcases service-learning.
- “Improving School Through Service-Learning: Creating School and Community Partnership” is a four-page, “Cliff notes” style handout on service-learning definitions, assessment, and benefits.
- “101 Ways to Integrate SL into Different Curriculum Areas” is a listing of various successful service-learning projects to help generate curriculum connections. See also the ComServ website.

Benchmarks of Success

In 2003, the Iowa Legislature unanimously passed a bill authorizing school districts to consider adding a requirement of a certain number of service-learning units as a condition for the inclusion of a service-learning endorsement on a student’s diploma or as a condition of graduation from the district or school.

Since 1996, approximately \$1,211,640 has been awarded using Learn and Serve America SEA School-Based funds from the Corporation for National and Community Service under the ComServ Iowa program. During this period of time, approximately 220 of the 408 school districts in Iowa have received ComServ funding.

During 2002–03 academic year, service-learning involved:

- 29 School-Based Grantees;
- Approximately 14,000 students participated in service-learning. Each student completed an average of 8 hours of service representing approximately 120,000 student service hours associated with just the ComServ Iowa grants;
- 740 teachers;
- 1,400 adult and senior volunteers; and
- An estimated 192 schools provided service-learning activities for their K–12 students.

2003-2006 CNCS Learn and Serve America Grants

Iowa Department of Education
School-Based Service-Learning (Formula)
\$168,901

Marian Iowa Community History

Service-learning students in Marian School District completed an oral history, from the early 1850s, to 1900s, to the present. Student recovered history that had previously been lost to the community by going through the attics and belongings of older residents in the community. This resulted in the first documented history of the community, and was published by the local historical society.



M A I N E

Maine Department of Education
Lora S. Downing, Education Specialist
23 State House Station
Augusta, ME 04333-0023

Phone: (207) 624-6740
Fax: (207) 624-6731
lora.downing@maine.gov
www.state.me.us/education/lsa

KIDS Consortium of Maine
Fran Rudoff, Director
215 Lisbon Street, Suite 12
Lewiston, ME 04240

Phone (207) 784-0956
Fax (207) 784-6733
kap@kidsconsortium.org
www.kidsconsortium.org

State Implementation Strategy

Mobilizing Students as Planners – Maine’s statewide service-learning initiative began in 1988, when Marvin Rosenblum founded the KIDS Consortium of Maine (KIDS). Through KIDS, students gathered input, “ground-truthed” land-use studies based on aerial photos, and helped develop recommendations to communities.

When Federal Learn and Serve funding became available in 1992, the Maine Department of Education (MDOE) partnered with the KIDS to provide service-learning training, materials, and program coordination.

Building Partnerships – The MDOE continues to work in close partnership with KIDS. KIDS conducts trainings twice a year in northern and southern Maine. The MDOE, KIDS, Maine Campus Compact, Maine Commission for Community Service, and Communities for Children (an AmeriCorps placement site) meet monthly as the Maine Service-Learning Workgroup to strategize during the school year.

In 2004, the fifth annual KIDS Student Summit will bring together hundreds of students, teachers, parents and community partners from around New England. Each year, there are team-building activities, a keynote address, a celebratory dinner with entertainment, and workshops in different skill areas common to many service-learning projects.

Participating students share their work in workshops and exhibits.

Each year, hundreds of students come to the State Capitol Hall of Flags to display and talk about their service-learning projects and educate legislators about their efforts.

KIDS Consortium is a lead partner in a new Youth Innovation Fund initiative in Portland, Maine, funded by the W.K. Kellogg Foundation through the National Service-Learning Partnership. YOUTHINK creates a student board to allot grants to student-developed service-learning projects.

Linking with Other Education Initiatives – Collaboration has shaped service-learning efforts within the MDOE. Maine’s Learn and Serve coordinator, Lora Downing, is a member of the Department’s Career and Technical Education Team. She serves as liaison to four of Maine’s 27 High School Career and Technical Education Regions and Centers. She is also a member of the Department’s Standards, Assessment and Regional Services Team as Maine’s Career Preparation Consultant. Service-learning is integrated throughout the academic disciplines as well as Maine’s High School Reform initiative and Comprehensive School Reform Demonstration Projects. KIDS Consortium and the Maine Department of Education worked jointly to align service-learning and Academic Standards for all eight academic content areas of state standards.

With a Learn and Serve Linking Civics, History, and Service grant, Maine is working with Rhode Island and Massachusetts to develop civics curriculum with social studies teachers from all three states. Maine will have seven sites. A total of 60 educators from all three states will gather in the summer of 2004 to weave service-learning into history and civic curricula. Each state will form a study group to develop resource guides for practitioners, which will help to link history, civics, and citizenship education. Pre-service education professors also will integrate service-learning into teacher preparation courses.

The Senator George J. Mitchell Center for Environmental and Watershed Research at the University of Maine holds an annual summit at which hundreds of students present on water quality protection projects.

Maine’s Commissioner of Education is a strong supporter of service-learning and has made citizenship education a priority. In 2003, the Maine Legislature formed the Legislative Study Commission on Civic Education in Maine. The Commission administered an online survey of school systems to determine the quality and extent of practice of service-learning and civic engagement. Results will be available in 2004, and will shape recommendations to the legislature.



Improving School System Capacity – From 1998–2002, 12 Maine school systems ratcheted up service-learning practice and policy through participation in the W.K. Kellogg Foundation’s Learning In Deed (LID) national service-learning demonstration program.

In the 2003–2006, Learn and Serve America K–12 School-Based Formula program, Maine’s subgrantees will partner three veteran school systems with three systems new to service-learning. Mentoring districts will receive training on how to carry out that role. Each system will create a leadership team to ensure full implementation of staff development, planning, curriculum integration, and assessment of learning according to state standards. Each sub-grantee will implement service-learning aligned with Maine’s Learning Results and will develop assessments of student learning that may become a part of each school system’s local assessment system. At year’s end, sub-grantees will hold a celebration at which students can demonstrate their achievement.

Many school systems now have a part-time or stipend a service-learning coordinator. Almost all of these are paid for out of general funds.

Sharing Tools – Many useful tools are available through the KIDS Consortium of Maine, including alignment of service-learning and academic standards for all eight academic content areas of state standards.

Benchmarks of Success

During 2002–03 academic year, service-learning involved:

- 14 school districts; and
- 7 college/university campuses through Maine Campus Compact.

2003-2006 CNCS Learn and Serve America Grants

Department of Education

School-Based Service-Learning (Formula)
\$81,723

Linking Civics, History and Service
\$339,746

- KIDS Consortium
 Kids Civic Action Network \$298,000 (8 out of 18 districts are in Maine)

Unity Elementary School

Unity Elementary School has an ongoing project of improving their school grounds. Currently, a group of students is planning to plant shade trees and design a new sign for the school. They will be working with Unity College Students and parents to determine the correct trees to plant, and how much shade they will provide. This science project involves students researching trees best suited to Maine, their speed of growth and how and when to plant them. This work will be completed this spring or in the early fall, during the Unity College Day of Service.



Maryland State Department of Education
Mr. Luke F Frazier
Maryland Student Service Alliance
200 West Baltimore Street
Baltimore, MD 21201

Phone: (410) 767-0356
Fax: (410) 333-2183
lfrazier@msde.state.md.us
www.msde.state.md.us
www.mssa.sailorsite.net

State Implementation Strategy

Requiring Service – In the mid-1980s, Maryland Superintendent of Schools David Hornbeck advocated for a community service graduation requirement. In 1985, the State Board of Education required high schools to offer credit for service. Then in 1992, the State Board of Education adopted the current graduation rule that requires students to document 75 hours of service that includes preparation, action, and reflection components — or to complete a locally designed program approved by the state. Amid significant publicity about the requirement, the Maryland Student Service Alliance conducted a campaign including student-to-student outreach to further broaden public support for the requirement. Maryland’s Class of 1997, numbering 42,000, was the first to meet the requirement.

Ensuring Quality Practice – From the beginning, education and volunteer leaders recognized that if the graduation requirement were to succeed, schools must provide students with quality service-learning opportunities. In 1988, private foundations supported the creation of the Maryland Student Service Alliance (MSSA) as a public-private partnership within the Maryland State Department of Education. Over the next four years, MSSA set out on an energetic program of teacher training, curricula development, and technical assistance. In 1990, the State of Maryland added funding. By 1992, when Maryland first received half a million dollars in federal “Learn and

Serve” funding, service-learning had become strongly rooted in a growing number of schools.

Beginning in 1993, MSSA annually trained and mobilized approximately fifteen Service-Learning Teacher Fellows, instructors with exemplary service-learning programs who also shared their expertise and enthusiasm with peers. By 2003, 144 fellows represented all 24 school systems. In 1992-1993, with help from the fellows and working closely with the academic disciplines, MSSA published curricula for each school level and for special education.

In 1995, MSSA produced “Maryland’s Best Practices: An Improvement Guide for School-Based Service-Learning in Maryland.” The book provided concrete means to improve practice, based on interviews with 80 service-learning practitioners statewide. Responding to requests from teachers and administrators, MSSA began to document and publish replicable models of service-learning programs that met all seven best practices. To further ensure administrative support, MSSA produced “Shared Learnings: Administrative Strategies for Service-Learning” in 1996. These strategies came from the experiences of the Maryland educators who operationalized the state graduation requirement.

In 1998, MSSA added the self-assessment tool, “Next Steps: A School District’s Guide to the Essential Elements of Service-Learning.” From

1997-2001 service-learning leadership retreats convened 200-250 participants to examine issues and ways to improve service-learning program quality. In 2000, MSSA began annual quality reviews of the service-learning programs in each of Maryland’s 24 school districts. To increase youth voice, MSSA offered a mini-grants program to fund student proposals.

Recognizing Excellence – A further major strategy to uphold quality has been to recognize exemplary programs and individual contributions. MSSA’s “Service Stars” awards highlight high school students from every school system who contribute significantly beyond the service-learning graduation requirement. Service-learning projects that exemplify quality service-learning by meeting “Maryland’s Seven Best Practices” are awarded. MSSA also annually recognizes the “Service-Learning Principals of the Year.” This year, the Maryland Student Service Alliance will recognize key community partners from around the state. Finally, Maryland’s annual Service-Learning Conference draws more than 1,000 students, teachers, and administrators for a day of workshops and service projects.

Linking with Other Education Initiatives – The Maryland State Department of Education seeks to link service-learning with character education, student leadership, and “21st Century Schools” after-school programs.



Building Partnerships – Many of the strongest partnerships occur at the local level. A Learn and Serve Communities-Higher Education-Schools Partnerships (CHESP) grant (2000-2003) fostered these partnerships. The American Red Cross, the Chesapeake Bay Foundation, and YMCA have aided MSSA at the state level. The Maryland Governor's Office on Service and Volunteerism has collaborated on and provided funding for training and events.

Sharing Tools – Maryland offers curriculum for all grades, including Special Education, as well as a training handbook and video.

Benchmarks of Success

A weak economy has led to state budget cuts in recent years. Currently the Maryland State Department of Education Office of Service-Learning will operate with about half of its one time high of \$800,000 per year. Nevertheless, Maryland's deep commitment to excellence in service-learning practice endures.

During 2002-03 academic year, service-learning involved:

- 23 School-Based Learn and Serve Grantees;
- In 2003, approximately 52,437 students graduated from high school, each having completed an average of 75 hours of service over their middle school and high school careers for a combined total of 3,932,775 hours of service to their communities;

- All of Maryland's 24 school systems have service-learning activities for their K-12 students, especially at the high school level;
- Approximately 400,000 middle and high school students engage in service-learning;
- 5 CHESP Grantees and approximately 12 mini-grants; and
- 160 master service-learning teachers (fellows) who serve as resources to their local schools systems and as mentors to teachers.

National Service-Learning Leader States

1992 – Commission on National and Community Service designates Maryland as one of eight service-learning leader states.

1998-2002 – W.K. Kellogg Foundation chooses Maryland as one of five "Learning In Deed" states.

2003-2006 CNCS Learn and Serve America Grants

Maryland State Department of Education
School-Based Service-Learning (Formula)
\$334,061

Maryland State Department of Education
Linking History, Civics and Service
\$91,682

Stevensville Middle School

Middle school students in Queen Anne's County engage in Serving Seniors, a service-learning project connected to math, science, social studies, and language arts/reading classes in partnership with the state Department of Aging. Students define service-learning, study citizenship, and become aware of the needs of the community, especially the changing physical and mental characteristics of aging. Students then develop relationships with elderly residents of their community who are living in nursing homes or are involved with a senior center. (Maryland Student Service Alliance Service-Learning Teacher Fellow Kathy Fowler also wrote a 36-lesson "Serving Seniors" unit for grades 4-8.)



Massachusetts Department of Education
Jessica Donner
350 Main Street
Malden, MA 2148

Phone: (781) 338-6306
Fax: (781) 338-6332
jdonner@doe.mass.edu
www.doe.mass.edu

M A S S A C H U S E T T S

State Implementation Strategy

Growing National Service from the Grass Roots –

In 1986, Springfield Mayor Richard Neal and Superintendent of Schools Thomas Donahoe established community service-learning curriculum throughout the district as a way for students to learn responsibility and necessary basic skills. In 1990, Carol Kinsley, Springfield Service-Learning Program Director, launched the Community Service-Learning Center to provide training and technical assistance to schools. Service-learning sprang up in Andover, the Thomas Jefferson Forum in Boston, and other local communities across the Commonwealth of Massachusetts as the movement spread.

Senator Edward Kennedy brought Massachusetts' experience of service-learning to the 1990 and 1993 federal legislation that created the Corporation for National and Community Service, including AmeriCorps and Learn and Serve America. The Massachusetts Service Alliance (MSA) was formed in 1991 (first called the Massachusetts Youth Service Alliance) to serve as the state commission on service and volunteerism.

In 1992, the MDOE and the MSA received their first Learn and Serve America funding. From 1992-1997, these funds supported combined school-community service-learning programs across the Commonwealth. Other organizations joining the service-learning effort included the Lincoln Filene Center and the Community

Service-Learning Center at the University of Massachusetts at Amherst. (The Corporation for National and Community Service supported the latter through the National Youth Leadership Council.) W.K. Kellogg Foundation-supported peer consultants also helped teachers implement service-learning.

Mobilizing State Support – Responding to an extended campaign by MSA, the Massachusetts Legislature dedicated \$2.5 million per year from 1998-2002 for community service-learning. Over 120 programs in schools, higher education, and community-based organizations were funded annually.

Many districts funded by Learn and Serve Massachusetts developed advisory committees to build capacity and sustainability. In 2003, Learn and Serve Massachusetts began requiring such committees, which must develop sustainability plans. Grants have been on two-year cycles, but are shifting to one-year cycles.

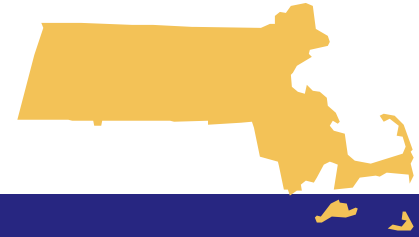
Massachusetts joined Maine and Rhode Island in implementing a Learn and Serve Linking Civics, History, and Service grant that social studies teachers from all the states will use to develop civics curriculum.

Linking with Other Education Initiatives – The MDOE has forged links between service-learning and Title IV Safe and Drug Free Schools and 21st Century Community Learning Centers.

A Community Service-Learning Advisory Council appointed by the commissioner provides input to the Massachusetts Board of Education and commissioned a survey of school district superintendents in 2003. The MDOE produced a compendium of curriculum connections to service-learning, which is available on-line.

Building Partnerships – Learn and Serve Massachusetts works closely with the MSA, which helps Learn and Serve review grant proposals, collaborates on training, and aids planning for the annual service-learning conference. MSA receives community-based Learn and Serve America funds with which it supports local programs, including many schools and others with strong partnerships with school-based service-learning programs.

From 1997 to 2003, MSA and Massachusetts Campus Compact matched state service-learning funds and community-based Learn and Serve to support one-year grants to after-school programs. In the current round of Community-Based Learn and Serve programs, MSA supports 17 youth councils in community-based organizations, schools, and local governments. To increase the civic engagement of young people and to give them first hand experience in identifying community needs, each youth council partners with local government to learn how decisions are made and to understand local government priorities.



MSA holds a biannual statewide conference involving full-time, school-, campus- and community-based service-learning, Senior Corps, and community volunteerism. This conference is designed to build the capacity of the service field in Massachusetts and provides resources for participants that include: sustainability, program management, performance measures, building an active board, etc.

The MDOE received Community-Higher Education-School Partnership (CHESP) grants in 2000–2003 and again in 2003–2006. Massachusetts Campus Compact collaborated on the CHESP program. The Compact and the MDOE also aid one another with grant review. School-based and college-/university-based programs present at each other's events.

The Massachusetts Department of Education and the Brandeis University Center for Youth and Communities are developing a tool kit on civic knowledge, skills, and behavior.

Sharing Tools – Find Community Lessons: Promising Curriculum Practices and other useful information on the MDOE website. See also: Massachusetts Service Alliance www.msalliance.org.

Benchmarks of Success

During the 2002–03 academic year, service-learning involved:

- 19 School-Based Grantees;
- Approximately 26,000 students; and
- 5 CHESP Grantees.

2003-2006 CNCS Learn and Serve America Grants

Department of Education

School-Based Service-Learning (Formula)
\$417,637

Massachusetts Service Alliance

Community-Based Learn and Serve
\$336,900

Department of Education

School-Based Service-Learning
Competitive CHESP
\$350,000

The Quilt-Makers Project, Cora Hubert Kindergarten Center

The project begins with the introduction of the letter “Q.” Students create small paper quilts. This activity offers children an opportunity to practice abstract math concepts, such as geometry and symmetry, in a concrete way.

Quilt-related literature, both fiction and nonfiction, is read to the kindergarteners to give them the historical and cultural backgrounds on the origins of quilts, to reflect on how quilts relate to family traditions, and to discuss the emotional and physical comfort a quilt can provide. The children create quilts to provide comfort for someone in need, such as a baby residing in a nearby shelter. The children then devote their imaginations and artistry to create quilt squares with images designed to delight an infant.

When the quilt squares are completed and stitched together, each child takes the quilt home for a night. Parents and students write or draw their thoughts and impressions in the journal that accompanies the quilt, recording such comments as “Dear baby, I hope this quilt keeps you warm. I hope you have a nice life.”

The culmination of this three-month process occurs when the baby and his/her mother visit the classroom and are presented with the quilt by the kindergarteners.



Michigan Community Service Commission
Jeanine Yard, Program Officer
1048 Pierpont, Suite 4
Lansing, MI 48913

Phone: (517) 241- 0214
Fax: (517) 373-4977
yardj@michigan.gov
www.michigan.gov/mcsc

Angelia Salas, Program Officer
1048 Pierpont, Suite 4
Lansing, MI 48913

Phone: (517) 335-3407
Fax: (517) 373-4977
salasa@michigan.gov
www.michigan.gov/mcsc

State Implementation Strategy

Uniting Service-Learning and Community Service –

In 1991, Governor Engler appointed the Michigan Community Service Commission (MCSC) with first lady Michelle Engler as Chair. Dottie Johnson, past President Council of Michigan Foundations and W.K. Kellogg Foundation Trustee, has been a key advocate for youth leadership in service. The Michigan Board of Education (MBOE), Superintendent Thomas Watkins, and many others have been very supportive. The MBOE officially affirmed service-learning in a 2002 policy statement.

Michigan's service-learning advocacy began in the late 1980s. Michigan Campus Compact raised the visibility of service-learning. The Partnership for Education at Michigan State University began to provide training and technical assistance in the early 1990s.

Since 1993, the Michigan Department of Education (MDOE) and MCSC joined efforts to support school-based service-learning. In 2000, MCSC took over the day-to-day administration of all school-based Learn and Serve funds.

In 1992, MCSC created the Michigan Youth Progressive Action Council to promote and guide state service initiatives. In 2002, the MCSC created the Service-Learning Youth Council. Council students initiate service-learning programs in their schools, help train educators and other youths,

present at conferences, and testify before the Legislature and other policy-makers.

Sustaining Service-Learning – In 2002, MCSC engaged Public Sector Consultants to survey Michigan schools. The survey, Service-Learning in Michigan, found that while community service was widespread, much needed to be done to institutionalize service-learning.

In 2001, MCSC began holding a two to three-day Symposium on Sustainability each summer. Sub-grantee teams including teachers and administrators work with state and national leaders to develop strategic plans for sustainability.

The Michigan House Subcommittee on Service Learning and Civic Education recently held a series of six statewide hearings on service-learning and civic education to highlight exemplary programs.

Linking with Other Education Initiatives – The MDOE identifies schools that need help meeting adequate yearly progress goals under the No Child Left Behind act. MCSC supports these schools in using service-learning to meet goals. MCSC has worked closely with the state social studies consultant as well as the MDOE divisions of Character Education, Career Development, and Health.

Building Partnerships – A Community-Based Learn and Serve grant in 1994 helped MCSC reach out to community partners. Since then, service-learning supporters have included state agencies, the Corporation for National and Community Service state office, including VISTA and Senior Corps, nonprofits, higher education, businesses, funders, youth organizations, and research organizations.

Michigan Campus Compact (MCC) has been a key sponsor of the annual winter Institute on Service-Learning, involving leaders from higher education institutions. MCC fosters communication between member campuses and local school districts, and strives to strengthen preparation of pre-service teacher education students.

Several AmeriCorps programs focus their work on K-12 education. Many AmeriCorps members help provide direction and assistance for service-learning programs.

Michigan State University Extension has embraced service-learning in both community and school settings. In 2003, Extension also created an online service-learning course.

The W.K. Kellogg Foundation's Learning to Give initiative involves Michigan educators in creating and disseminating service-learning curricula. Learning to Give is a Michigan CHESP grantee

Paula Kaiser, Deputy Director
1048 Pierpont, Suite #4
Lansing, MI 48913

Phone: (517) 373-1376
Fax: (517) 373-4977
kaiserp@michigan.gov
www.michigan.gov/mcsc



working with 20 pilot schools to implement the curricula and build support for service-learning.

The State Farm Companies Foundation has supported service-learning in Michigan and provides scholarships for teachers to attend the annual Institute on Service-Learning.

Convening and Celebrating – The Annual Governor’s Service Awards — created in 1994 — included the category “service-learning educator.” In 2004, the “outstanding practitioner” and the “innovative program” awardees will be recognized at the Annual Institute for Service-Learning.

Michigan holds three regional service-learning conferences each year. Colleges and universities are beginning to offer courses for graduate credit.

Michigan hosted the National Service-Learning Conference in 1996.

Sharing Tools – Michigan produces the Service-Learning Toolkit, an email newsletter.

Benchmarks of Success

RMC Research Associates of Denver Colorado was contracted to conduct a study on the association between service-learning and student engagement in school as well as the association between service-learning and performance on the Michigan Education Assessment Program test (MEAP). Analysis was conducted to test for group difference in MEAP test

scores for grades 5, 7, and 8. Preliminary findings from the first year of study report fifth grade students who participated in service-learning outperformed comparison students on the writing MEAP, the total social studies MEAP, and three of the social studies strand scores. For younger students, service-learning students reported being more cognitively engaged in school than the students in the comparison group. Older students involved in service-learning had significantly higher scores in English engagement.

During 2002-03 academic year, service-learning involved:

- 36 School-Based Grantees;
- Approximately 34,817 students who completed 299,758 hours of service;
- 3,229 adult and senior volunteers;
- 11 Community-Based Learn and Serve Grantees;
- 6 CHESP Grantees;
- 1 VISTA designated to build capacity and support for service-learning;
- 180 school buildings provided service-learning activities for their K-12 students;
- 2,400 teachers;
- 607 community-based organizations partnered with school-based projects;
- 31 college/university campuses through Michigan Campus Compact; and
- 48 faith-based organizations (schools or partners).

2003-2006 CNCS Learn and Serve America Grants

Michigan Community Service Commission

School-Based Service-Learning (Formula)
\$765,719

Michigan Community Service Commission

Communities-Higher Education-Schools Partnerships
\$180,500

Michigan Service-Learning Youth Council

Students on the state council initiate service-learning projects in their own school districts. One of the projects addressed inhalant abuse in school. Students in this school designed a peer education model to reach out to middle school health classes. State council members also disseminate information via a film, a “PowerPoint” presentation, and other resources.



M I S S I S S I P P I

Mississippi Department of Education
Frednia D. Perkins
P.O. Box 771
359 N. West Street
Jackson, MS 39205-0771

Phone: (601) 359-2950
Fax: (601) 359-6619
fperkins@mde.k12.ms.us
www.mde.k12.ms.us

Mississippi Commission for
Volunteer Service
Rob Benson
3825 Ridgewood Road
Jackson, MS 39211

Phone: 601-432-6550
Fax: 601-432-6790
rob@mcvs.org
www.mcv.org

State Implementation Strategy

Working in Unity for Service-Learning – Since the early 1990s, the Mississippi Department of Education has worked closely with the Mississippi Commission for Volunteer Service (MCVS) and Mississippi Office of the Corporation for National and Community Service. The Mississippi Department of Education received the first round of Learn and Serve school and community-based funding in 1992. Mississippi gave many relatively small grants (as many as 50 at one time) to school districts for service-learning projects. In 1995, MCVS began to administer community-based Learn and Serve grants. That same year, Frednia Perkins became coordinator of Learn and Serve.

In 1999, MCVS convened a Steering Committee to strategize how to make service-learning a part of every student’s educational experience. The committee included staff from all three state education agencies, education foundations, the governor’s office, the attorney general’s office, teachers, higher education faculty, and students. The committee’s strategic plan focused on expanding the extent and quality of service-learning, proposed staff development and improved collaboration, and established the Center for Community and Civic Engagement (CCCE) at the University of Southern Mississippi. The Steering Committee itself evolved into the Mississippi Alliance for Community Service-Learning, which continues to serve as the CCCE board.

With support and guidance from the attorney general, CCCE then secured three Learn and Serve America grants supporting the Lighthouse Partnership Program at 20 sites, with a focus on after-school opportunities for service-learning. (These 2000-2003 grants were from Community-Higher Education-School Partnership, community-based, and higher education Learn and Serve America programs.) At the same time, Mississippi’s Board of Trustees of State Institutions of Higher Learning applied for AmeriCorps and VISTA positions to support capacity-building at each Lighthouse site. College and university students and foster grandparents also provide mentoring and tutoring to secondary school students. Also linked to the Lighthouse Partnerships, CCCE’s Reading Is Fundamental program serves 25,000 students. CCCE currently administers a 2003-2006 community-based Learn and Serve America grant with six Lighthouse Partnerships including organizations such as Big Brothers-Big Sisters, and Operation Shoestring.

The Mississippi Commission for Volunteer Service currently oversees six community-based Lighthouse Partnerships that foster active citizenship among K-12 students through service-learning. Each site’s partners include: a community-based organization (the legal applicant), a K-12 school, and an institution of higher learning. Site programs include staff development, development of certified service-learning curricula, and train-the-trainers. Each site’s Youth Action Council administers mini-grants for student service-learning projects.

Sites also send 9th – 12th grade student representatives to four statewide Mississippi Ambassadors Growing in Service (MAGS) training events organized by MCVS. MAGS students also help plan the Mississippi Youth Summit. Each year since 1996, 300 students have come together for two days to present, learn, and celebrate service-learning. Mississippi’s governor presents awards for outstanding contributions by individuals and programs.

CCCE builds on higher education programs and partnerships to strengthen school-based service-learning. For example, CCCE certifies both higher education and K-12 curricula as meeting the requirements of an effective service-learning program based on current research and best practices. Certified curricula are promoted on CCCE’s website. CCCE expects to launch a Mississippi Campus Compact to further its higher education work.

Convening and Connecting – The Mississippi Department of Education, MCVS, and CCCE continue to work closely together. The state leadership team for service-learning meets at least monthly, and speaks almost daily. The team coordinates efforts on a number of programs.

Besides the regular training and technical support for sub-grantees, Mississippi organizes September and April service-learning conferences open to all. The state leadership uses Corporation for National and Community Service (CNCS) professional



development and training funds for training targeting school-based educators as well as for cross-stream training including higher education, AmeriCorps, and Senior Corps. The state partners also maintain websites, list-serves, and a monthly newsletter to all national service programs. Mississippi Learn and Serve currently provides 15 Learn and Serve grants of \$10,000-\$20,000 to school districts. Recipients must show how they link service-learning with other educational initiatives in their district. At the state level, the Bureau of Vocational Community Development recommends service-learning as one of nine implementation strategies.

Sharing Tools – The Mississippi Center for Community and Civic Engagement website offers curricula, forms for its certification process, and other resources. www.usm.edu/ccee

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 21,442 students;
- 1,222 adult and senior volunteers; and
- Selected successful outcomes (from Mississippi Lighthouse Project Evaluation September 2002 – July 2003, available at: www.usm.edu/ccee in subgrantee forms/publications):

- An average two-fold increase in after-school student performance in math and reading scores
- Data that indicate community, school, higher education partnerships can improve the quality of service-learning courses and improve the impact of service-learning on community programs

2003-2006 CNCS Learn and Serve America Grants

Mississippi Department of Education
School-Based Service-Learning (Formula)
\$254,711

Mississippi Commission for Volunteer Service – Mississippi Center for Community and Civic Engagement
Community-Based Learn and Serve America
\$330,355

Oral History Project on the Civil Rights Movement, Hattiesburg, Mississippi

The three-month oral history service project, “Portraits of the Past: A Decade of Excellence, A Lifetime of Service,” was designed for high school students for presentation on Martin Luther King Day. By conducting oral histories, the project addressed how the local Freedom Summer events of 1964 impacted the national civil rights movement. Students learned the skills of conducting oral histories and speaking in public. They also learned about local and state legislation and history as it relates to the Civil Rights Movement during the 1960s, and explored what it means to be a citizen.



Montana Office of Public Instruction
June Atkins
1300 11th Street - P.O. Box 202501
Helena, MT 59620-2501

Phone: (406) 444-3664
Fax: (406) 444-1373
jatkins@state.mt.us
www.opi.state.mt.us



State Implementation Strategy

Spreading the Word – Montana has had to stretch its resources across a large and sparsely settled state. Learn and Serve Montana has given grants up to \$3,000 for as many as 15 sub-grantees. Typically, grants have initially funded a coordinator to get a program started, then supported projects with mini-grants. Many schools have taken on historical or environmental projects.

To provide greater local support to schools, Learn and Serve Montana and the Northwest Regional Educational Laboratory have established six regional centers, based in local school districts. Sub-grantees get together once a year for training. With a shift in emphasis by Learn and Serve Montana from mini-grants to capacity-building grants, the regional centers will play an even more important outreach role.

Linking with Other Education Initiatives – Some of the same communities received 21st Century Learning Center grants. These programs are linked at the state level. Because of other responsibilities at the Office of Public Instruction, Learn and Serve Montana staff has also been able to integrate service-learning into Title I and literacy programs, including formal and informal tutoring. Learn and Serve Montana presents at educational conferences and events as often as opportunities arise.

Sub-grantees must identify the Montana Content and Performance Standards they will address through service-learning. They must include service-learning in their five-year School Improvement Plan and in district goals.

Building Partnerships – From 1997–2000, the Northwest Regional Educational Laboratory mounted a project to strengthen service-learning in Montana’s very rural communities. The project enlisted schools that had never before participated in service-learning at the state level. Local schools maintain many community partnerships.

Learn and Serve Montana has a seat on the Montana Office of Community Service. Through that link, the program is able to forge closer ties to other programs, in particular the Senior Corps program. An informal group of service-learning leaders meets occasionally to strategize. This group includes Montana Campus Compact, the Office of Community Service, and the University of Montana. Montana holds an annual Governor’s Conference on Volunteerism.

Celebrating – There is an annual recognition celebration in Helena. Montana has had three Service-Learning Leaders Schools.

Benchmarks of Success

During 2002–03 academic year, service-learning involved:

- Approximately 1,260 students.

2003-2006 CNCS Learn and Serve America Grants

Montana Department of Public Instruction
School-Based Service-Learning (Formula)
\$65,380

Tending History

Students from the Big Sky School outside Bozeman lacked a sense of history. Developers needed to tear down several old cabins. Students rallied the community and raised funds to preserve those that were most historically significant. They helped move a cabin to school grounds where they could interpret it for the public. Students researched and wrote the history of the area, including the lives of Native Americans in the area. In a highlight of the project, students interviewed a woman who had grown up in the cabin. Students also produced “PowerPoint” presentations. In a subsequent year, they partnered with students from Montana State University to conduct an inventory of elk in the area, and studied a biologically significant grove of aspen.



NEW JERSEY

New Jersey Learn and Serve America Program
Linda V. Rivera
225 West State Street, Fifth Floor, P.O. Box 459
Trenton, NJ 08625

Phone: (609) 292-1834
Fax: (609) 777-2939
linda.rivera@sos.state.nj.us
www.state.nj.us/njded/lisa



State Implementation Strategy

Linking with Other Education Initiatives – State-level service-learning began in New Jersey with Learn and Serve funding in 1993. In the early 1990s, the New Jersey Department of Education closely linked service-learning with School-to-Work programs. The state produced guidelines to help schools utilize service-learning and help students meet cross-content work readiness standards.

Currently, the department links service-learning with character education, 21st Century Community Learning Centers, and Title IV Safe and Drug-Free Schools. Service-learning is identified as a priority for these funds, and integrated into Department of Education training on these and other subjects.

Building Partnerships – For 14 years, Youth Service New Jersey — an affiliate of Youth Service America — has been key in promoting an annual youth service conference. Three hundred students, teachers, administrators, higher education faculty, and community leaders attend.

In the late 1990s, the Coalition for Service-Learning matched local project fundraising efforts for an Empty Bowls hunger project. The Coalition held workshops and a conference, until a key leader moved out of state.

Service-learning practitioners collaborate on the governor's Office of Volunteerism annual conference. Learn and Serve participants also present every year at the New Jersey Education Association and School Boards Association conferences.

New Jersey Promise Fellows serve a year in agencies and community-based organizations, supporting service efforts. The New Jersey Department of Education Learn and Serve office hosted one fellow, who aided with communications and outreach.

The National Service-Learning Exchange has partnered New Jersey schools new to service-learning with experienced schools, particularly around issues of global education.

In the fall of 2003, Learn and Serve America moved to the Office of Community Services in the Department of State.

In 2003, New Jersey held its first Service-Learning Symposium.

Convening and Celebrating – New Jersey has had 33 National Service-Learning Leader Schools.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 13 School-Based Grantees;
- 6,761 students each completed an average of 55.67 hours of service, contributing a total of 442,082 hours;
- 562 adult and senior volunteers;
- 451 teachers;
- 100 community-based organizations partnered with school-based projects;
- An estimated nine faith-based organizations; and

- An estimated 40 additional schools provided service-learning activities for their K-12 students.

2003-2006 CNCS Learn and Serve America Grants

New Jersey Department of Education
School-Based Service-Learning (Formula)
\$532,510

Long Branch's Clean Water Project

Through ongoing service-learning experiences, young people in Long Branch can grow up not only knowing where their drinking water comes from, but also knowing that they helped keep it clean. Long Branch third-graders stencil pollution warnings near storm drains; fifth-graders collect water samples; and ninth-graders continuously monitor Lake Takanasee, a local water resource. Begun in 1996, these efforts provide the Monmouth County Planning Board, the school's partnering agency and recipient of the students' services, with help informing the public about water quality and with important monthly water quality data.



New York State Department of Education
Fran Hollon
Pre-Collegiate Preparation Programs Unit
Education Building Addition, Room #965
Albany, NY 12234

Phone: (518) 486-5202
Fax: (518) 474-0060
fhollon@mail.nysed.gov
www.nysed.gov
www.highered.nysed.gov

State Implementation Strategy

Building from the Grass Roots – New York’s State’s school-based Learn and Serve program is based in the department’s higher education division because the program grew out of a campus-school partnership program in the 1990s. New York Learn and Serve initially supported projects by individual teachers. Starting in 2000, New York began to fund only school districts to promote program longevity. Many programs have now received funding for six-eight years. There is great variation in the size of recipient school districts. In some school districts, 70 percent of students and teachers are involved.

Building Regional Infrastructure – After a decade of building from the bottom up, in the past six years New York developed its regional and state infrastructure of support for service-learning. The New York State Department of Education (NYSED) used Learn and Serve America Fund for the Advancement of Service-Learning and Community-Higher Education-School Partnership grants to develop four strong regional institutes and ten regional networks. Regional supports include multiple levels of staff development opportunities, websites, and aid with curriculum

development. Many of these regions have received a VISTA recruited from the ranks of young teachers or mid-career professionals with an interest in teaching (to help develop the network). Many of these VISTAs have gone on to teach.

The New York State Service-Learning Leadership Institute is being developed to continue the operation of these Institutes. In 2004, the Mid-Hudson Service-Learning Institute will host the three-day 9th annual New York State Service-Learning Conference.

At the local level, school districts with established service-learning programs mentor other districts that are new to service-learning.

Linking with Other Education Initiatives – Service-learning provides a natural means to support a state character education mandate. The State Department of Education assists local districts to infuse service-learning into character education and inclusion programs and curricula. NYSED, the Finger Lakes Regional Service-Learning Institute-Albion Central School District, and the Graduate Center of the City University of New York (through a Character Education grant

from the U.S. Department of Education) have engaged teachers from multiple schools to aid in developing, implementing, and evaluating a curriculum-based method of character education that promotes character virtues in students while addressing community needs through service-learning. The New York State Service-Learning Leadership Institute will also seek funding to expand its efforts to link service-learning and civic engagement.

Building Partnerships – NYSED provides basic service-learning training through its institutes for administrators who belong to the School Administrators Association of New York State (SAANYS).

New York has included service-learning strategies in an inclusion grant from the New York Developmental Disabilities Council. Service-learning, as an alternative to student suspension and expulsion, is being developed through a grant from the New York State Department of Criminal Justice. NYSED and NYS Lion’s Club have completed Lion’s Quest Training for over 1,300 K-12 teachers through a two-year CORE 4 grant.



Sharing Tools – NYSED and its partners have begun to publish character education and service-learning curricula on their website: www.nysslli.org. NYSED also published “Service-Learning: The Classroom Companion to Character Education” available online at: www.highered.nysed.gov/kiap/PCPPU/service_learn/home.html

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 45 School-Based Grantees;
- Approximately 40,000 students each completing an estimated average of 20-25 hours of service;
- 4,230 adult and senior volunteers;
- 151 college/university campuses through New York Campus Compact; and
- Noted improvements in students’ academic achievements, attendance and decreased at-risk behavior.

2003-2006 CNCS Learn and Serve America Grants

New York State Department of Education
School-Based Service-Learning (Formula)
\$1,602,743

The Elmira City School District

The Elmira City School District involves hundreds of students each year in service-learning. In this rural, urban, and suburban district, “Each participating school addresses different unmet needs in their own community,” says B.J. McDonald, the district’s service-learning consultant. Hendy Elementary School focused on Meals on Wheels. Lessons address the “three sisters” traditional Iroquois foods of corn, beans, and squash. Through study of history, Native American culture, plant propagation, and the community, students address curriculum requirements in many areas.



R H O D E I S L A N D

Rhode Island Department of Elementary
and Secondary Education
Diana Crowley
The Shepard Building
255 Westminster Street
Providence, RI 2903

Fax: (401) 222 2537
dcrowley@ride.ri.net
www.ride.net

State Implementation Strategy

Embracing a Culture of Service – Rhode Island gained awareness of campus community service when Brown University President Howard Swearer co-founded Campus Compact in 1985, and began to enlist college and university presidents across the nation. Brown University still hosts the 900-member Campus Compact. In the late 1980s and early 1990s, Rhode Island convened two Youth Service Councils that encouraged schools, government, and businesses to support an agenda of service.

In 1992, Rhode Island began receiving Federal Learn and Serve funding to support school-based service-learning. Twenty-five sites received grants of \$2,000 each, which were supplemented by funding from the Junior League.

In the early 1990s, Providence resident and philanthropist Alan Shawn Feinstein created the Feinstein Foundation to promote public and youth service in Rhode Island and beyond. Every high school in the state — 43 public and private schools — has received grants of \$20,000 or more for service programs. Eighteen of these received separate grants of \$25,000 to establish student philanthropy programs in which student boards of directors review requests from community agencies to which they award small grants. Three high schools received grants of \$65,000 to restructure their curriculum around service-

learning. Fifty Rhode Island public and private middle/junior high schools currently implement Feinstein Youth Hunger Brigade Projects. Tens of thousands of students in 270 Rhode Island elementary schools participate in the Good Deeds curriculum, which incorporates reflective journaling and service.

The Feinstein Foundation also gave grants for service programs to colleges and municipalities to establish or strengthen service programs so that when students graduate from high school, they find a strong infrastructure of support for service in their colleges and universities. Student Teacher Project: Rhode Island elementary education majors – who, during their student teaching experience design and teach a unit incorporating the values of caring, compassion, and brotherhood – receive a \$1,000 grant, which is then awarded to the school that employs them in full time teaching positions after their graduation.

Together, these many “gifts” have helped establish a culture of service across the state. Learn and Serve America programs have been able to build upon this foundation to strengthen service-learning.

Deepening Practice – In 1997, the Rhode Island Department of Education (RIDE) began to focus larger Learn and Serve America sub-grants on fewer schools, targeting grants to improve practice. Depending upon how administrators

and individual teachers approach the curriculum, each school develops its own approach to service-learning. RIDE has particularly emphasized improvement of high school programs. High school teachers who have resisted other reform initiatives have embraced service-learning.

In 1998, responding to a call for a service mandate, RIDE developed “quality indicators” for student achievement that require students to employ service-learning. The Rhode Island Legislature required that schools implement applied learning through work-based learning or community service. Therefore, all school improvement plans must include means to implement applied learning. Though the requirement applies only to high school students, all K-12 schools recognize the need to begin in the early grades to involve students in the community.

Linking with Other Education Initiatives –

RIDE has maintained a broad approach to service-learning, focusing on program quality while weaving the philosophy and methods of service-learning into a range of school improvement efforts in turn, especially those linked to broader reform goals and strategies. School-to-Work, Goals 2000, and literacy programs have been particular areas of focus. Rhode Island’s state writing test includes “prompts” related to service. Learn and Serve America coordinator Lora Crowley has given 130 small grants to teachers for staff development.



Extending Resources Across Borders – In the early 1990s, RIDE focused on publicizing service-learning and disseminating quality materials. As a small state, however, Rhode Island has never had much funding to develop an infrastructure of support for service-learning. Fortunately, as Rhode Island geared up for service-learning in the early 1990s, Carol Kinsley at the Community Service-Learning Center in Springfield, Massachusetts, provided invaluable guidance. Rhode Island has also greatly benefited by participating in conferences and trainings in neighboring states. Rhode Island hosted the National Service-Learning Conference in 2000.

Currently, Rhode Island, Massachusetts and Maine are jointly implementing a Learn and Serve Linking Civics, History, and Service grant. Social studies teachers from all three states will develop civics curriculum. Sixty educators will gather in Maine for a week in the summer of 2004 to weave service-learning into history and civic curricula. Each state will form a study group to follow up and Rhode Island will have four sites. Each delegation will develop recommendations for state policy. Pre-service education professors will also integrate service-learning into teacher preparation courses.

Building Partnerships – Campus Compact places 150 “education award-only” AmeriCorps members in Rhode Island schools whose role is, in part, to support service-learning programs. Practicing teachers must engage in staff development as service to schools and maintain portfolios on their progress.

The Legislature also has created the Permanent Commission on Civic Education, which includes support for many aspects of service-learning. The Commission has increased involvement with government and business. Schools must teach the basics of civics, including the responsibilities of citizens. The Commission also sponsors an essay contest.

Celebrating – Rhode Island has had two National Service-Learning Leader Schools. The Rhode Island Secretary of State recognizes service contributions by individual students.

2003-2006 CNCS Learn and Serve America Grants

Rhode Island Department of Elementary and Secondary Education
School-Based Service-Learning (Formula)
\$67,022

The Met

The Metropolitan Career and Technical Center is a system of six public high schools, enrolling 480 students from across Rhode Island. As a non-traditional, internship-based school, the “Met” challenges students to pursue their passions through real-world learning experiences and unpaid internships, where they discover the kind of hands-on learning that is impossible to teach in the classroom. Groups of a dozen students have an adviser (a certified teacher) who guides and facilitates each student’s learning.



South Carolina Department of Education
Kathy Gibson Carter
3710 Landmark Drive, Suite 200
Columbia, SC 29204

Phone: (803) 734-4792
Fax: (803) 734-04825
kgibson@sde.state.sc.us
www.state.sc.us/sde
www.sde.state.sc.us/servicesc

S O U T H C A R O L I N A

State Implementation Strategy

Gaining Administrative Support in Policy and Practice

– Since the early 1990s, South Carolina has utilized service-learning as an implementation component for several major education initiatives. With this approach, service-learning advocates have won support from successive administrations of both major parties.

The South Carolina Department of Education (SDE) has also reached out to school administrators and school board members. For ten years, SDE has presented on service-learning at the annual conference of the South Carolina Association of School Administrators (SCASA). There is a service-learning track each year within the five-day SCASA Summer Leadership Institute for all levels of school administrators. Data-rich presentations and publications demonstrate the power of service-learning to meet a range of education goals. SCASA's Director regularly attends the National Service-Learning Conference. Having won the support of this key group of stakeholders, most support and resources for staff development, planning, and implementation come from the local level.

In 1998, the South Carolina Commission on National and Community Service moved from the governor's office to SDE. The Commission has a dozen full- or part-time staff working on

service-learning. Kathy Gibson Carter, Executive Director of the Commission, sits on the state superintendent's policy advisory council.

South Carolina was one of eight states to receive \$150,000 in 1992–1995 from the Corporation for National and Community Service (CNCS) as a Lead State. From 1998–2002, South Carolina was one of five states participating in the W.K. Kellogg Foundation Learning In Deed program. Both these initiatives boosted efforts to institutionalize service-learning in South Carolina.

Linking with Other Education Initiatives – South Carolina schools of education offer a 30-credit hour education specialist graduate program to help teachers obtain national teacher certification. Service-learning is an essential component of these programs. Partly because teachers receive tangible financial benefits for being certified, 3,000 South Carolina teachers have earned certification.

South Carolina employs service-learning as a core strategy for Safe and Drug-Free Schools. SDE designated \$1.4 of No Child Left Behind community service funding for service-learning. South Carolina featured service-learning as a major strategy for implementing School-to-Work programs in 1994. Support from Lions Clubs International has allowed SDE to employ service-learning as a strategy for character education.

Building Partnerships – Since 1993, the National Dropout Prevention Center at Clemson University has been an invaluable asset for service-learning, offering practitioners publications, staff development, and graduate study.

The South Carolina Commission on National and Community Service put a graduate education faculty member on sabbatical for a year to strengthen links between higher education and K-12 service-learning programs. Every Learn and Serve America K-12 sub-grantee must partner with at least one institution of higher education.

South Carolina has an intergenerational office working with community-based organizations to embrace intergenerational service-learning as a means to develop quality community-based service-learning programs that span generations, races, and interests. With private foundation support, the office has developed several model programs, including programs for at-risk and out-of-school youth.

Diverse sources of funding have raised the credibility and reliability of service-learning in South Carolina. In addition to CNCS, service-learning has received funding from foundations, civic clubs, and local governments (e.g. a portion of waste disposal fees).



Convening and Celebrating – South Carolina recognizes Service-Learning Leader Schools every year, continuing when CNCS discontinued the federal program. South Carolina also recognizes “Schools of Promise,” emphasizing service-learning opportunities.

Sharing Tools – SDE aided the National Dropout Prevention Center as it developed the 22-booklet “Linking Learning with Life” series of resources for service-learning. www.dropoutprevention.org

Benchmarks of Success

In her 2002 State of Education speech, State Superintendent of Education Inez Tenenbaum identified South Carolina’s leadership in service-learning as one of six major accomplishments of her first term.

During 2002-03 academic year, service-learning involved:

- 23 School-Based Grantees;
- Approximately 193,000 students each completed an average of 10 hours of service;
- Adult and Senior volunteers;
- 7 CHESP Grantees; and
- An estimated 400 schools provided service-learning activities for their K-12 students.

1992 – Commission on National and Community Service designates South Carolina as one of eight service-learning leader states.

1998-2002 - W.K. Kellogg Foundation chooses South Carolina as one of five Learning In Deed states.

2003-2006 CNCS Learn and Serve America Grants

South Carolina Department of Education
School-Based Service-Learning (Formula)
\$268,217

South Carolina Commission for National & Community Service
Learn and Serve America Community-Based Program
\$130,000

South Carolina Department of Education
Community-Higher Education-School Partnerships (CHESP)
\$200,000

South Carolina Governor’s School (a National Service-Learning Leader School)

Teachers at the South Carolina Governor’s School look for ways to incorporate service-learning into their curriculum. Recently, students in the school’s Spanish III-IV class invited young Spanish-speaking children to a reading celebration. The four- and five-year-olds had limited English skills. The older students read children’s books in Spanish, and each child was given a book to take home. The students from the South Carolina Governor’s School were able to hone their Spanish-language skills, and the young children were given an opportunity to practice their English. The Foreign Language Department plans to include this type of event in all future advanced-level Spanish classes.

– from the CNCS website:
www.leaderschools.org



T E X A S

Texas Education Agency
John Spence
Texas Center for Service-Learning
2538 South Congress Avenue, Suite #300
Austin, TX 78704

Phone: (512) 447-1147
Fax: (512) 441-1181
jspence@txcsl.org
www.txcsl.org
www.tea.state.tx.us

State Implementation Strategy

Moving from Projects to Practice – The Texas Education Agency (TEA) administers Learn and Serve America and other service-learning grants in Texas through the Texas Center for Service-Learning (TxCSL) of Region 14 Education Service Center. The mission of TxCSL is to engage students and improve schools through the S.T.A.R.S. model of service-learning, which includes Student leadership, Thoughtful service, Authentic learning, Reflective practice, and Substantive partnerships.

Between 1996 and 2003, Texas Learn and Serve funded several hundred service-learning projects annually through a variety of smaller grants. Through this approach TxCSL and its partners built a large base of support for service-learning in Texas, with projects occurring at all grade levels and in most academic disciplines. This year, based on the experience of other states and owing to a new emphasis on performance measurement by funders, TxCSL has altered its strategy to fund 28 Learn and Serve America: K-12 School-Community Partnership Grants, which are designed to build capacity for district-wide service-learning through the development of effective practice, policies, and support. This strategy is challenging sites to think of service-learning on a larger scale and to adopt longer-range approaches for expanding and deepening practice.

TxCsL relies on a network of 20 Regional Education Service Centers (ESCs) to provide training and technical assistance in service-learning to regional schools. Participating ESCs designate a service-learning specialist, who works with TxCSL staff to support sub-grantee service-learning programs and to integrate service-learning with other federal and state education initiatives. Currently, TxCSL provides three trainings per year in Austin for all Learn and Serve America sub-grantees in addition to using conference calls, e-mail, and teleconferences to reduce the need for long-distance travel.

Linking with Other Education Initiatives – TxCSL has worked with regional service-learning specialists to integrate service-learning programs such as Career and Technology Education, Safe and Drug-Free Schools and Communities, science, and social studies. In partnership with the Texas Education Agency, TxCSL incorporated service-learning into the Title IV Community Service Grant Program, which currently supports 43 sites across the state with \$2.59 million in annual funding. Recently, TxCSL staff initiated efforts to expand state-level linkages with social studies and migrant education through targeted presentations and meetings at state conferences and events.

Building Partnerships – TxCSL has employed a variety of strategies to facilitate partnerships in support of service-learning in Texas. TxCSL has

used a Community–Higher Education–School Partnership (CHESP) grant since 2000 to develop partnerships in eight school districts with institutions of higher education, community agencies, and organizations. From 1997 through 2001, TxCSL placed up to eight VISTAs in ESCs, school districts, and community organizations as service-learning resource specialists. Beginning in 2001, TxCSL provided support to school districts to operate their own VISTA programs. Three districts currently have VISTAs, and more are planning to participate. With support from the Constitutional Rights Foundation, TxCSL participated in Project Civic Connections, which promoted civic responsibility and civic participation through service-learning in Florida, Maryland, Pennsylvania, and Texas, from 2000 through 2003. The project provided high-quality teacher training and curriculum materials to two district sites in Texas, both of which trained 30 educators in a civics-based service-learning model integrated with the Texas Essential Knowledge and Skills (TEKS). Other state level partnerships include the Adopt-a-Nursing Home program, which provides resources to schools for intergenerational partnerships; Texas Parks and Wildlife, which supports Project Wet and Project Wild; PAN-Texas, which helps districts empower youth through the state-approved Peer Assistance and Leadership classes and other strategies, and Texas Watch, which mobilizes over 400 volunteers to collect water quality data on lakes, rivers, streams, wetlands, bays, bayous, and estuaries



in Texas. Recently, TxCSL initiated a partnership with the Cesar Chavez Foundation to conduct training in San Antonio on Chavez Service-Learning curricula, which will be aligned with the TEKS in the coming year.

Sharing Tools – View information on the S.T.A.R.S. model of service-learning and video clips from the 1998 Service-Learning and the TEKS series at www.txcsl.org. Download sample planning forms for service-learning activities with students in alternative education settings from www.txcsl.org/titleiv/forms.html.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 314 School-Based grantees;
- Approximately 62,740 students each completed an average of 450,000 hours of service;
- 63,755 adult and senior volunteers;
- 8 CHESP grantees;
- 3 VISTAs designated to build capacity and support for service-learning;
- An estimated 270 schools provided service-learning activities for their K-12 students;
- 3,850 teachers;

- 810 community-based organizations partnered with school-based projects;
- 8 college/university campuses; and
- At least 10 faith-based organizations.

2003-2006 CNCS Learn and Serve America Grants

Texas Education Agency
School-Based Service-Learning (Formula)
\$1,602,169

Texas Education Agency
Community-Higher Education-School Partnership (CHESP)
\$350,000

Real History, Real Heroes

Students in Colorado City's "Real History, Real Heroes" project continue to partner with the Wallace Community Education Center and the Department of Servant-Leadership at McMurray University to conduct oral histories of veterans in Mitchell County. They have added two new partners to help with research needs (the Mitchell County Museum and the Mitchell County Library), another partner to help identify veterans (the Veterans' Hospital in Big Spring), and a partner to help with public service announcements (the Literary Council). As a result of students' intense and in-depth study of history and social studies in their CHESP oral history and National History Day projects, scores on the social studies portion of the state assessment instrument have increased four consecutive years at Colorado Middle School, from 63 percent of students passing in 2000 to 92 percent passing in 2003.



Washington Office of the Superintendent of Public Instruction
 Nasue Nishida
 P.O. Box 47200
 600 South Washington Street
 Olympia, WA 98504-7200

Phone: 360.725.6104
 Fax: 360-586-3305
 Nishida@ospi.wednet.edu
 www.k12.wa.us

WASHINGTON

State Implementation Strategy

Leading from the Grass Roots – In the late 1980s, due to efforts of Kate McPherson and Project Service-Leadership, Washington led the nation in linking service-learning and education reform. Washington also had one of the nation’s first full-time service corps beginning in 1983, and pioneered other service-learning initiatives, including the Giraffe Project, Adopt-a-Stream, and YMCA Earth Service Corps. McPherson and other local leaders continue to guide Washington’s service-learning movement, providing training and technical assistance.

These leaders insisted on the importance of staff development and technical assistance. To nurture a supportive network, the Washington Learn and Serve program in the Office of the Superintendent of Public Instruction (OSPI) organized an annual January Training of Trainers. OSPI also supports veteran practitioners to provide one-on-one support to colleagues. Local leaders play a key role in shaping Washington’s Learn and Serve grant programs, as they did with the 2000-2003 Community-Higher Education-School Partnership (CHESP). Washington’s teacher education programs also have been active in support of local service-learning practitioners.

Further demonstrating its commitment to leading from the “bottom up,” Washington has long modeled effective youth leadership involvement at all levels of service-learning programming.

Beginning in the late 1990s, the Washington Youth Voice Project created materials and promoted youths in leadership roles in schools. Youths regularly present as part of state and regional service-learning trainings. Students review grant proposals and work within the agency. OSPI offers workshops for teachers on how to support youth voice in democratic classrooms. In partnership with Freechild.org, OSPI also strives to engage in the state testing process.

OSPI targets its Learn and Serve sub-grants to strengthen service-learning practice at both individual schools and district-wide. For example, grant recipients must extend service-learning across grades or across schools within a district over the three-year life of the grant. Currently, OSPI seeks to broaden its own support by creating five regional service-learning support networks at a rate of one per year.

Linking with Other Education Initiatives –

Washington utilized service-learning as a means to energize “site-based” management as early as the 1980s. Practitioners have used service-learning strategically to advance state standards, support migrant education, and create supportive learning environments. Many programs in the migrant education community still feature service-learning methods. Learn and Serve and other service-learning practitioners have also collaborated with 21st Century Community Schools after-school programs and parent groups.

More recently, Learn and Serve is helping No Child Left Behind staff at the state level to recognize the value of service-learning as an implementation strategy in many areas. Staff for Title I, Title IV, and Title V are particularly supportive.

Beginning in 2008, high school seniors must complete a culminating project to graduate. Learn and Serve has been working with the Washington Commission on National and Community Service Unified State Plan to mobilize AmeriCorps, VISTA, Senior Corps, and others to ensure that these students have adequate support from the community for this graduation requirement. Service-learning opportunities will strengthen the civics components of the program. For example, AmeriCorps applicants must state how their site will support the 2008 culminating project graduation requirement. Washington’s 2000-2003 CHESP grant supported work to link service-learning with civics education and the coming senior project requirement through state-wide best practices workshops.

Building Partnerships – Service Learning Washington, the state’s service-learning advisory group, meets two to three times a year, including a two-day strategic planning retreat every fall. In addition to OSPI and Project Service-Leadership, other participants include Washington Campus Compact, Seattle University, University of Washington, and Western Washington University.



Learn and Serve infuses service-learning presentations into other conferences and events of OSPI, the Washington State School Directors' Association, Washington Association of School Administrators, and Washington Council of the Social Studies.

The State Farm Companies Foundation has supported AmeriCorps' work in support of the culminating project requirement and service-learning by providing the match for members in five rural communities. The Gates Foundation has supported rural service-learning programs. Local United Ways have been supportive with funding and recognition and Washington State University Cooperative Extension 4-H has provided website support.

Convening and Celebrating – Learn and Serve Washington offers trainings for sub-grantees twice a year. Service-learning workshops are offered three times a year at OSPI education conferences, as well as at conferences of the School Directors' Association, Principals' Association, and Grant Administrators' Association.

Service-Learning Northwest publishes a service-learning newsletter three times a year for OSPI. They also provide service-learning trainings and publication support statewide. Washington hosted the National Service-Learning Conference in 1992 and 2002.

Sharing Tools – Learn and Serve Washington, through this cycle's CHESP grant, will soon publish a resource toolkit providing information on six critical elements for programs that use service-learning as part of a

culminating project. OSPI offers on its website many resources to strengthen youth leadership. See also www.freechild.org.

Project Service-Leadership, Service-Learning Northwest, the Giraffe Project, and other organizations have published numerous service-learning guides and curricula.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 16 school-based grantees;
- Approximately 3,470 students;
- 503 adult and senior volunteers;
- 3 CHESP grantees;
- An estimated 30 schools provided Learn and Serve activities for their K-12 students; and
- Approximately 50 community-based organizations partnered with school-based Learn and Serve projects.

2003-2006 CNCS Learn and Serve America Grants

Washington Department of Education
School-Based Service-Learning (Formula)
\$347,914

Washington Department of Education
Community-Higher Education-School Partnership (CHESP - National)
\$350,000

Educational Service District 112 - Northwest Service-Learning Academy
Community-Based Learn and Serve America (National)
\$336,900

Nurturing Youth Voice

High school and middle schools students from a small island community in Washington saw a need for positive activities for the island youths. They partnered with the school district, parks department, and a legal service to develop their own nonprofit youth council. Through the council, the students have been able to provide education groups focused on specific issues, fund-raise, and serve their community.



Wisconsin Department of Public Instruction
Peg Solberg
125 South Webster Street, 5th Floor
P.O. Box 7841
Madison, WI 53707-7841

Phone: (608) 261-7494
Fax: (608) 266-2529
Peggy.Solberg@dpi.state.wi.us
www.dpi.state.wi.us

State Implementation Strategy

Laying a Regional Foundation – Since 1992, Wisconsin has sought to build a strong regional infrastructure to support service-learning. The Wisconsin Department of Public Instruction (DPI) works with Wisconsin’s 12 Cooperative Educational Service Agencies (CESAs) to offer Learn and Serve America sub-grants to school districts. Each year CESAs give as many as 100 mini-grants involving thousands of students. For twelve years CESA staff have supported local projects with training, technical assistance, and networking. DPI reinforces the mini-grants with many conferences and training events. Wisconsin DPI makes frequent use of video-conferencing to extend resource dollars.

Though Learn and Serve America mini-grants are small, they typically influence policy and practice far beyond what their size would indicate. In several communities, enthusiastic teachers and administrators have integrated service-learning into school district strategic plans.

Wisconsin communicates a vision of quality service-learning practice through newsletters, reports, and other publications. Wisconsin Community Education Consultant Stan Potts has disseminated a Four-Point Test to assess whether a project exhibits the four main elements of quality service-learning: youth leadership, community need, curricular connection, and reflection and evaluation.

Building Up From the Base – Wisconsin has tapped their base of support for service-learning established through mini-grants and staff development events to deepen practice.

With support from the Fund to Advance Service-Learning grant from the Corporation for National and Community Service (CNCS), Wisconsin’s 2x4x8: Fostering Resiliency through Service-Learning program made service-learning a favored strategy to build success for middle school students in a project involving eight middle schools and two universities. University partnerships strengthened the research base of the project and allowed an in-depth evaluation.

From 1994–2000, Wisconsin, Iowa and Minnesota worked jointly on the Tri-State Initiative to deepen service-learning practice at the school level. The initiative supported local programs and fostered an exchange of ideas and experience between the three states.

Wisconsin is near the end of a three-year CNCS Bridging the Digital Divide grant based on the principle of “place-based education.” The goals of the project are to:

- Reduce the “digital divide” between rural and urban communities by forging local and regional partnerships that result in improved access to technology in rural communities; improved technological skills among community members; and more effective

use of technology by local businesses, agencies, and community-based organizations.

- Develop entrepreneurship, community activism and leadership, and a sense of place in young people by providing them with the skills and opportunities to contribute to their communities while closing the digital divide.
- Promote community in rural localities by connecting schools and youths to local businesses, community-based organizations, non-profits, senior centers, and community members.
- Bolster local rural economic sustainability by fostering micro-enterprise development and utilizing technology to reach new markets across the region, state, and world.
- Enhance the individual viability and collective strength of rural communities by enhancing linkages among these communities within regions and across the state.

Linking with Other Education Initiatives –

Wisconsin DPI has integrated service-learning into state programs for Title IV Safe and Drug Free Schools and character education. These efforts gain strength at the regional level because CESAs are responsible for supporting these programs. Service-learning is also part of the state strategies for Education for Employment, School-to-Work, technology education, Title II, Title V Innovative Programs, and 21st Century Schools.



Wisconsin has had consistent support from its elected state superintendents. Current Wisconsin State Superintendent Elizabeth Burmaster speaks out frequently on her interest in service-learning and citizenship, and is chair-elect of the National Council for Learning and Citizenship. Service-learning is a major strategy to teach citizenship in Wisconsin. Educators throughout Wisconsin schools and universities are linking service-learning and civics education.

Building Partnerships – Wisconsin held the one-day state superintendent’s pre-K-16 conference on service-learning and citizenship in collaboration with the newly established Wisconsin Campus Compact in September 2003. The State Superintendent recognized practitioner leaders from the schools and colleges, and Governor James Doyle gave the keynote address. A second event of this nature is scheduled for September 23, 2004, in conjunction with the state superintendent’s fall conference for district administrators.

The University of Wisconsin River Falls has instituted an online Service-Learning Graduate Certificate program beginning in June 2004.

DPI provides training in service-learning to all VISTA and AmeriCorps members. Many of these are assigned to support school-based service-learning and assist schools in writing Learn and Serve mini-grants for project funds.

CESAs are constantly building regional networks of support, helping local advocates secure additional funding beyond Learn and Serve, and promoting

linkages between service-learning and many other initiatives.

Wisconsin has twice sponsored staff in-service training sessions for DPI staff featuring personnel from RMC Research and Education Commission of the States.

Sharing Tools – Many service-learning resources are available on the DPI service-learning website.

Benchmarks of Success

During 2002-03 academic year, service-learning involved:

- 12 CESAs make approximately 100 mini-grants per year;
- 23 Banner School Grants;
- Approximately 15,000 students each completed an average of 20 hours of service;
- 15 VISTAs and 12 AmeriCorps designated to build capacity and support for service-learning;
- Hundreds of community-based and faith-based organizations partnered with school-based projects; and
- 26 college/university campuses and technical colleges through Wisconsin Campus Compact.

2000-2004 CNCS Learn and Serve America Grants

Wisconsin Department of Public Instruction
Bridging the Digital Divide
\$125,000

2003-2006 CNCS Learn and Serve America Grants

Wisconsin Department of Public Instruction

School-Based Service-Learning (Formula)
\$352,110

Oneida Indian Nation of Wisconsin
Learn and Serve America (Tribal)
\$63,801

Malcolm Shabazz City High School, Madison

Teachers at Shabazz, a National Service-Learning Leader School, use rubrics to evaluate student progress and to help students reflect on their progress and their service experiences. Shabazz teachers regularly hold in-service sessions on such things as the use of rubrics and reflection questions. In addition, Shabazz has a Service-Learning Advisory Committee made up of teachers, students, administrators, community members and parents.

Introduction to the Profiles of Community-Based Service-Learning in the United States



Introduction to the Profiles of Community-Based Service-Learning in the United States

Lawrence Neil Bailis, Alan Melchior, and Tom Shields, Center for Youth and Communities, Heller Graduate School, Brandeis University, Waltham, Massachusetts

In “Overview of What is Known about the Scope of Community-Based Service-Learning in the United States” in the April 2003 special edition of the NYLC Generator, Lawrence Bailis defines the term “community-based service learning” as *situations in which community-based organizations design and implement service-learning activities*. This definition excludes situations in which community-based organizations are the location where the “service” part of service-learning is delivered in programs that have been designed and implemented primarily by K-12 or higher education agencies.

After reviewing the existing data on community-based service-learning, the article ends with a series of questions about community-based service-learning, including: “To what extent are community-based organizations providing what we would call service-learning? What kinds of programming are they engaged in? Who are the service-learners?” This series of profiles has been developed to begin to answer these questions by focusing on a

dozen of the leading community-based service-learning agencies and programs.

The agencies and programs covered include:

- City Year
- Common Cents
- Communities In Schools
- Constitutional Rights Foundation
- Do Something
- Earth Force
- KIDS Consortium
- Lion’s Quest
- National Indian Youth Leadership Project
- YMCA of USA
- Youth Service America
- Youth Volunteer Corps of America

These profiled organizations were selected as a sampling of community-based service-learning programs that are sponsored by nationally recognized youth-serving organizations or programs that are supported by well-known, locally-based community-based organizations. The list of agencies/programs that we profile does not include groups whose primary function is funding or other forms of advocacy. Thus, the profiles are sketches that provide a piece of the overall picture of community-based service-learning, but not the entire panorama.

Each profile is divided into three sections:

- Service-learning within the program/agency
- Scope of service-learning
- Intended outcomes

The profiles are based primarily upon information provided by each of the agencies/programs, supplemented by interviews with the staff of each of them. The profiles represent summaries of readily available information and should be seen as the basis for more rigorous research and program evaluation that will be conducted in the future.

The profiles remind us that schools aren’t the only institutions that educate our young people, and that community-based organizations are not simply the “stage” that schools use to enact service-learning curricula designed primarily by the schools. More broadly, they show us that formal education or “schooling” is only one format for “education” and “learning”: informal (impacted by mentors as they work side by side with youths in service) and in particular nonformal education (the curricula offered through community-based organizations) play key roles in preparing young people for their adult responsibilities. **G2G**

City Year Young Heroes

www.cityyear.org

City Year, founded in 1988, is dedicated to the belief that young people in service are powerful resources for addressing our nation's most pressing issues. City Year engages young adults, ages 17 to 24, from diverse racial, cultural, and economic backgrounds in a year of full-time community service, leadership development, and civic engagement. Corps members provide tutoring and mentoring, and lead children into service to help youths grow and develop as successful, confident, caring, and actively engaged citizens.

City Year also engages citizens in service by organizing large-scale physical service events such as renovating community centers, painting schools, planting community gardens, and other community investment projects. Starting with the first site in Boston, City Year has grown to 14 sites across the nation, including New York, Philadelphia, San Antonio, and Seattle/King County. A fifteenth site is under development in Little Rock.

Service-Learning in City Year

While specific service varies among City Year's sites, service-learning is a major strategy to enhance learning and civic development. City Year's primary approach to engage students in community-based service-learning is through corps-led team-based youth corps modeled after the City Year corps model for different age-groups: elementary (Starfish Corps), middle (Young Heroes) and high school (City Heroes).

Young Heroes program, the middle school service corps, is the oldest and most developed of the three programs. It emphasizes five elements: teamwork, diversity, study of social issues, community service, and mentorship. Each Young Hero must complete more than 75 hours of service in areas such as visiting with and serving with senior citizens, participating in immunization drives, promoting healthy ways of living, restoring green space, planting trees, or painting murals. Each service project is preceded by a workshop on the specific issue to be addressed. At the end of each day, the teams reflect and extract lessons from their experience. Young Heroes has received national recognition from organizations such as AmeriCorps, Points of Light Foundation and America's Promise.

Scope of Service-Learning

The Young Heroes program engages over 1,000 middle school students in ten communities across the country: Boston, Chicago, Cleveland, Columbia, Columbus, Detroit, Philadelphia, Rhode Island, San Jose and Washington D.C. Since 1994,



over 6,000 middle school students have participated in Young Heroes nationally. In 2003, 125 City Year corps members led over 1,000 Young Heroes in over 70,000 hours of service. City Year plans to expand the Young Heroes program to all of its 14 sites.

Intended Outcomes

Young Heroes seeks to enhance participants' awareness of and sensitivity to community issues, and to enhance their motivation, capacity, and commitment to take action to address those issues. In 2003, City Year contracted an external evaluator to conduct an exploratory study of outcomes in the Young Heroes program. The findings of this study are leading to the development of measures for standardized outcomes, and are informing the design and implementation of a system-wide evaluation of the program that will yield empirical data on outcomes and impacts. [G2G](#)

Common Cents New York

www.commoncents.org

Founded in 1991, Common Cents created and runs the Penny Harvest Program in New York City schools. The program turns the multi million-dollar resource of idle pennies into the philanthropic property of young people. Common Cents believes that by giving young people the means to mobilize, allocate, and use the money they “harvest” through the program, children in large numbers will be able to express their generosity and empathy spontaneously and enthusiastically towards others, learn through practice the skills of a democracy from a very young age, and develop lifelong habits of good citizenship. Based on the program’s popularity, scope, and track-record, Common Cents has successfully secured substantial in-kind support from the Department of Education and has built strong relationships at all levels of the system.

Service-Learning in Common Cents New York

Since 1999, participating schools have followed a Common Cents service-learning curriculum that

includes standards-based lessons in math, science, language arts, art, character education, and social studies. Common Cents New York conducts two teacher trainings every year. Each training includes the “Common Cents Handbook,” which walks teachers through each module of the program and includes extensive support, research materials, and suggested activities.

The Penny Harvest program has three phases that span the academic year.

In Phase One of the “Penny Harvest,” pre-K–8th grade youths gather pennies, working with their families to collect door-to-door. School-wide and classroom activities encourage program-related educational outcomes in areas such as math, art, and character development.

In Phase Two, “Penny Harvest Roundtables,” students run an 8–10 week “Philanthropy Roundtable.” The Roundtable is a group of student leaders who decide how to allocate their school’s Penny Harvest funds to service and community grants. The Roundtable students assess their communities’ needs, conduct site visits to community-based organizations, review proposals, and award grants.

Phase Three, “Youth Service,” involves engaging students, parents, community residents, and teachers in service projects for their community. Projects are planned and led by students to address a range of community issues based on research about the community need. Roundtables can decide to implement service projects and/or other student groups in Penny Harvest, and participating



schools can apply for a “Student Action Grant” to create a new service-learning project, or fund a project or organization that is already serving their community.

Scope of Service-Learning

The Penny Harvest Program operates in 721 NYC public and private schools (Pre-K–8), representing 65 percent of the country’s largest school system. Over the last decade, NYC students have transformed their pennies into \$4 million dollars. With this money, they have made more than 10,000 grants to schools. Common Cents New York is currently assessing replication models for national expansion to bring the Penny Harvest Program to other sites outside of New York City.

Intended Outcomes

Program staff are in the process of working with faculty from the Department of Quantitative Methods in the Social Sciences at Columbia University Graduate School of Arts and Science to evaluate the impact of the program on youths. [G2G](#)

Communities in Schools

www.cisnet.org

Communities In Schools (CIS) describes itself as “the nation’s leading community-based organization helping kids succeed in school and prepare for life.” For over 25 years, CIS has championed the connection of community resources with schools. By bringing adults into schools to address children’s unmet needs, CIS provides the link between educators and the community. The intended result is that teachers are free to teach, and students — many in jeopardy of dropping out — have the opportunity to focus on learning.

Since 1977, CIS has grown from a small local operation to a national organization, including approximately 2,600 schools and alternative education sites in 200 local programs in 31 states. CIS reaches over 1.9 million students and their families.

All CIS local programs and state offices are independent, community-based nonprofit organizations that share a common dedication to bringing the

CIS Five Basics to young people. These “basics” are directly parallel to the America’s Promise five promises, and include:

- 1 A One-on-One Relationship with a Caring Adult;
- 2 A Safe Place to Learn and Grow;
- 3 A Healthy Start and a Healthy Future;
- 4 A Marketable Skill to Use upon Graduation; and
- 5 A Chance to Give Back to Peers and Community.

Local CIS affiliates work with public schools to garner support from businesses, government, social service providers and volunteer groups to identify needs and assets. They then bring a broad range of stakeholders together to support the Five Basics. In some cases, local CIS programs provide a hands-on “case management” approach to ensure that youth receive the Five Basics.

Service-Learning in Communities In Schools

Community service and related service-learning opportunities lie at the heart of the fifth basic objective of CIS, and relate to all of its program-

ing. Thus, the vast majority of CIS local programs have engaged in service-learning and/or community service. In Central Texas, CIS AmeriCorps members lead community service-learning projects with public school students. In 2003, the CIS Academy at the Century III Mall in West Mifflin, PA, was one of 150 organizations that received a “State Farm Good Neighbor Service-Learning Grant” award administered by Youth Service America.

In addition to its locally initiated efforts, CIS National and some of its state offices promote service-learning throughout the CIS system. For example CIS National recently received a grant from the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention to support the development of sustainable service-learning at ten CIS local programs. (The ten sites are in North Carolina (3), South Carolina (2), Pennsylvania (1), Michigan (1), Texas (1), Georgia (1), and Indiana (1).) These ten sites are developing a range of service-learning initiatives.

Scope of Service-Learning

During the 2001-2002 school year, 82 percent of CIS local programs offered students service-learning and/or community service opportunities.

Intended Outcomes

CIS recently completed the planning phase of a national evaluation of all of its efforts that should produce more precise information about the extent of service-learning and the effects of CIS service-learning. [G2G](#)

Constitutional Rights Foundation

www.crf-usa.org

Constitutional Rights Foundation (CRF) is a non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society in the areas of citizenship, government, politics, and the law.

Service-Learning in Constitutional Rights Foundation

CRF's service-learning curricula and programs support the design and implementation of school- and community-based programs, providing technical support to a wide range of practitioners.

Active Citizenship Today (ACT) is a civic participation program, in collaboration with the Close Up Foundation, for middle and high school students.

CityYouth uses service-learning to integrate civic education into the core academic subjects: social studies, language arts, science, and math. CityYouth's interactive lessons support team

teaching, cooperative learning, portfolio assessment, and service-learning projects. CRF supports two versions of CityYouth: a 7th grade curriculum, "Today's Communities," in which students identify and analyze school and community issues and plan, complete, and evaluate service-learning projects around four themes: crime and safety, harmony, health and well-being, and environment; and an 8th grade curriculum, "U.S. History," which links a theme to a historical era. A CityYouth (Grade 6): World History curriculum is pending for 2004.

Civic Engagement Training and Technical Assistance (CETTA). In 2001, CRF contracted with the Corporation for National and Community Service (CNCS) to provide three years of citizenship training and technical assistance including the development of a service-learning curriculum: The "Effective Citizenship Guide," "Evaluation Guide," "A Facilitator's Guide for *By the People*," and "A Guide to Effective Citizenship through AmeriCorps."

Service-Learning NETWORK newsletter examines issues in civic education and service-learning, provides real-world project profiles and other service-learning resources. Underwritten by a grant from the Ford Foundation, Service-Learning NETWORK is distributed free of charge to 14,000 K-12 educators nationwide.

Youth For Justice works to initiate and strengthen law-related education programs that address problems of violence committed by and against youths. Through service-learning, youths participate in and take responsibility for their communities, and

develop the knowledge, skills, and attitudes they need to become effective citizens.

Youth Leadership For Action (YLFA) is a program for Los Angeles youths who want to make an impact in positively altering of their city. Members put together an annual workshop or youth conference.

Scope of Service-Learning

ACT is applied to social studies and language-arts programs in more than 30 school districts across the United States. CETTA's training and technical-assistance services and its "Building Effective Citizens" curriculum are available for use by over 50,000 AmeriCorps and Learn and Serve America program participants. Over 1 million students and 16,000 teachers participate in the national Youth for Justice program. YLFA is active in 13 Los Angeles-area schools, serving an estimated 220 students.

Intended Outcomes

ACT teaches problem-solving skills and increased civic engagement, among other outcomes. A Brandeis study found that the majority of ACT teachers modified their teaching strategies as a positive response to the ACT program. Youth for Justice conducts research on its programs, including effectiveness studies and a sequential study with the Metropolitan Nashville Public Schools. [G2G](#)

Do Something®

www.dosomething.org

Do Something is a national nonprofit organization whose mission is to “Inspire young people to believe that change is possible; and we train, fund and mobilize them to be leaders who measurably strengthen their communities.” Do Something promotes community change projects that are identified, designed, and executed by young people and linked to explicit curricula. Projects are mentored by “community coaches,” typically teachers or guidance counselors, who help young people plan and carry out activities. The first students recruited in a school typically become project leaders who provide youth leadership to all Do Something activities.

Do Something has been a pioneer in the utilization of the Internet to bring young people together, and to plan and operate a national service-learning program. It has involved musicians such as Christina Aguilera to draw young people to the Internet where they can participate in moderated chat rooms that address community needs and programming, list their success stories, and learn more about opportunities for service. Do

Something also uses the Internet to allow educators to download curriculum, connect with other Community Coaches, or record their students’ skill-building efforts.

Service-Learning in Do Something

Service-learning is integrated throughout Do Something activities through a number of mechanisms, including explicit curriculum materials developed by the national staff and the utilization of the Path to Change® process as the foundation of all activities:

[see it](#) ▶ [believe it](#) ▶ [build it](#) ▶ [do it](#) ▶ [reflect on it](#)

In many instances, the initial steps in this process involve young people developing and running a “Speak Out,” a town hall-like meeting that focuses on community challenges that can be addressed over the course of the year. Activities are typically followed by celebrations that promote reflection on accomplishments and other lessons learned.

The Path to Change is also a means of problem-solving that young people learn, apply more broadly, and utilize for a lifetime. (In 2002, Do Something was asked by the Wisconsin Department of Education to develop a pilot program to integrate the Path To Change curriculum into social studies programs at the elementary, middle and high school levels in Wisconsin public schools.)

Scope of Service-Learning

At the high point of the Internet-based approach there were roughly 200 Community Coaches who oversaw ongoing activities in their schools. Do



Something has trained Community Coaches in 400 schools in 27 states, with a concentration of 155 schools — primarily in New Jersey and Wisconsin.

The most recent data suggests that approximately 18,000 young people participate in ongoing Do Something activities, with as many as 20,000 students in all 50 states participating in their Kindness and Justice Challenge.

Intended Outcomes

Do Something fosters leadership, citizenship, and character. Recently, Do Something engaged Brandeis University researchers to work with them to develop and implement a system that will provide objective quantitative data on their activities and outcomes. Initial data suggest that Do Something has shown positive effects on participant skills and attitudes, including civic competencies and attitudes towards service. [G2G](#)

Earth Force

www.earthforce.org

Earth Force is a national education organization that involves young people in service-learning activities pertaining to environmental issues in their communities. Established in 1994 with the support of The Pew Charitable Trusts, Earth Force began as a sponsor of national campaigns such as the Kids Choose Vote, Go Wild For Wildlife!, Team Up for Trees!, Pennies for the Planet, and participated with other organizations in Nickelodeon's Big Help initiative by organizing 350 local action sites around the country.

In 1996, Earth Force shifted its focus to encourage young people to act in deeper, more meaningful ways to address environmental problems by taking part in Community Action and Problem Solving (CAPS) civics-related service-learning projects. Earth Force now operates local offices in nine metropolitan areas around the country and supports programs in about 400 schools nationwide. The nine metropolitan regions are: Charleston, SC; Chicago, IL; Denver, CO; Erie, PA; Houston, TX; Philadelphia, PA; Tampa Bay/St. Petersburg, FL; Washington, DC; and West Palm Beach, FL.

Service-Learning in Earth Force

Earth Force focuses its efforts on helping youth in grades 5 through 9 acquire the knowledge, skills, and experiences to take civic action, leading to long-term improvement of the local environment. A critical component of the Earth Force process is enabling young people to direct their own community problem-solving process by choosing action projects that work to change local policy (school, government, or private policy), or effect a widespread change in community residents' behavior or practices.

Community Action and Problem Solving (CAPS)

combines the best practices of environmental education, civic engagement, and service-learning in a classroom setting. Using CAPS materials, middle school youths explore and take action on environmental issues.

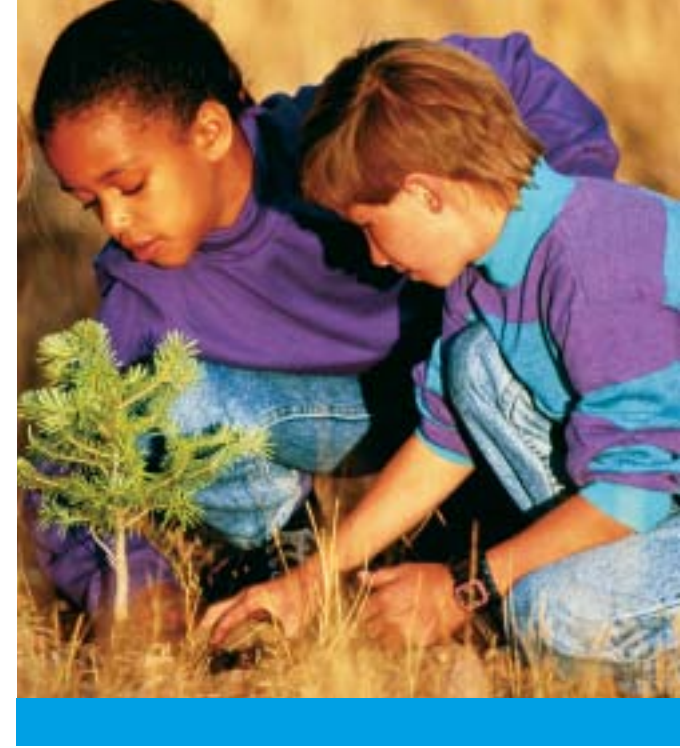
The Global Rivers Environmental Education Network (GREEN)

helps young people protect the rivers, streams, and other vital water resources. GREEN offers educators and watershed organizations integrated services and tools to engage youths in improving water resources.

Earth Force After School adapts Earth Force's CAPS for use in after-school programs. At the core of the program is a self-contained kit of materials and information to guide students through the study of local issues and development of action projects.

Scope of Service-Learning

About 35,000 students in about 400 schools around the country participate in Earth Force programs each year. Programs are located primarily in the



nine metropolitan communities where Earth Force operates regional offices

Intended Outcomes

Since 1997, CAPS field offices, educators, and youths have participated in a national program evaluation conducted by researchers at Brandeis University. A combination of on-site visits, observations, interviews, questionnaires, and pre- and post-program surveys has provided Earth Force a wealth of information. These results address both what is working well, suggestions for improvement in the areas of training, program materials, and program delivery. Self- and teacher-reported studies have shown that Earth Force students make substantial gains in civic action, problem-solving, ability to use community resources in the classroom, leadership, commitment to the environment, and an ability to talk and work with adults. [G2G](#)

KIDS Consortium

www.kidsconsortium.org

KIDS Consortium (KIDS) is a New England-based non-profit organization that was incorporated in 1992 and works with teachers, administrators, and students to involve students in addressing real challenges faced by their communities. KIDS provides tools and training around its KIDS as Planners service-learning model for educators and community organizations, and assists local education and community leaders to sustain and integrate service-learning into local culture, practice, and policy.

KIDS has received support from the Corporation for National and Community Service, Gulf of Maine Council, U.S Environmental Protection Agency, Academy for Educational Development — National Service-Learning Partnership, Carnegie Corporation, the Center for Civic Education, the Education Commission of the States Horizon Foundation; Surdna Foundation; W.K. Kellogg Foundation and several state agencies and foundations in Maine, as well as individual donors.

Service-Learning in KIDS Consortium

The KIDS as Planners Service-Learning Model is based on three key principles: academic integrity, apprentice citizenship, and student ownership.

Academic Integrity: KIDS projects grow out of community needs yet are carefully connected to state learning standards and local curriculum requirements.

Student Ownership: KIDS projects are student-driven. Students select the projects, plan them, and implement them, but work with adults (teachers and community members) as equal partners. Students practice making decisions through small group work, classroom meetings, and one-on-one interactions with adults. The adults share in learning, acting more as partners than experts. By working alongside students and providing role models, community members can enhance students' aspirations.

Apprentice Citizenship: The KIDS model views young people as vital community members who can apply their knowledge, skills, and energy to local and regional challenges. Students work successfully with local institutions and professionals to design products and services with lasting benefits. In the process, they develop civic competencies and skills needed for effective citizenship: critical thinking, conflict resolution, attentive listening, information-gathering, cooperation, decision-making, advocacy, and problem-solving.

To help local schools and communities implement these core principles, KIDS staff provide workshops and trainings for teachers, community members and students; host forums and events; provides awards to local programs and provide tools (such as the *KIDS as Planners* workbook).

Scope of Service-Learning

The KIDS As Planners service-learning model is currently being employed in nearly 50 school districts in Maine, Massachusetts, New Hampshire, Vermont, Connecticut and Rhode Island. KIDS has also expanded its efforts into Florida, Maryland, Pennsylvania, and Texas in recent years. Annually, over 12,000 students, 750 teachers, and thousands of community partners, parents and volunteers participate in KIDS projects.

Intended Outcomes

KIDS Consortium has collaborated with the National Center for Student Aspirations at the University of Maine at Orono to develop a student survey instrument to help gauge the impacts of KIDS service-learning projects on participating youth. The survey, called “KIDS Speak,” was created to provide information on the extent to which KIDS projects impact five areas: motivation to learn; attitudes toward community; communication, decision-making and problem-solving skills; attitudes toward self and working with others; and career awareness. [G2G](#)

Lions- Quest

www.lions-quest.org

Lions-Quest is a program of Lions Clubs International Foundation dedicated to creating family-school-community partnerships for positive youth development. Their mission is to empower and support adults throughout the world, in their efforts to nurture responsibility and caring in young people. For more than 20 years, Lions-Quest has assisted educators and other adults in guiding young people's healthy development through program materials and staff development workshops in life skills, character education, drug and violence prevention, and service-learning.

Lions-Quest programs provide sequential, grade-specific classroom materials that teach competencies such as self-discipline, communication, problem-solving, cooperation, resistance, and conflict management skills.

Service-Learning in Lions-Quest

Lions-Quest programs help students discover the roles they can play in their communities while reinforcing positive social behavior and developing

essential citizenship skills. Through their international Lions Youth Outreach Initiative, Lions Club members assist schools in service-learning efforts.

Three of the eight underlying principles for Lions-Quest guide ongoing research and development to ensure that programs are effective service-learning:

- Collaboration and partnership between home, school, and community;
- Programs are values-based; and
- Programs are community-based.

In addition to this, Lions-Quest ensures linkages to learning objectives by providing curricula, products, training, and services to support adults in helping young people deal with the complex issues they face every day.

Lions-Quest Skills for Growing is a K-5 program focusing on life skills, service-learning, and character education. Skills for Growing incorporates positive prevention strategies and an implementation process for linking the home, school, and community in teaching essential life and citizenship skills.

Lions-Quest Skills for Adolescence is a comprehensive life skills and drug prevention curriculum for grades 6-8 that emphasizes character development, communication, decision-making skills, and service-learning.

Lions-Quest Skills for Action is a curriculum for grades 9-12 that builds essential life and citizenship skills through community- and school-based service-learning experiences.

Scope of Service-Learning

The Lions-Quest program has been supported by more than 50 grants with a total of more than \$8 million to expand or establish programs in all 50 U.S. states and Puerto Rico, and over 30 other countries, encompassing over a quarter of a million teachers and touching the lives of more than ten million young people over the past two decades. In 2002, about 1.4 million students participated in Lions-Quest worldwide, nearly 60 percent of whom were middle school students; 30 percent were elementary school students; and about ten percent were high school students.

Intended Outcomes

Incorporating risk, resiliency, and asset-building research, Lions-Quest programs engage families, schools, and community members in working together to increase the protective factors that promote young people's healthy development and reduce those factors that put children at risk for problem behaviors.

In evaluation results from more than 60 surveys and studies, Lions-Quest Skills for Growing (grades K-5) have demonstrated effectiveness in changing the knowledge, attitudes, and beliefs that lead to violence and substance abuse, and in strengthening the factors that protect young people from harmful, high-risk behaviors. **G2G**

The National Indian Youth Leadership Project

www.niylp.org

The National Indian Youth Leadership Project (NIYLP) is a national non-profit organization whose mission is “to engage Native youth in challenging activities and meaningful experiences in the community and the natural world preparing them for healthy lives as capable, contributing members of their family, community, tribe, and nation.” NIYLP is based on traditional Native American values and concepts, including the Tsa-la-gi (Cherokee) people’s call for “Gadugi” — a call to bring people together to help one another.

Service-Learning in the National Indian Youth Leadership Project

Project Venture is a youth development approach developed by NIYLP for Native youths and communities being replicated in at least twenty locations across the country. In 2003, Project Venture underwent the process to become officially recognized as a Model Program by NREPP and the Center for Substance Abuse Prevention.

Walking in Beauty is a youth development program tailored to adolescent girls. Walking in Beauty uses the traditional Navajo “Kinalda” ceremony and other culturally derived rites of passage.

Web of Life is an experiential approach to healthy development. Web of Life emphasizes outdoor adventure, service to the community, cultural discovery, health, wellness, and native values.

Turtle Island Project (TIP) is a multi-state effort to incorporate service-learning into schools that serve Native American youths and colleges that are training Native teachers, and developing policy to support service as a culturally appropriate teaching methodology.

Sacred Mountain Learning Center on Turquoise Mountain (Mt. Taylor) is undergoing renovation. NIYLP completed work on the Turtle Amphitheater, which will seat about 200 people. The shape honors Turtle Island, the traditional Native American name for North America. They also completed the first of several hogans (traditional Navajo structures) to be used as dormitories.

Scope of Service-Learning

Over 3,000 youths participate in NIYLP programs. The Project Venture Model is being replicated in 27 locations in 11 states, serving an additional 2,500-3,000 youths. Walking in Beauty provides direct service to 70 young women in two schools in New Mexico. Web of Life has 250 youths

participating in three schools in three communities in New Mexico. 21st Century Program subcontracts with the Gallup McKinley School District to provide after-school academic and enrichment activities to 60 students in three schools.

Since 1995, foundation funding supported the TIP’s engagement of over 500 students in service-learning in more than 15 native community schools and tribal colleges. TIP provides technical assistance primarily in the southwest region. Project Venture K-6 and Project Venture Middle School have 250 youth participants in their programs.

NIYLP publishes the Journal of Native Service-Learning and recently completed a book on the “Gathering of Elders” that has been conducted each year since 1993 at the National Service-Learning Conference.

Intended Outcomes

Results from NIYLP’s program evaluations since 1990 indicate consistently positive outcomes for youths in terms of personal and social competence, and prevention of risk behavior. These outcomes have resulted in Project Venture being named a “Promising and Effective Program” by the Center for Substance Abuse Prevention and the Office of Juvenile Justice and Delinquency Prevention. [G2G](#)

YMCA of the USA

www.ymca.net

Since 1844, the YMCA has grown into an inclusive, ecumenical organization with more than 2,500 sites across the U.S. and 130 countries. YMCAs have devoted considerable resources and energy toward building strong kids, families, and communities. In recent years, YMCAs have focused their efforts on community development and efforts to reach out to more teens, dovetailing with an emphasis on community service and service-learning.

Service-Learning in the YMCA

YMCAs collaborate with organizations that leverage resources towards the greater social good and emphasis on teenagers.

YMCA Earth Service Corps: For the past ten years, the YMCA has operated the Earth Service Corps, a service-learning program for teenagers to make a difference in their communities. Grounded on the building blocks of leadership development, environmental education and action, and cross-cultural awareness, this program works in

communities, allowing teens to use their talents develop new skills, and learn more about themselves and their surroundings.

YMCA Learn and Serve America Project: In 2000, the YMCA of the USA received a three-year grant from the Corporation for National and Community Service to institute service-learning at five local YMCA sites. The project's overall goal was to engage teens to help children (ages 5-11) increase their readiness and respect for, and commitment to learning. The teen participants were guided in developing and implementing innovative projects in underserved neighborhoods to develop "social capital" in the neighborhoods surrounding the YMCAs.

Civic Engagement Initiative: In 2002, the YMCA of the USA began a civic engagement initiative, with support from the Pew Charitable Trusts, to build on previous Pew-funded efforts by promoting service-learning and civic engagement activities throughout the entire YMCA system in the United States. The initiative began with a symposium attended by representatives of over 40 YMCAs and their community partners to "jump-start" planning for new and/or enhanced civic engagement activities. It involved 24 local YMCA staff as "Civic Engagement Fellows" who jointly developed a training curriculum on civic engagement.

Scope of Service-Learning

The YMCA Earth Service Corps operates in more than 140 YMCAs in 30 states, and continues to experience growth as a national program. In its ten-year history, the program has involved close to 20,000 young people in well over 1,000,000 hours of service.



Based on interim data, 23 (out of 24) Pew-sponsored Civic Engagement Fellows provided training to promote youth civic engagement to more than 2,700 adults and 4,800 youths in 19 states.

Intended Outcomes

An external evaluation by Search Institute found high impact on YMCA Earth Service Corps' ability to strengthen leadership skills, increase the commitment of future volunteerism, and provide the tools necessary for healthy, competent, and caring lives.

A recently completed evaluation of the Learn and Serve project by Brandeis University shows that the YMCA model has succeeded in engaging teenagers in ways that lead to a wide range of personal growth indicators and benefits for their communities. The activities have led to solid progress in utilizing service-learning to develop or improve relationships among YMCAs and other community agencies. [G2G](#)

Youth Service America

www.ysa.org

Youth Service America (YSA) is a resource center that partners with and supports thousands of organizations committed to increasing the quality and quantity of volunteer community service and service-learning opportunities for young people, ages 5–25, in neighborhoods, nationally, and globally. Founded in 1986, YSA’s vision is to create and nurture a powerful network of organizations committed to making service and service-learning the common expectation and experience of all young people in America.

Service-Learning in Youth Service America

YSA sponsors and collaborates with other organizations to involve youth in service-learning through several initiatives including:

National and Global Youth Service Day, considered the largest service event in the world, it mobilizes young people to identify and address community needs; supports youths on a lifelong path of service and civic engagement; and educates the public, media, and policymakers about the year-round contributions of young people as community leaders.

A Service-Learning Curriculum Guide is published by YSA to provide an educational link between service projects and K-12 curricula for National and Global Youth Service Day, and convenes the Working Group on National and Community Service to advance new knowledge on service-learning topics.

Co-sponsorship of the National Service-Learning Conference where YSA conducts an annual forum on Youth in Decision-Making, offers a number of skill-building workshops, and co-hosts an awards ceremony.

Project Plan-It!, YSA’s online interactive project planning tool, helps young people develop a plan for their service projects, allowing them to print their plan, timeline, budget, funding proposal, press release, service-learning reflection plan, and other helpful resources.

Scope of Service-Learning

Over 200 national and global partners organize thousands of projects based on a service-learning approach each year in the United States and abroad. Millions of youths from 50 states and 127 countries participated in National and Global Youth Service Day in 2003.

Intended Outcomes

Highlights of 2003 program impact include:

- Over 320 million media impressions (readership) from 951 radio, television, and newspaper stories highlighting youths’ positive role during NYSD and year-round, and an average 1 million hits a month on SERVENet.org.



- Participation of approximately 300 government officials in NYSD and GYSD, including the Presidents of Brazil and the Philippines, helped legitimize and disseminate the key role of youth service and service-learning in community and national development.
- Unanimous passage of United States Senate’s Resolution 112 declaring April 11th as National Youth Service Day.
- 150 youths, teachers, and organizations received \$125,000 in grant funding to support their service-learning projects for NYSD, including 50 grants of \$500 for students and 50 grants of \$1,500 for teachers made available through The State Farm Good Neighbor Service-Learning Award.
- 40,000 “Service-Learning Curriculum Guides,” in English, Spanish, and Portuguese, were distributed for use in National and Global Youth Service Day projects.
- Approximately 60 youths, representing at least 12 states, participated in YSA sponsored events at the National Service-Learning Conference in Minneapolis, MN.
- More than 6,600 students used Project Plan-It in as a resource to develop service-learning projects. [G2G](#)

Youth Volunteer Corps of America

www.yvca.org

First launched in 1987, the Youth Volunteer Corps (YVC) model has been established in numerous communities nationwide in partnership with community-based organizations, school districts, and municipalities. Foundations, corporations, individuals, United Ways, and governments provide funding. While each local community's YVC program is tailored to meet unique needs, all programs meet 12 "National Program Standards."

YVC provides service-learning opportunities for youths, ages 11-18. YVC's mission is to create and increase volunteer opportunities to enrich America's youths, address community needs, and develop a lifetime commitment to service. It offers communities a proven, cost-effective youth service program to engage diverse groups of young people in service projects designed by local government and non-profit agencies. Programs include the "Clown Corps" in Arizona, in which participants entertain at senior homes, hospital, and childcare centers; oral history projects; programs to serve children and youths; as well as physical community development projects.

Recruited from inner cities, suburbs and rural areas, youth volunteers, ages 11-18, reflect the ethnic and socio-economic diversity of the community. This rich mix of participants enhances ethnic appreciation, teamwork, and civic responsibility.

Service-Learning in Youth Volunteer Corps

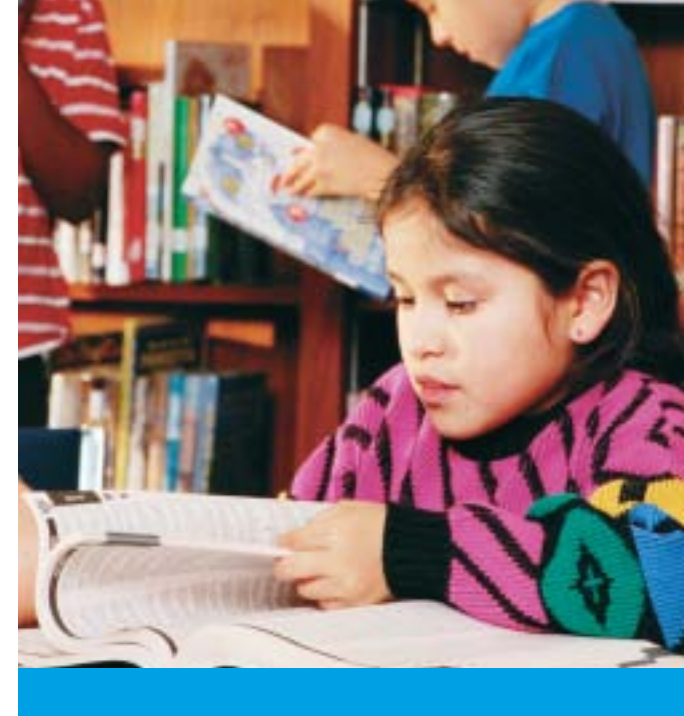
During the school-year, YVC program directors are expected to work closely with young people and their teachers to develop service-learning programs. Moreover, two out of the 12 standards for all Youth Volunteer Corps activities emphasize service-learning:

- Providing leadership opportunities for youth volunteers, and
- Establishing an integrated education and reflection process for participants.

Scope of Service-Learning

More than 40 YVC programs operate in 22 states and are sponsored by community-based organizations such as Volunteer Centers, the YMCA, United Way, and RSVP offices. Other sites are sponsored by schools and school districts and by local government. Last year, YVC programs recruited just over 40,000 youths. Its smaller programs involve 100 youths per year. Larger programs involve approximately 2,000 youths per year.

About 75 percent of the youths serve during the school year, but 50 percent of hours are completed during the intensive summer program, averaging about 30 hours of service. The project duration ranges from half a day up to four weeks of full-time service. The average youth volunteer serves on three projects during the course of one year.



Intended Outcomes

The YVC model is based on research conducted in 1985 by the current YVC president, who visited existing service corps and interviewed leaders in the then-newly forming youth service field. YVC reports that several studies have demonstrated the program's effectiveness in reaching young people and helping them develop a sense of confidence in their own abilities as well as greater empathy for others.

Two intensive independent evaluations have been conducted on YVC. The first was funded by the W.K. Kellogg Foundation and conducted by Dr. Lynne Ford of the College of Charleston from 1992 to 1995. Results included impacts on youth attitudes regarding the experiences, learning and growth, and impacts on community. For 2003-2005, the Ewing Marion Kauffman Foundation has hired the Youth Policy Research Group to evaluate YVC impact. **G2G**

Glossary of Terms

Character Education: Promoting core values, proactive strategies, and practices that help children not only understand core, ethical values, but also care about and act upon them in all phases of school life (from the Service-Learning Clearinghouse).

Citizenship education: A comprehensive approach aimed at instilling in students the knowledge, skills, and dispositions necessary for effective civic participation — rather than only describing responsibilities of citizenship such as voting. (Education Commission of the States)

Civic education: Deepening the experience of service by connecting it to such fundamental American values as liberty, responsibility, and freedom. (Constitutional Rights Foundation, Citizenship Toolkit)

Community service: Service to the community that is not formally linked to the curricular objectives of a school or community-based organization.

Community youth development (CYD): A strategy of youth engagement where youths advance community development goals resulting in benefit to both youths and the community.

Community-based organization (CBO): An organization that is representative of a community or significant segments of a community and provides education or other services to promote community well-being.

Developmental assets: A research-based framework which measures positive relationships, opportunities, skills, and personal qualities that help young people thrive, avoid a wide range of high-risk behaviors, and become healthy, caring, and responsible members of society.

Formal, Informal and Nonformal Education: A set of terms used to capture the span of learning contexts for acquiring knowledge and skills: formal (as in schooling), nonformal (activities or programs organized outside the school context but directed to definite educational objectives, such as in community-based organizations) and informal (through self-directed, lifelong learning activities such as reading, and social contact where, for example, children learn adult roles by observing, assisting and imitating).

Higher order thinking: Thinking that stresses analysis, comparison, interpretation, application, debate, innovation, problem-solving, or evaluation of a line of thinking (from International Reading Association).

Meta-analysis: The analysis of the results of a collection of individual studies in order to draw general conclusions, develop support for hypotheses, and/or produce an estimate of overall program effects.

Multiple Intelligences: A theory by Howard Gardner that describes the broad range of capabilities (intelligences) used by humans in solving problems and creating things and ideas. Emphasizes the need to recognize learner differences in instructional design. Includes eight intelligences: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.

Service-Learning: A philosophy, pedagogy, and model for community development that integrates community service with intentional academic or personal development goals to enhance cognitive and social development, teach civic responsibility, and strengthen communities.

Social Capital: A concept advanced by sociologist James Coleman and political scientist Robert Putnam referring to the processes between people, which establish networks, norms, and social trust, and facilitate coordination and cooperation for mutual benefit.

Statistical significance: The level at which an investigator can conclude that observed differences are not due to chance alone; for example, a “p” value of .05 (also called significance at the .05 level) indicates that there is about 1 chance in 20 that the differences observed occurred by chance alone.

Title I: Federal Program that provides additional education services for student achievement for low income students and families.

Trend-level Analysis: Analysis of changes over time that do not necessarily reflect statistical significance at the 0.5 level.

Essential Elements of Service-Learning

The “Essential Elements of Service-Learning” was published by the National Youth Leadership Council in 1999 in response to a request from the Corporation for National Service (CNS) to provide a guide to creating, maintaining, and continuing improvement of service-learning programs. The essential elements were identified over a period of three years with the support and input of members of the National Service-Learning Cooperative, a group of 13 organizations funded by CNS and convened by NYLC to provide service-learning technical assistance. They have provided a basis for the creation of assessment tools and survey instruments to determine the quality of service-learning practice and level of organizational support at local, state, and national levels. For a complete copy of the “Essential Elements of Service-Learning,” contact NYLC at (651) 631-3672 or visit www.nylc.org.

The Essential Elements of Effective Service-Learning Practice:

- **Curriculum Integration:** Strengthens the connection between academic learning, including state and local standards, and service.
- **Academically and developmentally appropriate service:** Provides opportunities for students to learn skills and think critically.
- **Student assessment:** Is integrated into program design as an instructional tool, providing constructive feedback to enhance learning.
- **Genuine community needs:** Involves students in tasks that have clear goals, meeting genuine community needs identified by students and approved by the community, which is part of the students’ learning process and integral to the program design.
- **Program evaluation:** Involves all participants, and is summative (evaluating the end result) and formative (for ongoing program improvement).
- **Student voice:** Students have decision-making power regarding the selection, design, implementation, and evaluation of service projects. The teacher’s role is as a mentor, coach, motivator, and facilitator.
- **Diversity:** Participation in service projects that involve diverse groups is encouraged to enhance students’ ability to work with, learn from, understand, and communicate in positive ways with people whose backgrounds are different from their own.
- **Partnerships with community:** Clear communication of expectations among partners concerning outcomes, rules, roles, and responsibilities.
- **Preparation:** Students and teachers must understand their roles, the skills and information required, safety precautions, and sensitivity to the people they will meet in the community.
- **Reflection:** Students learn higher order thinking skills to connect their service experience to curricular objectives. Reflection activities must occur throughout the process — before, during, and after the service experience — and engage all participants.
- **Validation:** Post service acknowledgement and celebration of students’ service, as well as documentation of student service in academic transcripts.

The Essential Elements of Organization Support for Service-Learning:

- Effective service-learning is connected to and relevant to the district's mission: Service-learning as part of school- and district-wide curricula.
- School and district policies designed to promote quality service-learning practice: service-learning linked to the district and/or school mission statement.
- Organizational structure and resources:
 - Service-learning funded through the school and/or district budget;
 - District provides transportation for service-learning activities;
 - Schedule accommodates service-learning;
 - Administration actively supports service-learning;
 - School risk management plan covers service-learning; and
 - Provision is made for the coordination of school and/or district service-learning.
- Professional Development: Staff training in service-learning philosophy and pedagogy. Ongoing opportunities for staff to refine their service-learning practice.



Resources

Organizations

The following sampling of organizations and projects offer resources on service-learning, including curriculum guides, evaluation tools, funding sources, and other forms for support. Please see profiles in this report for additional resources. If readers know of additional useful resources, please contact mneal@nylc.org.

Academy for Educational Development
www.aed.org

American Youth Policy Forum
www.aypf.org

America's Promise – The Alliance for Youth
www.americaspromise.org

Campus Compact
www.compact.org

Compendium of Assessment and Research Tools (C.A.R.T.)
www.cart.rmcdenver.com

Center for Youth as Resources
www.cyar.org

CIRCLE (Center for Information and Research on Civic Learning & Engagement)
www.civicyouth.org

Close-Up Foundation
www.closeup.org

Corporation for National & Community Service
www.nationalservice.org

Education Commission of the States
www.ecs.org

Exemplary Youth Ministry
www.exemplarym.com

Independent Sector
www.independentsector.org

The Innovation Center for Community & Youth Development
www.theinnovationcenter.org

John Gardner Center for Youth and Their Communities
gardnercenter.stanford.edu

John Glenn Institute for Public Service and Public Policy
www.glenninstitute.org

National 4-H Council
www.n4h.org

National Commission on Service-Learning
www.servicelearningcommission.org

National Crime Prevention Council
www.ncpc.org

National Dropout Prevention Center
www.dropoutprevention.org

National Service-Learning Clearinghouse
www.servicelearning.org

National Service-Learning Partnership
www.service-learningpartnership.org

National Youth Leadership Council
www.nylc.org

Points of Light Foundation
www.pointsoflight.org

Project Ignition
www.sfprojectignition.com

Search Institute
www.search-institute.org

State Education Agency K-12 Service-Learning Network (SEANet)
www.seanetonline.org

State Farm Companies Foundation
www.statefarm.com

USA Freedom Corps
www.usafreedoms corps.gov

University of Berkeley Service-Learning Research and Development Center
www.gse.berkeley.edu/research/slc/

W.K. Kellogg Foundation – Learning In Deed
www.learningindeed.org

Youth Action Net
www.youthactionnet.org

Youth Action Research Institute/Institute for Community Research.
www.incommunityresearch.org/research/yarao.htm

Youth Activism Project
www.youthactivism.com

Youth on Board
www.youthonboard.org

Youth Service America
www.ysa.org

Youth Venture
www.youthventure.org

2003 Table of Contents

Introduction	1	Service-Learning Preparation	
<i>John Glenn</i>		in Preservice Teacher Education	27
Foreword	3	<i>Marybeth Neal and Jeffrey Anderson</i>	
<i>Kathy Havens Payne</i>		Service-Learning	
A Time to Serve, A Time to Learn:		International Perspective	39
New Roles for Youth	5	<i>Jim Kielsmeier</i>	
<i>Jim Kielsmeier</i>		State of Service-Learning Research:	
Service-Learning in K-12 Education	7	A Phenomenological Approach	29
<i>Marybeth Neal</i>		<i>Marybeth Neal</i>	
Service-Learning in Higher Education:		Service-Learning Policy	33
Trends, Research and Resources	12	<i>Marybeth Neal and Jeff Miller</i>	
<i>Erin Bowley with Jennifer Meeropool</i>		Longitudinal Indicators from Programs ...	35
Overview of What is Known		State of the States:	
About the Scope of Community-Based		An Outline	36
Service-Learning in the United States	17	<i>Nelda Brown, Jim Kielsmeier, Marybeth Neal,</i>	
<i>Lawrence Neil Bailis, Ph.D.</i>		<i>Stan Potts and State Correspondents</i>	
Faith Communities:		Resources Available from the	
Untapped Allies in Service-Learning	20	National Youth Leadership Council	43
<i>Eugene C. Roehlkepartain</i>		National Youth Leadership Council	
		Publication Order Form	44

G2G™

*“[R]ecognize that he who is greatest among you shall be your servant. That’s your new definition of greatness. And ...by giving that definition of greatness, it means that **everybody can be great, because everybody can serve.** You don’t have to have a college degree to serve. You don’t have to make your subject and your verb agree to serve. You don’t have to know about Plato and Aristotle to serve. You don’t have to know Einstein’s theory of relativity to serve. You don’t have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love. And you can be that servant.”*

—DR. MARTIN LUTHER KING’S FEBRUARY 4, 1968, SERMON AT THE EBENEZOR BAPTIST CHURCH IN ATLANTA.
WASHINGTON, JAMES M., ED. *A TESTAMENT OF HOPE: THE ESSENTIAL WRITINGS AND SPEECHES OF MARTIN LUTHER KING, JR.*
(SAN FRANCISCO: HARPER COLLINS, 1991), 265-66.



National Youth Leadership Council

1667 Snelling Avenue N.
Suite D300
St. Paul, MN 55108
(651) 631-3672
www.nylc.org