Dear Service-Learning Community,

I am pleased to introduce the State Farm State of Service-Learning Project. This project is designed to develop a system for collecting data on service-learning, an innovative teaching technique. Service-learning is “academics in action” because it combines classroom lessons with community projects, building students’ academic achievement as well as their civic engagement.

The State of Service-Learning Project will lead to the creation of much needed annual reviews of the state of service-learning. This project will be a key way to publicize the progress of service-learning as a strategy to promote the public purpose of education.

The Project carries forward the momentum of the National Commission on Service-Learning, sponsored by the W.K. Kellogg Foundation and the John Glenn Institute for Public Service and Public Policy at The Ohio State University. That Commission challenged the country “to ensure that every student in kindergarten through high school participates in quality service-learning every year as an integral and essential part of the American educational experience.” Documenting the impact of service-learning is essential to realizing this challenge. That is why this ambitious initiative is so important.

I hope you examine the Project’s preliminary report with care and respond to its call for participation. You can participate in many ways, including contributing feedback on existing indicators of progress, or suggesting additional indicators and other sources of data to consider. The first full report is scheduled for presentation at the 2004 National Service-Learning Conference and will be available online at www.nylc.org to facilitate continuous input and improvement.

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.

John Glenn
Chair
National Commission on Service-Learning

For copies of the National Commission on Service-Learning Report, Executive Summary or video, contact the W.K. Kellogg Foundation at 1-800-819-9997 or request by email at WKKFORD@iserv.net.

To participate in the Project or to learn more, please contact us at soslp@nylc.org or visit us at www.nylc.org.
Dear Friends,

It is my pleasure to introduce the State Farm State of Service-Learning Project: An Introduction. While this is only the first in a series of Project Reports, it is an important step in introducing the framework that will document and enhance understanding of the field of service-learning. In launching this multi year project, State Farm affirms its commitment to building strong communities by engaging all citizens - young and old - as active contributors to the common good.

State Farm is the #1 provider of auto, boat, and home insurance in the United States and is a leader in life insurance and financial services as well. State Farm’s mission is to help people manage the risks of everyday life, recover from the unexpected, and realize their dreams. We achieve our mission through the products and services we offer, as well as through our involvement in and commitment to the community. We make it our business to be like a good neighbor, helping to improve the quality of life in the communities where our associates live and work.

The State Farm Companies Foundation is an independent private foundation primarily committed to education and funds education initiatives, including our support for service-learning. The State Farm Companies Foundation focuses on helping to raise the level of student achievement in our elementary and secondary schools, as well as supports key higher education initiatives.

The State Farm State of Service-Learning Project is built on over two decades of research, policy development, and practice - and the dedicated work of countless individuals. Government, schools, non-profits, higher education, private philanthropy, and corporations have all played important roles in creating today’s world of service-learning. This is truly an exciting time for service-learning and State Farm is pleased to join with so many valued collaborators in launching this initiative.

Please take this opportunity to join with State Farm, the National Youth Leadership Council, and other partners in the field by accepting this invitation to examine and help us capture the scope and scale of service-learning at the local, state, national, and even international levels. I encourage you to reflect on the state of service-learning in your community so that you can contribute to future reports and, in addition, enable even more young citizens to learn and grow while making positive contributions to their communities through service-learning.

The State Farm Companies Foundation and the associates and agents of State Farm are proud to sponsor the State of Service-Learning Project and look forward to its continued development.

Sincerely,

Kathy Havens Payne
State Farm Insurance
The normative authentic engagement of youth in useful roles represents an emerging social compact between generations that acknowledges the capacity and responsibility of the youngest members of society as enfranchised citizens.
A Time to Serve, A Time to Learn: New Roles for Youth
by Jim Kielsmeier

Introduction
St. Louis, not surprisingly, was scorching hot in June 1982. I was working with a team of high school youths preparing to mentor 3,000 middle school students, five days a week, for ten weeks of the summer. The high school students were making summer school happen for elementary students that summer and they took their positions very seriously. Their training began each day with an aerobic exercise activity involving music and movement. Eventually the older students would lead these exercises for their younger, inner city counterparts.

Derek Jackson, a 16 year old, was always there on time. Six feet two inches tall, strong and quietly determined, he could have been a tight end on the football team. One day at aerobics, I noticed Derek suddenly leave the gymnasium. I followed and found him outside on the steps. He said he’d been accidentally kicked in the aerobics class. I kidded him, “What kind of an excuse is that?” Derek stood up stiffly and replied, “My leg really does hurt!” He then rolled up his pants leg, exposing a jagged bullet hole in his calf – still oozing blood. As we drove to the hospital, I told this story here because Derek Jackson epitomizes the millions of people, his age and younger who are pioneering new roles for themselves in society: from passive students and gullible consumers to active learners and engaged citizens. The youths of this country are serving on the front line of community need as never before. Schools, colleges and community-based organizations have sought to tie this strong desire “to be of use” to academic and civic outcomes through a way of teaching and learning we call service-learning.

Service-learning has certainly grown, but we know little about the level of practice across the country nor do we have reliable indicators of distribution by state and region. In discussing this project with our Editorial Board, to whom we are deeply indebted, we have received a great deal of encouragement and considerable commisseration. It is a daunting task to gather in the indicators of the scope and scale of service-learning. Which begs the question: Why do it?

Like the blind person and the elephant, we tend to understand service-learning based on where we have personal contact. Even more limited is the perspective of those who do not touch it at all, but can influence its future – parents, administrators, politicians, funders, etc. The State Farm State of Service-Learning Project is intended to reveal as much of the “service-learning elephant” as we can collectively touch, making service-learning transparent to a broad new audience through quantifiable indicators of practice. In the process we seek to gain both a broad new perspective on service-learning plus deeper insight on how and where it thrives.

Insights gained from the project will hopefully be useful to planners and policymakers as well as to those who just want to know more about service-learning in their state.

What are our presuppositions?
The Project supports definitions of service-learning that include the following three core elements:

- Engagement of youth in authentic, productive service;
- Involvement of both the service provider and recipient in key decision making; and
- Intentional, formal reflective activities leading to measurable outcomes, such as:
  - Increased understanding of civics or other academic content
  - Growth in character, self esteem, resilience, leadership, tolerance, social responsibility, and spiritual formation
  - Behavior change related to philanthropy, citizenship, prevention, social responsibility and increased social capital

What will we measure?
While we believe that service-learning must embrace all three core elements and is our primary measurement goal, the Project supports the idea that a spectrum of youth service, youth leadership, community service, youth development, youth governance, and community youth development practices (often generalized as pro-social youth development) are closely related to service-learning and often develop into service-learning as we have defined it. For example, a young person volunteering to improve a park by planting trees with their church winds up creating a park plan as a service-learning project tied to a biology class.

Conversely, service-learning practice can lead to pro social youth development behaviors not recorded as service-learning. For example, a student involved in tutoring a younger student as part of a service-learning option in English class, is motivated to volunteer on weekends teaching English to recent immigrants as part of a 4H club activity.

The key to inclusion in the State of Service-Learning Project is “Engagement of youth in authentic, productive service.” The normative authentic engagement of youth in useful roles represents an emerging social compact between generations that acknowledges the capacity and responsibility of the youngest members of society as enfranchised citizens. Through adult-sponsored service-learning and related pro social youth development approaches, we are recognizing youth as valued members of society expected and encouraged to engage in activities building social capital.

Prospectus for State Farm State of Service-Learning Project

Unlike previous reports, which tend to focus on the positive academic and behavioral impacts of service-learning on youth, the focus will be upon quantifiable levels of youth engagement and the impact of service-learning on communities. Through a review of the existing research and initial examples of service-learning programs from six states, we will begin to identify trends in both community impact and emerging best practices.

Continued...
The Project will be introduced at the National Service-Learning Conference in April 2003. An on-line version of the report will also be developed and will include features to make it possible for readers to add their comments, questions and share examples drawn from their own experiences. The on-line version will also facilitate the networking of service-learning practitioners who are working on similar projects or issues.

A second product will be the creation of an index on youth engagement with benchmarks based on the indicators we have identified. The purpose of the index is as a tool for states to use in assessing their progress in enabling youth to make positive contributions to their communities through service-learning and related pro-social youth development activities.

Proposed next steps

- Delphi study on pro-social youth development indicators as a way to address Learning In Deed recommendations concerning the “public purpose of education” (recommendation 1) and “provide leadership roles for youth (recommendation 4).
- Further develop and pre-test a template to be used for the collection of data from every state, develop a report matrix for other states to join us in collecting data.
- Aggregation of state data to reveal a larger picture of the scale and scope of service-learning and to establish benchmarks
- Create a participatory on-line version of the 2004 annual report where respondents can enter in their feedback, data examples, etc. The feedback will be analyzed and incorporated into subsequent reports.
- Enhance information coming from state data with the development of survey questions to be inserted into larger nation-wide surveys on youth related issues. We will be collaborating with the Independent Sector on a survey scheduled to take place in September, 2003.

Contributors: Current and Future

Members of the Project Editorial Board have reviewed this initial product and serve as our “eyes and ears” in the larger community. In addition, we have engaged “correspondents” from particular states and programs who have volunteered information. We are seeking additional correspondents from states and programs who, in similar fashion, will contribute. Specific criteria and templates for inclusion will be developed over the next year and will be used in constructing the first State of Service-Learning Report in March 2004. Watch the NYLC website (www.nylc.org) for information on the Project and how you might become involved.
Service-Learning in K-12 Education
by Marybeth Neal

Background

Whether the origins of service-learning lie with the founding of the United States, Jefferson and DeToqueville, in 1916 with John Dewey’s philosophy of experiential education, or in the tides of the turbulent 1960s, service-learning is making its mark on American culture and society.

The practice of service-learning, while still not exactly a household word, has grown exponentially since 1984, when the first nation-wide study of service-learning indicated that the percentage of high schools offering service programs was 27% and the percentage of high schools offering service-learning (defined as service tied to the academic curricula) was 9%.

Fifteen years later, these numbers have skyrocketed. In 1999, the year of our last national survey, the number of public high schools offering service was 83% and 49% of all public high schools offered service-learning. Spanning the entire K-12 spectrum, students in 64% of all public schools participated in community service activities recognized and/or arranged by the school. Students in 32% of all public schools participated in service-learning as part of their curriculum. The 1999 National Center For Education Statistics Fast Response Survey System (NCES FRSS) estimated that this means that nearly 12,605,740 students participated in service-learning, a number that has probably increased since 1999.

A further indication of the growth, possibly reflecting the institutionalization within school budgets and policies, are the 84% of public schools who reported that they did not receive outside financial help for their programs. Of those receiving financial help, most schools received funding from corporations in the form of grants and contributions (43%). Funding from Learn and Serve America was the least mentioned (10% of schools).

Public Support for Service-Learning and the Need for Increased Understanding of Service-Learning and Its Impacts

A great deal of public support exists for service-learning, but only after it is explained. The 1999 Roper Starch public opinion survey indicated that nine in 10 Americans support service-learning being included in their local school, after being presented with the following definition of service-learning:

[S]tudents, as part of their education, strengthen academic skills and build civic responsibility by using what they are learning in school for community projects.

Of public schools receiving any special grants or other special funding to support service-learning and/or community service activities, percent receiving various sources of funding: Academic year 1998-1999

- Learn and Serve America: 29%
- AmeriCorps: 11%
- Other federal/state grants: 38%
- Foundation grants: 43%
- Corporate/business grants or contributions: 37%
- Other: 10%

Gauging Support for Service-Learning

In service-learning, student, as part of their education, strengthen their academic skills by using what they are learning in school community projects. With this in mind, how likely would you be to support service-learning in your local public schools? Would you be very likely to support it, somewhat likely, not too likely, or not at all likely to support it?

- Very likely: 44%
- Somewhat likely: 29%
- Not too likely: 7%
- Not at all likely: 2%
In late 1998 and 1999, Learning in Deed commissioned a “snapshot” of public perceptions about service-learning using various types of opinion research, including focus groups and a media scan. While it should not be considered a comprehensive study on public opinion, it does give an idea of the range of perceptions about service-learning that exist. The media scan reviewed articles written in 1997 and 1998 and determined that 41% had accurate definitions of service-learning, while 46% had no definitions and 11% had inaccurate definitions. Over 50% of articles described service-learning in a favorable way, while 4% of articles were negative. Of those articles that were negative towards service-learning, most of these confused service-learning with mandated service.

Perhaps the most widely used definition of service-learning is provided in the National and Community Service Act. It defines service-learning as an educational experience with the following attributes:

- Students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with school and community;
- It is integrated into the students’ academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- It provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- It enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

**Service-learning and Community Service**

A common misunderstanding is the distinction between community service and service-learning. One way to distinguish between community service, internships, and service-learning is by examining our assumptions as to who the primary “beneficiary” is supposed to be. In community-service, the recipients of the service are the beneficiaries. In internships, such as student teaching, the primary beneficiaries are the students. In service-learning, both service recipients and those engaged in service are co-beneficiaries. In service-learning, service-recipients receive meaningful service and the student “servers” receive an enhanced education because they get to apply skills learned in the classroom in real-life situations.

Reasons for Encouraging Service-Learning or Community Service

1. **Community Service**
   - To help students become more active members of the community.**
   - To increase student knowledge and understanding of the community.*
   - To meet real community needs or foster relationships between the school and surrounding community.*
   - To encourage student altruism or caring for others.**
   - To improve student personal or social development.
   - To teach critical thinking and problem solving goals.**
   - To increase career awareness and exposure among students.*
   - To improve student participation in and attitudes toward school.

2. **Service-Learning**
   - To help students become more active members of the community.**
   - To increase student knowledge and understanding of the community.*
   - To meet real community needs or foster relationships between the school and surrounding community.*
   - To encourage student altruism or caring for others.**
   - To improve student personal or social development.
   - To teach critical thinking and problem solving goals.**
   - To increase career awareness and exposure among students.*
   - To improve student achievement in


* p<.05 for service-learning administrators’ vs. community service administrators’ choice of the given reason.
** p<.05 for service-learning administrators’ vs. community service administrators’ choice of the reason as one of their top three reasons.

Continued...
Service-Learning in K-12

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Service-Learning as a Philosophy, Community Development Model and Teaching Strategy

Perhaps one of the reasons that may account for both confusion over its definition, as well as the enthusiasm of its advocates, is that service-learning is not just a teaching method. Jim Kielsmeier describes service-learning as a philosophy, a community development model, and a teaching and learning method:

As a philosophy, service-learning embraces young people as a community resource and asset. It views all people in a democratic society as citizens with the capacity to contribute—no matter their age.

As a community development model, service-learning takes on real issues such as pollution control, hunger and homelessness, and diversity. Communities change for the better when service and learning are joined.

As a teaching and learning method, service-learning is a form of active learning that values critical thinking and problem solving. Research shows that when service-learning is effectively implemented students gain in measures of academic achievement, citizenship, and character. 1

Origins of Service-Learning

The interest in service-learning as an educational strategy for K-12 students is often traced to the Progressive Education movement of the early twentieth century. John Dewey’s emphasis on the “continuity of experience” supported the idea that learning in the formal classroom should be enhanced by applying that knowledge in real-life contexts. 2 William Kirkpatrick, a follower of Dewey, developed the “Project Method” which emphasized that students should apply classroom knowledge to the “real world” in the context of service to meet real community needs. 3

Early interest in experiential education was perhaps more philosophical than focused on implementation, but by the 1960s and 1970s, there was increasing concern over the purpose and meaning of schooling. At the same time, John F. Kennedy’s famous dictum “ask not what your country can do for you, but what you can do for your country” was put into practice by increasing numbers of young people who worked to address problems of illiteracy and poverty by joining the newly created Vista, Peace Corps, and other organizations that placed young people in service settings. Entities such as the National Association of Secondary School Principals and at least three national advisory committees, including the National Panel on Youth of the President’s Advisory Committee, the National Commission on Resources for Youth, and the National Panel on High School and Adolescent Education, criticized schooling for isolating students from real life, suggesting that this isolation results in youth who are alienated from society. Schools, according to this view, have a responsibility to integrate students into adult roles.

Community service came to be viewed as a teaching strategy that increased student understanding of the relevance of schooling and provided opportunities for young people to transition into adult roles and responsibilities.

Service-Learning and Its Relationship to Educational Reform

In the 1980s, concerns about the effectiveness of schooling increased, as evidenced by the publication of A Nation At Risk and focused public attention on the difficulties schools seemed to have in providing a solid education for many students. For some, this led to what has become known as the “back to basics” movement with an emphasis on basic subjects where achievement is measured by test scores. At the same time, however, others in the educational field, such as Ernest Boyer continued to see the problem as a disconnect between the learning that takes place in the formal classroom, the lives of young people, and the wider society. In his book High School, Boyer asserted that the way to get students to become responsibly engaged, both in their studies as well as in civic life, was through community service. The divisions between those advocating experientially-based education and those taking a more “back to basics” approach with an emphasis on standards-based curriculum were never totally separate. Indeed, as service-learning emerged as a field of inquiry, studies were conducted that demonstrated the connection between service-learning and increased academic success.

Studies abound that show service-learning participation is associated with higher scores on state basic skills tests and higher grades. To this end, many states have used their Learn and Serve funds to develop curriculum materials that use service-learning as a strategy to meet state standards. In addition to the use of service-learning as a response to concerns mentioned in A Nation at Risk, teachers and school administrators have successfully used service-learning as a teaching strategy/method within many ESEA (Elementary and Secondary Education Act) programs, such as Title I, Title IV Safe and Drug Free Schools, and Character Education.

Learn and Serve America - A Catalyst for the Development of Service-Learning

In 1990, the National and Community Service Act became law. The 1991 legislation that created Corporation for National Service and led to the creation of Serve-America, which evolved into Learn and Serve America. In 1993 the National and Community Trust Act provided ongoing funding for service-learning through state education agencies (SEAs) and state commissions for national service. The legislation also funds community-based and higher education service-learning, National Service-Learning Leader Schools, the Presidential Youth Service Awards and Scholarships, and the National K-12 Clearinghouse.

Continued...
Impacts of K-12 Service-Learning

Impacts of K-12 service-learning point to its utility as a educational strategy in the pursuit of a wide variety of civic, academic and behavioral educational goals. The material presented below is based largely on the research briefs prepared by Shelley Billig of RMC Research as part of the W.K. Kellogg Foundation’s Learning In Deed Initiative. In the research brief, Billig presents an impressive list of the ways service-learning contributes positive impacts in a wide variety of areas supported by many examples of research. The research studies are organized into six categories:

- The impact of student personal development (including reducing the likelihood of “at risk” behaviors and ethnocentrism);
- The impact on civic responsibility;
- The impact on academic learning (including increased engagement with school and increased attendance, as well as improved grades and test scores);
- The impact on career exploration and aspirations;
- The impact on schools (including greater mutual respect between teachers and students, and improved overall school climate); and
- Impact on communities (including increased positive attitudes between students and community members, where the community members view youth as valued resources to the community).

In a preliminary draft of Billig’s review, she notes that, at the time that she collected the research for the research brief, no research had been identified with negative impacts, and only a few studies showed no impact or no sustained impact over time.

Increased engagement in school and motivation to learn

Students who engaged in service-learning came to class on time more often, completed more classroom tasks, and took the initiative to ask questions more often. Weiler et al found that students in over half of the high quality service-learning schools studied showed moderate to strong positive gains on student achievement tests in language arts and/or reading, engagement in school, sense of educational accomplishment, and homework completion. Stephens found that elementary and middle school students who participated in service-learning had improved problem-solving skills and increased interest in academics.

Civic Engagement

Of particular interest to the State of Service-Learning Project is the research that goes beyond the context of the school, school engagement and a primary focus on the student, to explore the impact of service-learning activities on youth-community engagement. Recently there has been a growing interest to research “civic engagement” and service-learning. This is not a new interest or concern, as the literature from the 1970s mentioned previously, where the lack of student engagement with...
society and the need to help youth transition into adulthood was a concern of several national panels. However, since the 1970s, the field of service-learning has matured considerably and the potential for service-learning to help make positive community impacts, promote democracy, and encourage positive youth-community inter-relationships has become more firmly established.

A sampling of recent studies on civic engagement includes Morgan and Streb’s study involving pre and post-test surveys of over 200 high school students who participated in service-learning projects in ten different Indiana schools. A key finding was the importance of “youth voice.” They found that the more responsibility and decision-making power that was given to students for the design and implementation of the service-learning project, the greater the likelihood that students would be politically engaged, socially active, and respect people different from themselves. In the Learning In Deed Issue Paper Integrating Youth Voice in Service-Learning, the authors echo the findings of Morgan and Streb, identifying youth voice as a key element in service-learning, without which the potential of service-learning is thwarted. Citing a national study of 1,000 randomly selected young people who had participated in either service or service-learning, without which the potential of service-learning is thwarted. Citing a national study of 1,000 randomly selected young people who had participated in either service or service-learning programs that showed that their commitment to service and community building had declined over time as an example, the authors write:

When youth voice is missing from a service program, young people may feel more discouraged and alienated. To them, service becomes just one more place in their lives where their ideas are not respected and their contributions are unimportant.

Social Capital
Related to the idea of civic engagement is “social capital” as presented by Robert Putnam in his book Bowling Alone. The degree to which communities operate as networks of people who trust, respect, and support each other is the degree to which the social capital of the community can be said to be strongest. Social capital is enhanced by the networks of support created through service-learning activities. Several studies show that community members who partner with schools in service-learning projects improve their attitude towards young people, viewing them as valued resources and positive contributors to the community.

References
3. NCES. Statistics in Brief. September 1999.11.
4. NCES. Statistics in Brief September 1999.11.
Introduction

This article seeks to provide an overview of service-learning in higher education. It begins with a brief history of important events in the twentieth century that contributed to the current state of service, service-learning, and campus civic engagement. An overview is presented on the average numbers of students and faculty involved in service and service-learning, institutional structures that support service-learning, and the most common areas of focus, based on work by Campus Compact. An overview of important developments in research on service-learning and civic engagement follows. National organizations that contribute to the development of service-learning are listed, followed by a description of important national initiatives such as Campus Compact's Integrating Service With Academic Study Project, the American Association of Higher Education's project on service-learning in the disciplines, and national developments in the use of federal work-study for community service. Finally, a partial list of resources and websites for service-learning in higher education is presented.

Early Milestones For Service-Learning in Higher Education

Active, community-based learning in both higher education and K-12 schools traces its roots to the Progressive Education movement of the early twentieth century and innovators such as John Dewey. It is not until the 1960s, however, that formal support structures for service-learning in higher education—such as funding and professional development events—emerge and involve multiple higher education institutions.

Key milestones in the development of service-learning in higher education through the early 1990’s include:

1965 College work-study programs established
1966 “Service-learning” phrase used to describe a TVA-funded project in East Tennessee with Oak Ridge Associated Universities
1969 Atlanta Service-Learning Conference held (sponsors included Southern Regional Education Board, U.S. Dept. HEW, City of Atlanta, Atlanta Urban Corps, Peace Corps, and VISTA)

1971 The National Center for Public Service Internships and the Society for Field Experience Education were established (these two merged in 1978 and later become the National Society for Experiential Education, adopting service-learning as one focus in 1987.)

1982 National Youth Leadership Council formed, eventually hosting a campus service initiative in Minnesota
1984 Campus Outreach Opportunity League formed
1985 Campus Compact formed
1989 Wingspread Principles of Good Practice in Service-Learning written

1990 National and Community Service Act of 1990 authorized funding for service in higher education through Serve America (later Learn and Serve America)
1993 Service-learning network formed on the internet, hosted by the University of Colorado Peace Studies Center

Significant Growth in the 1990’s: From Service to Engagement

Since the early 1990’s, a tremendous number of resources have emerged in the field of service-learning in higher education, and the number of students, faculty and institutions involved has significantly grown. Hundreds of articles, books, toolkits, and research papers provide guidance to educators, students and community partners. Professional development events are regularly available to support learning and networking. Funding from federal, state, local, and private sources helps service-learning practitioners build programs, conduct research, and disseminate best practice.

Programmatic and philosophical changes in the 1990s have slowly shifted the focus of many institutions from co-curricular student service to include significant initiatives that combine service with academic study. Most recently, greater attention has been paid to the broader idea of campus civic engagement.

Recent milestones demonstrating this interest in civic engagement include the release of Campus Compact’s President’s Declaration on the Civic Responsibility of Higher Education in 1999, the first Student Wingspread Summit on civic engagement in 2001, the creation of the Center for Information and Research on Civic Learning and Engagement (CIRCLE) in 2001, and the launch of Campus Compact’s “Raise Your Voice” campaign promoting student civic engagement in 2002.

National Trends Among College and University Programs

The majority of what is known about national trends among colleges and universities is available through the work of Campus Compact (additional information on Campus Compact is available in the Organizations section of this article). Each year, Campus Compact conducts a Members Survey to gather data on activities, structures and priorities. While Campus Compact’s 914 member institutions do not include all institutions of higher education in the nation, its members represent all types of institutions and are geographically dispersed.

The following information was provided by Campus Compact, based on member surveys since 1991.

Growth In Student and Faculty Participation

The number of college and university members of Campus Compact has grown from 235 in 1991 to 914 in 2003. The number of students involved in service has also grown from an average 10 percent of the student body in 1998 to 33 percent just four years later in 2001. In 1991, 59 percent of campuses reported the extent of their faculty’s involvement in developing service opportunities for students as “little” or “not at all.” In 2001, 87 percent of campuses offered service-learning courses. On average, institutions offered 27 of these courses.

According to two American Association of Community Colleges national surveys, nearly 50 percent of all community colleges offer service-learning in their curricular programs. Another 35-40 percent of colleges are interested in starting service learning programs.

Continued...
Higher Education

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**Percentage of institutions that provide support for faculty engagement in the following ways** (based on the 2001 survey):
- 64% Provide reflection and assessment materials
- 62% Make curriculum models and syllabi available
- 57% Encourage faculty to attend service-learning conferences
- 56% Offer faculty workshops
- 46% Provide grants to faculty for curriculum redesign
- 35% Discuss service-learning during faculty orientation
- 29% Provide faculty incentives for service-learning
- 28% Recognize faculty with service awards
- 16% Consider service-learning in tenure and promotion

**Infrastructure and Leadership**
An important factor in service-learning development in higher education is the infrastructure and professional leadership available to coordinate and support it. Often, this infrastructure takes the form of an established office for service or service-learning. In 1991, 15 percent of Campus Compact’s members had such an office. In 2001, 72 percent of institutions had an established community service office. The number of full-time staff and the budgets for these offices have also grown.

**Highlights in Research on Service-Learning and Civic Engagement**
Twenty years ago, relatively few research studies existed on service-learning in higher education. One of the first studies was commissioned in 1989. Members of Campus Compact’s Executive Committee commissioned Tim Stanton of Stanford’s Haas Center for Public Service to complete a study of faculty attitudes toward integrating community service into teaching and research. The report, *Integrating Public Service with Academic Study: The Faculty Role* found “if community service was to become successfully institutionalized on campuses, it must be directly linked to the academic mission of higher education.”

An increasing number of individual and institutional research efforts emerged in the mid-1990s. Formal research projects, dissertations, informal studies, conferences, and organizations are available to...
supplement what we know about service-learning, civic engagement, and their effects on students, faculty, and institutions. An area in need of increased research efforts is the effect of service-learning on community organizations and people in communities. Civic engagement is also an area that deserves much more research attention in coming years.

The organizations and studies listed below comprise a partial list of resources and examples of research on service-learning and civic engagement.

The Center for Information and Research on Civic Learning and Engagement (CIRCLE)
www.civicyouth.org

Founded in 2001, CIRCLE promotes research on the civic and political engagement of Americans between the ages of 15 and 25. CIRCLE provides grants to researchers and is also a clearinghouse for relevant information and scholarship. CIRCLE was founded with a grant from The Pew Charitable Trusts and is based at the University of Maryland’s School of Public Affairs.

The Michigan Journal of Community Service-Learning
www.umich.edu/~mjcsl

Initiated in 1994, the MJCSL is a refereed journal that publishes articles related to service-learning theory, pedagogy and practice. Its goals include encouraging research and pedagogical scholarship related to service-learning, and contributing to the academic legitimacy of service-learning. The editorial board consists of faculty from diverse disciplines at the University of Michigan and other institutions around the country.

Minnesota Campus Civic Engagement Study

This study was commissioned in 2001 by the Minnesota Legislature to better understand and document campus civic engagement at institutions across Minnesota. It is the first study of its kind in the nation. It relied on a system of thirty indicators of civic engagement to compare the work of diverse institutions in service, service-learning and civic engagement. The final report of the study will be released in April 2003. For more information, contact Julie Plaut at Minnesota Campus Compact at (651) 603-5084 or julieplaut@mnccampuscompact.org.

RAND Report: Combining Service and Learning in Higher Education
www.rand.org/publications/MR/MR998.1/

RAND was commissioned by the Corporation for National Service to complete a three-year evaluation on the Learn and Serve America Higher Education program. The final report on this study discusses impacts of Learn and Serve America Higher Education programs on students, communities, and institutions.

UC-Berkeley Service-Learning Research and Development Center
www.gse.berkeley.edu/research/slrdc

The Service-Learning Research and Development Center was established in UC-Berkeley’s School of Education in 1994 to help understand the implications of service activities on teaching, learning, and schooling. The Center sponsors the National Service-Learning and Civic Engagement Research Directory including information on research-related conferences, evaluation, funding, jobs, listservs, publications and surveys. The Center also disseminates a “National Service-Learning and Civic Engagement Research E-Newsletter.”

UCLA Higher Education Research Institution and Service-Learning Clearinghouse
www.gseis.ucla.edu/slc

The Clearinghouse is a part of the Higher Education Research Institute (HERI) in the Graduate School of Education and Information Studies at UCLA. Its website is designed to provide resources, tips and links to other sites that offer information on service-learning in higher education. HERI has completed fourteen studies that relate to service-learning in the past thirty years. HERI publications include:

- How Service-Learning Affects Students
- 2002 Freshman Survey Results
- Faculty Participation in Service-Learning
- Service-Learning Needs Assessment (of Learn and Serve Higher Education grantees)

Where’s the Learning in Service-Learning?
www.josseybass.com

This important book by Janet Eyler and Dwight Giles of Vanderbilt University was published in 1999. Their study explores service-learning as a valid learning activity. The study was based on data from a large national survey focused on attitudes and perceptions of learning, intensive student interviews before and after the service semester, and additional interviews to explore student views of the service-learning process.

Resource Organizations For Service-Learning in Higher Education

An array of national organizations promote and support service-learning in higher education.

Campus Compact
www.compact.org

Campus Compact is a national coalition of 914 college and university presidents committed to the civic purposes of higher education. To support this civic mission, Campus Compact promotes community service that develops students’ citizenship skills and values, encourages partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research. The Compact has produced hundreds of publications, sponsored hundreds of events and institutes, and launched special projects for student leaders, presidents, chief academic officers, and others. It has awarded $5.8 million in grants since 1992. The national office of Campus Compact in Providence, Rhode Island, is complemented by a network of 30 state Campus Compact organizations and the Campus Compact National Center for Community Colleges.

Campus Outreach Opportunity League (COOL)
www.cool2serve.org

Since 1984, this national non-profit organization has encouraged the development of campus infrastructure, resources and support for effective student engagement and campus-community partnerships. The mission of COOL is “to educate, connect, and mobilize college students and their...”
American Association of Higher Education (AAHE) Service-Learning Project

www.aahc.nche.edu

The American Association of Community Colleges has promoted the value of service learning since 1994. It received a Learn and Serve America grant to create its "Community Colleges Broadening Horizons through Service Learning" project. This project provides hosting an information clearinghouse, funds grants to create model programs, creates publications and provides technical assistance to community colleges and their partners. The Horizons project strives "to integrate service learning into the institutional climate of community colleges, and to increase the number, quality, and sustainability of service learning programs."

American Association for Higher Education (AAHE) Service-Learning Project

www.aahh.org

The AAHE Service Learning Project consists of a two-part initiative dedicated to the integration of service-learning across the disciplines. The project is anchored by a multi-volume series of books designed to provide resources to faculty wishing to explore community-based learning in and through the individual academic disciplines. The first of 18 books was published by AAHE in 1996. The second part of the initiative is described below.

AAHE-Campus Compact Consulting Corps

www.compact.org/faculty/consulting-corps.html

The AAHE-Campus Compact Consulting Corps was established in 2001 with support from the Corporation for National Service, to assist colleges and universities in becoming more effective proponents of social and civic engagement. Designed to serve as a major disciplinary and regional resource to service-learning faculty and engaged campuses, the Corps provides on-campus technical assistance and professional development for interested institutions. The Corps consists of twenty senior teacher-scholars, each a respected leader in the service-learning field.

Campus Compact’s Integrating Service With Academic Study Initiative

www.compact.org/faculty

The Project on Integrating Service with Academic Study, or ISAS, was started in 1989. It marks the shift in the work of Campus Compact from promoting community service outside the curriculum to an emphasis on service that is integrally connected to course content. With its curricular focus, ISAS is primarily concerned with the needs of faculty who adopt service-learning as a teaching methodology and seek to deepen its practice in their courses, in their departments, and at their institutions. Through ISAS, colleges and universities that are working to build community service into their teaching and research receive training, technical assistance, and targeted consultation services. Additionally, a course and syllabi database have been compiled and several publications have been produced to assist faculty in course development.

CampusCares

www.CampusCares.org

In 2002, a broad coalition of national higher education associations launched CampusCares, a project to "identify, recognize, and encourage the involvement of those on America's college campuses—students, faculty, administration, and staff—who serve their community and contribute to its well-being." CampusCares will highlight exemplary campus programs on its website. Collectively, the higher education associations in CampusCares represent every one of the 3,600 colleges and universities in the United States.

Council of Independent Colleges’ “Engaging Communities and Campuses” Program

www.cic.edu/caphe/grants/engaging.asp

The Council of Independent Colleges has worked to support college-community partnerships and service-learning for nearly a decade. The Engaging Communities and Campuses program assists
independent colleges and universities to establish partnerships with community organizations that can enhance experiential learning activities while addressing community needs. The initiative’s central activity is a competitive grants program, complemented by regional teaching and learning workshops and a web-based effective practices network.

Federal Work-Study and Service

See www.compact.org/national/workstudy-index.html for more information.

The Economic Opportunity Act of 1964 included a section on Work-Study Programs, whose goal was to “stimulate and promote the part-time employment of students in institutions of higher education.” Students were allowed to work for the institution itself or for nonprofit organizations. Beginning in fiscal year 1994, institutions receiving federal work-study funds were required to use “at least 5 percent of the total amount of funds granted to such institution… to compensate students employed in community service.” Beginning in fiscal year 2000, the community service requirement increased to 7%. The bill also required colleges receiving federal work-study funds to have a children’s or family literacy project that employs work-study students as tutors. At that time, President Clinton created the America Reads Challenge to promote literacy partnerships between higher education institutions and communities.

President Bush has called on colleges and universities to increase the mandated percentage to 50% over time. In 2002, Campus Compact received funding from the Corporation for National and Community Service to conduct focus groups on the challenges and opportunities in administering the community service portion of the federal work-study program. Campus Compact compiled findings from the focus groups and drafted a set of Principles of Best Practice to help campuses improve their community service Federal Work-Study program.

National Service-Learning Clearinghouse

www.servicelearning.org
The Learn and Serve America National Service-Learning Clearinghouse (NSLC) supports the service-learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies. The Clearing-house provides materials, references, referrals, and information. The National Service-Learning Clearinghouse is a project of ETR Associates and is funded by the Corporation for National and Community Service.

Raise Your Voice: Student Action for Change
www.actionforchange.org

Campus Compact’s “Raise Your Voice Campaign,” created in 2002, will engage over 250,000 college students in an effort to: “increase college student involvement in public life and connect these actions with a larger national student movement around civic engagement; document student civic engagement activities and issues that are important to college students; and mobilize higher education in a way that gives more voice to students and makes civic engagement central to student learning.” Activities include sponsoring a Raise Your Voice Week of Action each February, creating resource guides, building a coalition of national student organizations as partners; and providing funds for Student Leadership Teams in 14 states.
Overview of What is Known About the Scope of Community-Based Service-Learning in the United States

by Lawrence Neil Bailis, Ph.D. and Brad Lewis

Introduction

Community-based service-learning (CBSL) is the least well understood and least studied of the streams of service-learning. For example, the Corporation for National and Community Service has funded several overall national evaluations of the K-12 and higher education service-learning funding streams, but no comparable studies that focus primarily upon community-based organizations (CBOs). This paper provides a summary of the highlights of what is known and outlines some ideas for clarifying the picture in the future.

Definition of Community-Based Service-Learning

Since its inception, the service-learning field has struggled to distinguish between service-learning and community service, with the differences based primarily on the idea that the former is explicitly linked to formal learning objectives while the latter is not. It has been difficult enough to get this point across in the K-12 and higher education settings where the idea of learning objectives can be translated into “integrated into a curriculum” or “furthering the pre-existing objectives of the course.” This line gets blurrier when one considers young people providing services under the auspices of a non-profit CBO. But at least conceptually, the distinction is still central.

Secondly, community-based organizations have been the setting in which students have delivered services as part of K-12 and higher education service-learning from the outset. But at least for this paper, we are trying to restrict the term to service-learning programs in which primarily the CBO designs and implements the effort, a distinction which is also often the same as saying that the CBO has been the primary grant or subgrant recipient.

Finally, there have been long disputes about what kinds of non-profit organizations can be reasonably called “community-based”. But for the purposes of this paper, we include all non-profit, non-government organizations that are responsible for planning and operating service-learning programs.

The Scope of CNCS-funded Service-learning

The Corporation for National and Community Service (CNCS) provides funds for community-based service-learning in three ways:

- Support for national or regional non-profit community-based organizations, such as the YMCA of the USA, Big Brothers/Big Sisters, Constitutional Rights Foundation, Youth As Resources of Southwest ern Indiana, and the Youth Volun teer Corps, which use the funds for curriculum development and support of service-learning carried out by local affiliates;
- Support for State Community Service Commissions that make subgrants to local CBOs that provide service-learning; and
- Additional funding for CBOs that may come through subgrants made through the K-12 and higher education funding streams, i.e., subgrants (or sub-subgrants) to CBOs from grant-making entities, schools or school districts, and institutions of higher education.

Over the first eight years of its existence, CNCS has made over 170 grants to State Commissions and 60 grants to CBOs that act as grantmaking entities totaling in excess of $37 million. Some organizations have received more than one grant, so the actual number of different organizations that have received funding through these mechanisms is smaller than these totals. This represents just over 10% of CNCS’ $370 in funding for service-learning during this period of time. It is reasonable to believe that the vast majority of this funding has indeed gone to CBOs, although some subgrants (or sub-subgrants) may have gone to schools, school districts, or institutions of higher learning. There are no readily available estimates of the funding for CBOs that have come through the third alternative.

What can be said that goes beyond these figures? It is clear that the Corporation has been a major supporter of community-based service-learning, providing funding to more than half of the State Commissions to support CBO-based service-learning, and funded more than a half dozen national or state non-profit organizations to develop curriculum for their affiliates and/or to provide support for service-learning projects that are undertaken by their affiliates. The grant recipients and subgrant recipients have often demonstrated that they can provide highly sophisticated materials and programming.

As of this time, information about the subgrantees of the State Commissions does not exist in any central repository, and it is therefore difficult to generalize about the nature of the activities that have been supported, the quality with which the service-learning has been delivered, and the outcomes of these activities. Future research on CNCS-funded service-learning should presumably focus on efforts to obtain information about activities and subgrants from the grant-making entities and State Commissions.

Broader Perspectives on Community-Based Service-learning

How does the broader picture of community-based service-learning look? It is difficult to understand the scope of studies that have been conducted without an extensive review of the literature. This step should be undertaken despite problems finding relevant studies that meet the definition outlined at the beginning of this paper.

However, some insights can be obtained by reviewing the results of evaluations of individual community-based service-learning programs and a survey of community-based organizations conducted by the YMCA of the USA in 2002. The survey was sent out to contact people of several leading national community-based organizations and notices of the survey were sent out on several listservs. There were 128 respondents to this survey, but it is impossible to calculate a response rate or make any judgments about how well the responses represent the field without a fuller understanding of how many people received the survey. We can say that roughly three in every five respondents (61%) represented local community-based organizations and about one in eight (12%) represented national community-based organizations or coordinating groups.

Continued...
Overview

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University has been involved in studies of community-based service-learning carried out by the Constitutional Rights Foundation, Close-Up Foundation (Active Citizenship Today), Earth Force (the Community Action Problem Solving Program or CAPS), Do Something!, and the YMCA of the USA. But there needs to be a systematic review of at least the community-based service-learning that can be traced to one or more national funders.

The first step (the intense study of smaller geographic areas) could then be used to make estimates of the degree to which information about nationally funded efforts is typical or atypical of the broader universe of community-based service-learning programs.

Despite the limitations described above, we believe many insights (or perhaps working hypotheses) can be drawn from the YMCA survey sample, including the following:

- There is a substantial amount of community-based service-learning that goes on beyond those who receive funding from the Corporation for National and Community Service. (We base this conclusion on the fact that nearly two-thirds of the respondents in the survey (65%) did not identify themselves as grantees of the Corporation.)
- There are wide variations in the length of time that specific CBOs have been involved in providing service-learning. (We base this conclusion on the fact that just over half (54%) of the respondents had been providing service-learning for three or more years.)
- Community-based service-learning is provided by two different kinds of CBOs: general purpose CBOs that are integrating service-learning into their activities, and CBOs that were created to deliver service-learning. The former may be more prevalent. (We base this conclusion on the fact that roughly three-quarters (76%) said that they fit into the first category.)

The latter step would lead to contacts with grantees or funders to see what kinds of operating information is available (e.g., factors relating to quality of program administration, how many agencies have been involved, how many young people have engaged in service-learning) and results (outcomes for the [presumably] young providers of service-learning and the communities that they have been serving). We are aware of some of the literature in this realm since Brandeis

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**Sources of Outside Funding for Community-Based Service-Learning**

- Corporation for National and Community Service: 31%
- Other State Government: 13%
- State Education Agency: 15%
- State Commission on National and Community Service: 20%
- Local Government: 22%
- National Foundation: 13%
- Local or Regional Foundation: 29%
- National Business or Corporation: 16%
- Local Business or Corporation: 24%
- Other: 9%
- NA: 19%
- $0.00: 24%
- Up to $10,000: 19%
- $10,000 to $25,000: 18%
- $25,000 to $50,000: 13%
- More than $50,000: 26%

**Funding Levels for Community-Based Service-Learning**

- More than $50,000: 26%
- $25,000 to $50,000: 13%
- $10,000 to $25,000: 18%
- Up to $10,000: 19%
- $0.00: 24%

Given the circular nature of the problem—you can’t know the response rate without knowing how many CBOs received the survey (and more broadly, how many exist) and you can’t know how many CBOs are involved in providing service-learning without a good study—it would appear that the most effective next steps are:

- Develop an initial focus on a few smaller, well-defined geographic regions, such as states or metropolitan areas, and invest resources into efforts to start with lists of subgrantees or grantees and then ask them if they can identify others who are also engaged in community-based service-learning.

The latter step would lead to contacts with grantees or funders to see what kinds of operating information is available (e.g., factors relating to quality of program administration, how many agencies have been involved, how many young people have engaged in service-learning) and results (outcomes for the [presumably] young providers of service-learning and the communities that they have been serving). We are aware of some of the literature in this realm since Brandeis

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· There is wide variation in how CBOs themselves define service-learning. (We base this conclusion on the fact that less than 38% used the definitions contained in the National Community Service Trust Act, the essential elements of service-learning from the National Service-learning Clearinghouse, or created by the National Youth Leadership Council [NYLC].)

· Much of community-based service-learning is planned or carried out in association with school districts, colleges, or universities. (We base this conclusion on the facts that only about a third of the respondents (36%) said that they planned and implemented their service-learning projects on their own, that six of every seven (86%) say that they partner with public schools, and that about two-thirds (67%) say they partner with colleges or universities.)

· Substantial proportions of CBOs provide service-learning to students in K-12 schools and colleges and universities. (We base this conclusion on the fact that roughly a quarter (23%) said most of their service-learners were between 5 and 10 years old, four of every seven (56%) said most were between 11 and 14, roughly three of every five (59%) said most were 15-17, and just under half (45%) said most were 18-24).

· A wide range of institutions fund community-based service-learning.

· Much of community-based service-learning is carried out with little or no outside funding.

Conclusion

It is relatively easy to identify important questions about community-based service-learning, both in terms of its own operations and impact and in terms of comparisons with other streams of service-learning. For example, one can ask whether students participating in community-based service-learning are, all things being equal, more or less likely to achieving learning objectives or develop changed civic engagement attitudes or skills, and more or less likely to produce demonstrable benefits to the community. How does the quality of community-based service-learning compare with service-learning based in schools and colleges or universities? In addition, one can ask about the relative “bang for the buck” attained by providing service-learning through CBOs.

But the indisputable first step in getting a handle on questions such as these is to get a clearer idea of the extent and scope of community-based service-learning. To what extent are CBOs providing what we would call service-learning, what kinds of programming are they engaged in, and who are service-learners? As is described in this paper, more thorough literature reviews and geographically focused efforts to create a census of community-based service-learning programs are reasonable ways to get the ball rolling.
Faith Communities: Untapped Allies in Service-Learning
by Eugene C. Roehlkepartain

While a great deal of attention has been paid to the growth of youth service and service-learning in public education, another important area of growth has been largely overlooked within the movement: The growing commitment to youth engagement in serving others through their church, synagogue, mosque, parish, or other congregation.

Though there is anecdotal information about the scope and quality of congregation-based service-learning, fairly little research has examined this field. What we do know suggests that the faith community has embraced service as a core programming area for youth work, but that it has yet to embrace many of the principles and practices of effective service-learning. This article highlights the current scope, nature, and challenges of youth service within the faith community and suggests directions for further research, learning, and collaboration.

The Scope of Faith-Based Service

According to Independent Sector surveys, religious institutions provide a significant number of the volunteer activities for young people, and they are an important “entry point” for volunteer activities. Among young people who volunteer, 53 percent first learned about volunteer activities through their congregation. In comparison, 50 percent learned about activities through their school, 22 percent through a youth organization, 20 percent through a community group, and 47 percent through other settings. (Youth identified where they learned about each of their activities, thus many young people gave multiple answers.)

It is important to note that much of the volunteer activity that young people learn about through their congregation is to provide services within the congregation. Twenty-four percent of all young people’s volunteer assignments “in the past month” were activities within a congregation, such as participating in a choir, teaching religious classes, or being an aide to a clergyperson. However, young people also say that they get involved in a variety of other volunteer activities through their congregation, including human services and youth development. And 31 percent of volunteer assignments in human service organizations came through congregations, as did 18 percent of assignments in youth development organizations.

We also know that religious youth are almost twice as likely to engage in service as those who are not active in a faith community. Search Institute surveys of 217,000 6th to 12th grade youth during the 1999-2000 school year found that 60 percent of young people who attend services, programs, or other activities in a “church, synagogue, mosque, or other religious or spiritual place” at least one hour per week also say they serve in the community at least an hour a week. In contrast, only 36 percent of young people who are not active in a faith community are engaged in service to others at that same level. These findings are consistent with analyses of Monitoring the Future data on 12th-grade youth that show significant positive correlations between service and religious participation, even controlling for race, age, gender, rural/urban residence, region, parental education, number of siblings, and presence of father/male guardian in the household.

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In addition, Independent Sector found that only 40 percent of young people with no religious affiliation volunteer. However, 60 percent of Protestant Christian youth volunteered, compared to 63 percent of Catholic youth and 74 percent of youth affiliated with other religious traditions, including Judaism. While these levels of youth engagement do not tell us where religious youth engage in service-learning, they do point to a strong link between faith or spirituality and a commitment to serving others—a link that other researchers have examined in great detail.

Finally, we know that many congregations of all faiths are active in providing a range of social services, and we can speculate that young people are involved in many of these. A national study of 14,301 congregations of all faiths found both consistency and diversity in the types of social services that congregations offer (see Table 1).

**Congregation-Sponsored Service Activities**

We have already noted that congregations are a significant “entry point” for youth to get involved in volunteering and community service. Indeed, much of the growing emphasis on service in schools has been paralleled by a growing emphasis on service to others as an integral part of congregational youth work. It has also become a major part of the programming of denominations and national organizations engaged in religious youth work. Indeed, as early as 1991, Kenda Creasy Dean’s study of religious youth work in the United States described “the ‘other-directed’ ethos created by religious youth programs as another strength of today’s youth work. . . Youth participation in religiously sponsored service projects has increased dramatically in the past decade.”

Whereas the federal government collects extensive data on school-based community service, much less is systematically gathered about service opportunities for young people in congregations. However, a variety of studies of congregational youth as well as adult leaders suggest that youth engagement in service through their congregations may be widespread, though certainly not universal:

- Sixty-two percent of young people who participate in Catholic youth programs say they participate in community service projects in the parish “somewhat” or “very much.”
- A study of American Jewish teenagers found that 46 percent do volunteer or community service work.
- A smaller study of Jewish youth in Minneapolis found that 56 percent reported spending at least one hour in a typical week doing volunteer work outside the Jewish community during the school year. Only 29 percent said they spend that amount of time doing volunteer work within the Jewish community.
- Fifty-five percent of the young people surveyed by Search Institute in a study of five mainline Protestant denominations said their congregation emphasized reaching out to the poor and hungry, and 41 percent said their church emphasized involving members in helping other people.
- A Search Institute study of 500 religious youth workers found that 86 percent said their congregation offered youth community service projects at least once per year. Only 10 percent said their congregation offered projects at least once a month. In addition, 74 percent said their congregation offered mission projects.
- In contrast, surveys of religious educators in five mainline Protestant denominations indicated that only 47 percent of the congregations offered community service projects for youth in the current program year.
- A study of Lutheran churches found that, out of nine possibilities, service projects are the most common activity in Confirmation, with 62 percent of congregations including service projects in their programs.

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**Percent of Youth with Various Religious Affiliations who Volunteer**

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No religious affiliations who volunteer</td>
<td>40%</td>
</tr>
<tr>
<td>Protestant Christian youth volunteer</td>
<td>60%</td>
</tr>
<tr>
<td>Catholic youth volunteer</td>
<td>63%</td>
</tr>
<tr>
<td>Youth affiliated with other religious affiliations, including Judaism, volunteer</td>
<td>74%</td>
</tr>
</tbody>
</table>
These snapshots suggest that service opportunities in and through congregations are widespread, but certainly not universal. And, as in other settings where young people serve, not all young people who affiliate with a congregation are involved in its service activities. Yet many of the observers with whom we spoke say they’ve seen a noticeable increase in the focus on youth service in congregations in the past 20 years. Consider these examples:

Within the Jewish movements, social action and service projects that respond to the commitment to tikun olam (repair of the world) and gemilut chasadim (acts of loving-kindness) have become an integral part of informal youth work as it has developed in the past two decades. “One of the most central places where young people will rally around,” says Rabbi Dennis Eisner, formerly of Hebrew Union College—Jewish Institute of Religion in Los Angeles, “is the idea of doing something for people who need our help.” He notes that social action is one of the most popular tracks at the Union of American Hebrew Congregation’s national youth leadership development academy at UAHC Camp Kutz, and at least half of the youth who attend participate in a social action elective. Furthermore, the national Jewish youth organizations with chapters affiliated with individual synagogues, temples, and shuls (National Federation of Temple Youth, United Synagogue Youth, and the National Conference of Synagogue Youth) often have youth-initiated social action projects as the primary group activities at the local, regional, and national levels.

While some religious traditions have always emphasized service and justice issues in youth work, the focus on service now crosses a wide range of theological and faith traditions. One observer of the trends in youth service in Christian churches is Thom Schultz, president of Group Publishing, which has sponsored summer workcamps for church youth groups since 1977 and included more than 12,000 young people in camps in the summer of 1999. “When we began, [service] was a natural activity for youth groups from mainline churches, because mainline churches have always had as a hallmark social justice,” he recalls. “What has happened over the 20 years is that mainline churches no longer have an exclusive clutch on it as they once did. Now everyone is just as interested in [youth] service.”

Opportunities to Serve Through Congregations

Young people get involved in serving others or doing volunteer work through their congregation in many different ways. These different opportunities within congregations suggest how pervasive service involvement or volunteering has become in religious youth work. They also raise important questions about how service is defined, what it includes, and how different types of service or volunteering have different kinds of impact.

Within the congregation—A considerable amount of congregation-based youth service centers on the congregation’s programs and members. Indeed, 24 percent of all the youth volunteer work that is counted in Independent Sector’s research is service within the congregation. This category includes teaching in religious education (6 percent), being a choir member (4 percent), and being an aide to a clergyperson (3 percent). Furthermore, 37 percent of the young people surveyed said they had done volunteer work at a church or synagogue in the past year, compared to 35 percent who said they had worked on a community service project.

Service in the community—Many youth get involved in service in their community through their congregation. Some volunteer on their own, based on recommendations from leaders in their congregation. Others participate through service projects or activities operated or coordinated by the congregation. Many of these service activities are tied to holidays, the ritual calendar, or the church year.

National and international workcamps—Workcamps, work trips, mission trips, and trips to Israel tend to be the most visible and enticing service experiences for youth in many congregations. Not only do young people have opportunities to serve, but they also like the chance to get away from home. Furthermore, the intensive, retreat-like closeness within the youth group over several days or a week can have a powerful bonding effect.

The opportunities for these experiences abound. A Web search can locate literally hundreds of organizations sponsoring workcamps for youth (as well as adults). Some organizations are religious; others focus on specific causes. Without exception, the leaders we spoke with in national organizations and denominations that offer workcamp experiences have seen dramatic increases in participation across the past two decades. For example, Tom Bright, formerly of the Center for Ministry Development (which primarily reaches Catholic youth), says that the center’s summer workcamps, Young Neighbors in Action, has grown by 30 to 40 percent each year since it was begun in 1994. In 1999, the program involved almost 2,000 youth in 27 different camps.

Moving from Youth Service to Service-Learning

While it is clear that engaging young people in service is fairly widespread in congregations, there is much less evidence that such involvement is consistently rewarding, enriching, or effective. A decade ago, Search Institute wrote Beyond Leaf Raking: Learning to Serve/Serving to Learn, which was the first widely available resource that sought to infuse the principles and practices of service-learning into the congregational context. While this book has been widely distributed, there is no research available to determine whether service-learning principles are taking root deeply in the faith community.

Indeed, most observers say there is little evidence that congregations have moved beyond a traditional service project mentality. Writing from a Catholic perspective, Thomas Bright and John Roberto critique much of what they see in congregations: No component or program in youth ministry is more maligned or misused than service. Too often service projects serve in the unrewarding role of a parish requirement for the sacrament of Confirmation or a school requirement for graduation or course grade. Service becomes another “must” in the lives of youth. Many service projects are so poorly planned that they do more harm than good to youth and the people they are trying to help. . . . It is hard to believe this is what Jesus had in mind when he spoke of serving the needs of others.

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Thom Schultz of Group Publishing notes the missed opportunity when congregations “take their kids off and do a service project and perform some good work, and then simply go home.” The intentional opportunity to reflect on the service experience is essential for growth and learning, he affirms. “Serving and processing from a faith point of view have to go hand in hand.”

**Growing the Knowledge Base**

While we are not aware of major studies focused specifically on service-learning with youth in the faith community, there are several initiatives underway that will shed additional light on these topics in coming years. They include:

**National Study of Youth and Religion**— Led by Christian Smith at the University of North Carolina at Chapel Hill (with funding from the Lilly Endowment), this project is gathering basic information on youth participation in religion across all faith traditions. It will address information on types of service and justice involvement in congregations. For information: www.youthandreligion.org

**Faith and Service**—With support from the Pew Charitable Trusts, the National Crime Prevention Council and Baylor University are in the process of a major study (and formation of a technical assistance network) of the role of congregations of multiple faiths in addressing poverty as well as how community service impacts the faith of congregation members (including youth). For information: www.3.baylor.edu/CFCM

**Nurturing Children, Youth, and Families: A Survey for Congregations**—Search Institute is currently piloting a survey resource for congregations to use in assessing their strengths and priorities in nurturing children, youth, and families. We expect that this tool will help individuals in the faith community at large, and, ultimately, this society.

**A service-learning approach has tremendous potential for congregations. Not only does it provide an effective strategy for helping young people live out a central tenet or belief of every major world religion, but it can cultivate new, committed leaders for congregations, the faith community at large, and, ultimately, this society.**

**Request for Information**

NYLC and Search Institute are currently collaborating to develop a new resource for congregations on service-learning. If you are involved in a faith-based initiative or congregational youth program that has adopted service-learning principles and practices, please tell us about what you’re doing. We would also like to know about any other research or evaluations on service-learning in a religious context.

Send information to gener@search-institute.org.

**Web-Based Resources for Service-Learning in Faith Communities**

**National Study of Youth and Religion**

www.youthandreligion.org

**Faith and Service**

www.3.baylor.edu/CFCM

**Nurturing Children, Youth, and Families: A Survey for Congregations by Search Institute**

www.search-institute.org/congregations/pilotinfo.html

**Exemplary Youth Ministry**

www.exemplarym.com

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**References**

3. Hodgkinson and Weitzman, 56.
11. Nancy Lefort and Hayim Henkin, Shema: Listening to Jewish Youth (Minneapolis: Search Institute, 1998), 24, 30.
12. Eugene C. Roehlkepartain and Peter L. Benson, Youth in Protestant Churches (Minneapolis: Search Institute, 1993), 61.
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Continued...
Faith Communities

...Continued

**Congregations Sponsoring or Supporting Social Services in Selected Faith Traditions**

<table>
<thead>
<tr>
<th>Faith Tradition</th>
<th>Substance Abuse Programs</th>
<th>Community, Neighborhood Organizing</th>
<th>Thrift Store, Collect Clothes</th>
<th>Food Pantry, Soup Kitchen, Food Collection</th>
<th>Day Care, Preschool, After-School Program</th>
<th>Counseling or Hotline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mormon Wards</td>
<td>23%</td>
<td>31%</td>
<td>68%</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim Mosques</td>
<td>19%</td>
<td>31%</td>
<td>63%</td>
<td>69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roman Catholic Churches</td>
<td>19%</td>
<td>34%</td>
<td>63%</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historically Black Churches</td>
<td>26%</td>
<td>39%</td>
<td>51%</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evangelical Protestant Churches</td>
<td>21%</td>
<td>40%</td>
<td>63%</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate Protestant Churches</td>
<td>24%</td>
<td>45%</td>
<td>66%</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Protestant Churches</td>
<td>38%</td>
<td>57%</td>
<td>64%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** Author’s synthesis of data from the *Faith Communities Today* study by Hartford Seminary of 14,301 congregations from 41 denominations and faith groups. (Data on Jewish congregations from the study was not available at the time of writing.) Retrieved from www.fact.hartsem.edu.
An important component of an examination of the state of service-learning is to investigate the scale and scope of service-learning in preservice teacher education. As Skinner and Chapman write in the conclusion to their 1999 study “Service-Learning and Community Service in K-12 schools,” an important indication of the level of support for service-learning is the level of support for teacher training in service-learning (Skinner and Chapman 1999).

Degree to Which Service-Learning Occurs in Teacher Education

The 1998 survey conducted by the National Service-Learning in Teacher Education Partnership (NSLTEP) found that more than 225 of approximately 1,325 teacher education programs in the nation offer service-learning experiences, or 17 percent (Root and Furco 2001). Anderson and Erickson’s 2002 national study on service-learning and preservice teacher education finds that 59 percent of teacher education institutions introduce service-learning to their preservice teachers, and 37 percent prepare their teacher candidates to use service-learning as a teaching method. Wade et. al. found that approximately 30 percent of those preservice teachers prepared in service-learning went on to implement service-learning during the first few years of teaching (Wade et. al., 1999).

Anderson and Erickson report that the most frequent courses involving service-learning were student teaching (86 percent), followed by teaching English as a second language (32 percent), foundations courses (21 percent), and methods courses (13 percent). They mention, however, that the student-teaching percentage might be high due to respondents who perceive student-teaching as itself a form of service-learning (Anderson and Erickson, 2002a).

Problems With Definitions

While research shows that support for service-learning in teacher education is growing, it also suggests definitional concerns. As mentioned above, some teacher educators interpret service-learning in teacher education as the preservice experience itself. Others believe service-learning in teacher education must expose preservice teachers to methods for designing and implementing service activities that are tied to the academic curriculum of their pupils (Anderson and Erickson, 2002a).

Quality Concerns

Related to the need for deeper understanding of service-learning is the issue of quality. Experienced teacher educators recommend certain criteria for quality service-learning instruction (Anderson, Swick, & Yff, 2001, and Wade et al, 1999). Anderson and Erickson concluded that most teacher education programs do not follow all the criteria, which include:

- Classroom instruction should present the use of service-learning as a pedagogy and as a philosophy of education, including the creation of a written service-learning lesson plan or unit of instruction;
- Preservice teachers should participate in two types of experiences: first, they should engage in service themselves along with reflection activities; and second, they should experience working with K-12 teachers, students and community partners to design and implement service-learning projects; and
- Preservice teachers should participate in multiple service-learning experiences through classes, practice, and student teaching, where the preservice teachers take responsibility for essential aspects of project planning and implementation.

Frequency with which Service-Learning is Offered in Particular Teacher Education Courses
Rationales Given For Use of Service-Learning

Anderson and Erickson also suggest that teacher educators may not realize the potential of service-learning to improve academics and student behavior (2002b:11). In their study, the most common rationales for using service-learning among teacher educators were “exposing their students to the communities in which they would serve” (60 percent), “exposing students to diversity issues” (58 percent), and “enhancing students’ personal and social development” (53 percent). Using service-learning to improve academic achievement was among the least common rationales, at 18 percent (2002b:9).

Similarly, Skinner and Chapman’s 1999 NCES survey of K-12 schools found the most common rationales given by schools for use of service-learning were “to help students become more active members of the community” (53 percent) and “to increase student knowledge and understanding of the community” (51 percent), while only 12 percent mentioned that service-learning was used as a way to improve academic achievement (1999:17).

Institutional Barriers

Another challenge for service-learning in teacher education is lack of institutional incentives, support, and coordination. Service-learning is not generally considered positively in promotion or tenure decisions (Matheson, K. 2000:13). Within those institutions offering service-learning instruction, service-learning is taught by relatively few faculty members, many of whom lack support to help coordinate the service component. Anderson and Erickson write:

The status of service-learning in most teacher education programs is that of being recognized as a promising innovation that is used by a few faculty members with some teacher candidates in a somewhat haphazard manner (2002a:11)

Wade et. al. report that increasing numbers of teacher educators and educational organizations recommend that all teachers be prepared to use service-learning as an instructional strategy. To ensure that service-learning is of high quality and integrated into the curriculum, however, much work needs to be done, both in terms of institutional support and deepening understanding of service-learning.

Support Available for Service-Learning in Teacher Education

The American Association of Colleges for Teacher Education’s (AACTE) National Service-Learning in Teacher Education Partnership (NSLSTEP), funded by the Corporation for National and Community Service, provides consulting support and technical assistance to teacher educators interested in providing their teacher candidates with high quality service-learning experiences and preparation. For information regarding AACTE/NSLSTEP, contact Joyce Munro, NSLSTEP Director, at 202-293-2450 or jmunro@aacte.org. For information on the growing role of community colleges in service-learning and teacher education, contact Terry Pickeral at the Education Commission of the State at tpickeral@ecs.org. Coming soon is the new International Center for Service-Learning in Teacher Education at Clemson University, contact Marty Duckenfield at mbdck@clemson.edu for more information.

Percent of Youth with Various Religious Affiliations Who Volunteer

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No religious affiliations who volunteer</td>
<td>40%</td>
</tr>
<tr>
<td>Protestant Christian youth volunteer</td>
<td>60%</td>
</tr>
<tr>
<td>Catholic youth volunteer</td>
<td>63%</td>
</tr>
<tr>
<td>Youth affiliated with other religious affiliations, including Judaism, volunteer</td>
<td>74%</td>
</tr>
</tbody>
</table>

Service-Learning in Teacher Education

Education Commission of the States
www.ecs.org.

References


Why an International Section?

Examples and indicators from international partners will stimulate new thinking about how service-learning methods can be applied. As all nations come to feel the impact of global economic development and young people move from rural areas to large cities, the need to engage this growing restive population is clear. We know, for example, in the non-industrialized world that the burden of unemployment falls disproportionately on young people. Where do these young people find useful roles? We know that some young people are caught up in the waves of civil war that often sweep through destabilized regions. They become the “child soldiers,” or worse, the victims of exploitation by adults. Service-learning offers opportunities for young people to invest in their communities while learning skills to aid in the transition to adulthood.

The primary international source for information for service-learning as it is identified as part of national service or national youth service is the International Association for National Youth Service (IANYS), which was founded in 1996 as an outgrowth of the National Service Secretariat founded by national service pioneer, Don Eberly, in 1966. Eberly is the Honorary Chair of IANYS and can be reached at: national_service@compuserve.com

Another group knowledgeable of service-learning on the global level is the Global Service Institute. Founded in 2001, the Institute is a partnership between Washington University in St. Louis, MO, and Innovations in Civic Participation, a nonprofit based in Washington, DC.

The State of Service-Learning Project seeks national correspondents who will contribute indicators of service-learning practice along the line of how U.S. data is collected. In addition, we invite case studies and specific articles from international contributors that may be included. This issue of the Generator, for example, includes an article entitled “Global Service-Learning: A Central Asian Perspective,” by Anita Fernandez and Penelope Wong.

Global Service-Learning: A Central Asian Perspective

Anita Fernandez, Ph.D. and Penelope Wong, Ed.D, California State University, Chico

We are going to take this knowledge home and share it with our peers. It gives us hope.

-Afet and Gulkhas, teachers from Azerbaijan

Most of the international service-learning literature concerns American students engaging in service-learning projects internationally. Scant literature discusses service-learning from a non-American perspective. This gap in the literature is problematic because on a global level only American viewpoints on service-learning are being reported. So how can we benefit and what can we learn, as Americans, from service-learning projects being carried out in other countries? One, we learn about other countries’ forms of service-learning. Two, awareness and dialogue are promoted about the global state of service-learning. Three, we are informed about the different ways service-learning is a catalyst for democracy and social change.

In the summer of 2002, a professional development seminar sponsored by The American Councils for International Education was hosted by California State University in Chico, California. As assistant professors in the Department of Education at CSU, Chico, we were invited to speak about service-learning and democratic educational practices. Here we had the opportunity to discuss service-learning with thirty-one educators from the newly independent Central Asian states of Azerbaijan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan who were here for six. These Central Asian teachers represented the spectrum of educators including elementary and secondary teachers, teacher trainers, administrators, and special education teachers.

We taught a two-day seminar entitled Education for Democracy focusing specifically on service-learning as a democratic teaching practice. After sharing our conceptions of democracy and discussing various democratic practices in education, we then turned to service-learning as a vehicle for operationalizing some of the more abstract themes of democracy.

After a whole class discussion on the definitions of democracy, the teachers engaged in a collaborative learning exercise where they generated their own descriptors associated with the term democracy. The following descriptors were raised most frequently by the six groups of educators: equality, tolerance, independence, freedom, and duties and responsibilities. It was clear that specific conceptions of democracy were already foregrounded in their minds. As the discussion transitioned to service-learning Continued...
we noted that they regarded service-learning as a necessary tool for realizing these abstract themes of democracy. This was quite different from our perspective in the U.S., where service-learning has developed within an established democracy. We were presented with the unique situation of witnessing how service-learning and democracy might simultaneously evolve.

After a discussion of service-learning theory including key elements and some collaborative activities, they formed their own groups by country to create a service-learning project. Because of each group’s familiarity with their country’s unique political/cultural and historical circumstances, the projects they created spoke directly to their regional and local community needs. Some examples of projects they came up with were:

**Azerbaijan:** “Ecology of the Caspian Sea” 
A service-learning project to clean the beaches of the Caspian Sea and raise awareness about pollution problems in the area. We will distribute a pamphlet about these issues to authorities and community.

- Sevar, speaker for the Azerbaijani group

**Tajikistan:** “Water Pollution Project” – An environmental project to educate the community about chemical dumping from a local plant which is polluting the river. We will announce our findings through the media.

- Lyudmila, speaker for the Tajikistani group

**Kyrgyzstan:** “Flowers in My Village” A beautification project for decorating the streets of the city with flowers. Students will learn to solve small ecology problems to prepare them to learn about larger community problems.

- Guluipe, speaker for the Kyrgyzstani group

**Turkmenistan:** “Orphanage Project” A service-learning project whereby school children would mentor an orphan and both would engage in activities to raise awareness about orphans and hope to encourage adoptions. We will make a brochure about orphans in the community; raise money for the orphanage and make a long-term community connection with the orphanage.

- Atanazo, speaker for the Turkmen group

**Uzbekistan:** “Our Home” A school beautification project to instill a sense of pride in our school. Students will write essays about school, ecology, classics, economics, and Art.

- Urun, speaker for the Uzbekistani group

Accompanying the discussion of each project was a lively discussion about how the specific services could be integrated into the curriculum. For example, Azerbaijan’s “Ecology of the Caspian Sea” project drew on the disciplines of science, English and math. Teachers were quick to point out how the creation of the pamphlet would reinforce skills in these academic areas as well as reach across all grade levels.

So what did we all learn about service-learning from this exchange? From us they learned current (American) service-learning theory, particularly how service-learning is integrated into academic curricula. In turn, we were inspired by all that we learned from these educators about various conceptions of service-learning and democracy. We were struck by the enormous hope that service-learning provided them for realizing their dreams of democracy specifically as embodied by the themes (i.e., equality, tolerance, independence, freedom, and duties and responsibilities).

From these educators, we started rethinking our American notions of service-learning. For example, in “Flowers in My Village” the Kyrgyzstani project, we initially underestimated the power of such a project by only seeing it as an aesthetic improvement-type project. As the group described the project however, we realized that within their context there was much more involved than aesthetics. For example, Kyrgyzstan lacks a stable governmental infrastructure and suffers from excessive external debt and inflation among other problems. Given these circumstances, a beautification project is all the more poignant and is not just about making a place pretty but creating a space of tranquility amid some very stressful conditions. After much reflection and discussion, we realized that the social and political conditions of these educators’ countries (e.g., civil war in Azerbaijan) presented formidable challenges in engaging in service-learning. For example, in the U.S. much service-learning is subsidized by the government whereas in these newly formed nations it would be a purely community, grassroots effort. Additionally, we were surprised by the possibility of governmental reactions to service-learning in these nations. Some of the teachers expressed concerns that the government or corporations may not embrace some of the publicity and findings generated from these projects (e.g. the Tajikistani water pollution project). In general, it seems the stakes are much higher for those engaging in service-learning in Central Asia than in the United States. On the other hand, if successful, the outcomes could instigate enormous positive, social change.

Through this experience, we were provided a rare opportunity to not only learn how service-learning could or does operate in other countries but to also allow us to reflect on our own uniquely American service-learning perspectives. Given our increasingly diverse population in the United States, we would be wise to invite other country’s perspectives of service-learning to help us create more culturally responsive forms of service-learning. Indeed this is a necessity if we wish to weave together conceptions of service-learning on a global level.
In this section, it is not our intention to conduct an extensive or in-depth analysis of service-learning research, but develop a description of service-learning research as an activity or phenomenon. In so doing, we use an approach similar to how we describe the scale and scope of service-learning practice, where we set aside our theoretical presuppositions as best we can to give a rich description concerning service-learning as our object of study, addressing questions including “what” it is, “where” it is practiced, and “to what extent.” Because this is a preliminary review, further identification and documentation of service-learning research activity will be an area of particular focus in the future.

The subfield of service-learning research has grown greatly since the early research in the 1970s emanating from fields including experiential education, career education, and youth development. Associations such as the Association for Experiential Education, the Council for Adult and Experiential Learning, The National Center for Public Internships, the Society for Field Experience Education, and the American Education Research Association all contributed to the emergence of service-learning as a field for inquiry.

The Synergist, the National Center for Service-Learning’s journal, was an early source for information on service-learning research, including an often-used definition of service-learning by Robert Sigmon in 1979 that focussed on the reciprocal relationship of service provider and service recipient. The 1980 study by Dan Conrad and Diane Hedin, at the University of Minnesota Center for Youth Development and Research also made its first appearance in the Synergist. In that study, Conrad and Hedin identified reflection and youth leadership as key components in high quality service-learning programs.

The National Society for Internships and Experiential Education, now the National Society for Experiential Education, housed a group of service-learning researchers in the 1980s. The Carnegie Corporation contributed to the literature on youth development in the 1980s. An early example of a research center that conducted service-learning research, including both K-12 and higher education, is the Center for Experiential Education and Service-Learning created in 1991 at the University of Minnesota. In 1993, the Corporation for National Service funded the creation of the National K-12 Service-Learning Clearinghouse to be both a repository for service-learning resources of all sorts, and to conduct research. The Clearinghouse was written specifically into the federal legislation that created the Corporation for National Service through the efforts of NYLC.

The Center for Youth and Communities at Brandeis University has played a key role in service-learning research since the first federally funded service-learning programs were created by the Commission for National Service. Starting with an evaluation of the forerunner to Learn and Serve America, Serve-America, the Center went on to evaluate Learn and Serve America. The Center for Youth and Communities was also the principal evaluator for all the strategies (practice, research and policy) of the W.K. Kellogg Foundation’s Learning In Deed initiative. The Center is currently involved in a study of service-learning institutionalization and an evaluation of the Community Higher Education School Partnership (CHESP), both for the Corporation for National and Community Service.

In 1994, the first institute dedicated expressly to service-learning research, The Service-Learning Research and Development Center, was founded at the University of California at Berkeley. Today, several research organizations and academic institutes have a special focus on service-learning research. For example, RMC Research of Denver, Colorado has conducted many major studies and led the effort to create a research network for the Kellogg Learning In Deed initiative and the National Commission for Service-Learning. RMC Research also created an online source of research and evaluation tools for service-learning and related youth development called the “Compendium of Assessment and Research Tools” (C.A.R.T.).

The staff at the National K-12 Service-Learning Clearinghouse has documented the number of service-learning related dissertations since 1918, and has found approximately 215 dissertations on service-learning, 138 dissertations on experiential education, and 434 on community service and education. In future reporting, we will monitor the number of new dissertations as an indicator the ongoing development of service-learning research.

In their research on the state of service-related research, Indiana University researchers found that, within the field of education, service-learning was cited approximately three times more often than either experiential learning or character/moral education. Berkeley’s Service-Learning Research and Development Center has recently begun the creation of an on-line database for service-learning research. This will be a wonderful resource for documenting the growing subfield of service-learning research.

One of the three main foci of the Kellogg Learning In Deed initiative was to create a research network to help build the service-learning field. This has helped give rise to an annual service-learning research conference and a book series, Advances in Service-Learning Research, co-edited by conference participants and the staff at RMC Research. 97 research studies were presented at the first annual conference in 2001 and 107 were presented in 2002. In addition, an affinity group for graduate students engaged in service-learning research now meets at the Annual National Service-Learning conference sponsored by NYLC.

In addition to the Advances in Service-Learning Research series, a peer-reviewed journal, the Michigan Journal of Service-Learning Research, and special issues of other journals, including the Phi Delta Kappan (1991 and 2000 editions), provide opportunities to showcase research. As a result of increased collaboration among researchers, there are plans to establish a national network of centers for service-learning where research will be based on National Research Council standards, fellowships will be offered to researchers, and experienced scholars will serve as mentors to junior scholars. In the “publish or perish” world of academia, these venues for presenting, publishing, and funding service-learning research encourage academic researchers to contribute to the continuing development of service-learning research.

Continued…
Challenges for service-learning research

While research activity in the field of service-learning is expanding in exciting ways, challenges continue, as in the creation of any new field. Lack of funding for research, in particular for longitudinal studies, means over-reliance on what Janet Eyler describes as “byproducts of other efforts.” These include program evaluations conducted to fulfill program grant requirements and for program self-assessment. While program evaluation and self-assessments are valuable to the individual programs under investigation, their purposes and methods are not often undertaken in a way that provides information that builds upon existing research and is useful to the wider audience of service-learning practitioners and policy makers. Eyler comments:

> For a field that engenders so much passion in practitioners and that we believe transforms students by engaging their hearts as well as their minds, there is remarkably little evidence of strong impact and even less evidence about the kinds of practices that lead to the effects we desire. 7

The lack of methodological rigor and common definitions of key terms are related issues of concern. In an Indiana University study on service research, sponsored by the Grantmaker Forum on Community and National Service, investigators concluded that the research was lacking both in quantity and quality. Only 39% of the 2,559 records examined included at least some mention of a systematic or scientific methodology. The research team suggested that this result reflects the lack of a well-developed interdisciplinary infrastructure that can encompass the many disciplines – psychology, political science, business, and education – that engage in service research. Additionally, researchers mentioned the need for high quality research to be funded and that such resources seem to be lacking in service-related research. 8

The lack of longitudinal data is another challenge. There are a few longitudinal studies, including the annual Freshman Survey for the University of California, which asks incoming freshman about their service and service-learning experiences. Other sources of longitudinal data, such as The University of Michigan’s Monitoring the Future Study, The University of Minnesota’s Adolescent Health Study, and data from the Search Institute, can also be “mined” for data related to service-learning. We will examine the potential of these and other sources of longitudinal data to further inform the State of Service-Learning Project.

Large-scale studies on the scale and scope of service-learning, such as the often-cited National Center for Educational Statistics Fast Response Survey System (NCES FRSS) study in 1999 by Chapman and Skinner, are rare and are so expensive that they are not usually repeated, for example. The Kellogg Learning in Deed initiative commissioned a Roper telephone survey to explore public support of service-learning and a smaller study on perceptions of service-learning which used a variety of methods. Such studies would contribute greatly to our understanding if repeated on an annual or at least periodic basis.

While not directed expressly at service-learning, the Bush Administration’s USA Freedom Corps is working on developing a system for the ongoing collection of data on service, in connection with the Bureau of Labor Statistics (BLS) and the Independent Sector where the BLS will collect data on volunteerism and related statistics every September.

Trends in Service-Learning Research

**Civic Engagement**

In recent years, there has been a growing trend in both programming and in research on civic engagement and community impact. This trend is reflected in the National Commission of Service-Learning’s recommendation of “reclaiming the public purpose of education” to create a civically engaged citizenry who know how to solve problems for the common good.

Earlier research focused more on service-learning’s impact on student academic achievement and personal development. In *From Inspiration to Participation: A review of perspectives on youth civic engagement*, Cynthia Gibson notes that when CNS was founded, it defined successful youth service mainly in terms of student impact and not community impact. 11

Karen Pittman et al, writes of the need for researchers to carefully document community benefit. They write in their report on service-learning and youth citizenship, to the Surdna Foundation:

> Benefits to the organization and/or to the community are suggested and sometimes achieved, but these do not seem to be the…primary evidence of success offered. 12

RMC Research’s recent National Service Learning Clearinghouse Fact Sheet, entitled “Citizenship and Service-Learning in K-12 Schools,” describes recent research and emerging issues, including definitions of citizenship and indicators of civic engagement in the areas of political participation, civic participation, informal social connections, and “altruism, volunteering and philanthropy.”

The notion of “social capital” as presented by sociologist James Coleman and political scientist Robert Putnam is used to describe the practices and norms that contribute to and reflect civic engagement. These include social networks, high levels of trust and norms of reciprocity. The concept of “social capital” provided the basis for a national study called the Social Capital Community Benchmark Survey, a project of the Kennedy School of Government at Harvard University. They found that social trust and social connectedness were much stronger indicators of perceived quality of civic life than income or educational level. Another related study, the 1998 final report of the National Commission on Civic Renewal, has developed an interesting index of national civic health based on 22 indicators including political participation, political and social trust, and membership in associations. Using the index, this study concludes that the nation is becomingly increasingly disengaged from civic participation.

David E. Campbell’s article, *Social Capital and Service-learning*, published by the American Political Science Association, makes the case that service-learning is a powerful strategy for increasing social capital. Service-learning brings people together for common ends and promotes the building of social trust. Unlike other

Continued...
scholars who interpret the rise in volunteerism as curiously opposite to the decline in political and other forms of civic engagement, Campbell suggests that there is a positive correlation between volunteerism and political activity.18

William Morgan and Matthew Streb from the Center for Participation and Citizenship at Indiana University add another factor important to include − youth voice. In analyzing the pre- and post-tests of 220 high school students in 5 different states, Morgan and Streb found little difference, suggesting that the service-learning programs had little or no impact. However, when they analyzed the data to examine the effects of youth voice using a four-item rubric, they found that social capital increased among students when their service-learning experience included having real responsibilities, challenging tasks, and when they made important decisions and helped plan the project. In other words, there was “youth voice.” The indicators of increased social capital include increased participation in school organizations and enlarged social networks, as well as pro-social behavior, including increased interest in politics and better school attendance.19

The National Center for Learning and Citizenship at the at the Education Commission of the States is in the process of conducting a scan of existing research on civic and citizen education to determine who is doing research and how the issues are being framed, as well as how the research is being covered in the media. A report on their study, “Every Student a Citizen: Creating the Democratic Self,” as well as their scan is available through the Education Commission of the States.

Voluntary Service
Related to the interest in civic engagement is the interest to document the scale and scope of voluntary service. The Independent Sector’s “Giving and Volunteering” reports, and The Bureau of Labor Statistics Current Population Survey for September 2002 are two recent examples of surveys in this area. In their study of youth volunteerism, the Independent Sector found that youth volunteerism is at the highest levels ever in the five decades examined. They found that youth who volunteer have a greater likelihood to volunteer as adults and to donate money to causes they deem worthy.20 In addition, those adults who volunteered as youth and whose parents volunteered were the most generous in giving of their time as adult volunteers.

The Bureau of Labor Statistics data can be used to create profiles of different age groups and shows how the triad of age, education, and employment relate to volunteerism. The data show that the group most likely to volunteer are college educated, employed, and in the 35-54 age group. This suggests that this age group are the most integrated into the life of their communities in that they have roles to perform and responsibilities. As such, they serve as important role models for youths, showing what it means to be a responsible, productive and caring adult community member. Contrasting with this image is that of the group in their twenties, where the rate of volunteerism is lowest. The BLS shows that, while the rate of teenage volunteerism is high, it drops for people in their early 20s. This suggests that while schools promote service, they do not do enough to teach youths how to interact with their communities independent of the school context, as individual adults. Those people in the 35-54 age group may have a special role to play in providing young people with examples of adult volunteerism.21

Assets
Another focus for service-learning research are the assets-based approaches advanced by Search Institute of Minneapolis and John McKnight and Jody Kretzmann of Northwestern University.22 23 Search Institute and McKnight and Kretzman view youths not as problems to be managed, but resources to be encouraged and given opportunities to grow into leadership roles. Search Institute has pioneered the identification and use of community assets to support youth development.

Methodology
Trends in methodology include a focus on “quality” of service-learning instead of simply documenting the presence or absence of service-learning programming. This is a particular concern in situations where service-learning may be required, but not fully understood, risking the creation of poor quality programs. Accompanying this trend is the practice of creating rubrics to describe, define, and assess quality. Rubrics are used at a variety of levels - from student assessment to program evaluation and as a basis for the comparison between programs. Examples include the use of rubrics to assess quality in Maryland and Wisconsin K-12 service learning programs. Andrew Furco developed rubrics to determine institutionalization in higher education service-learning.24 These rubrics were then adapted by Jeffrey Anderson in his recent research on pre-service teacher education, “Self assessment rubrics for the institutionalization of service-learning in teacher education.”

Next Steps
There is an old adage that says “people measure what they value, and value what they measure.” Clearly, an examination of the state of service-learning research is a rich source of indicators for the scale, scope, and direction of the field of service-learning as a whole. In this first effort to describe the scope and scale of service-learning research, we have cast our net widely and have identified some, but certainly not all, of the major sources for service-learning research. We will continue to gather information from these sources, discover additional sources, and identify indicators of the scope, scale, and trends in service-learning research. We invite service-learning researchers and “consumers” of service-learning research to “weigh in” with your insights and experiences as to the direction of service-learning research, its scope and scale, and the indicators to use in order to document these effects in future reports.
State of Service-Learning...

...Continued


National Youth Leadership Camp
August 3 -10, 2003

High school students from across the country gather to explore issues of community involvement, race relations, morals and ethics through several intense activities including:

- High adventure activities
- Seminars on leadership topics
- Cultural events
- Service projects

"The NYLC Camp was the most important week of my life in determining who I am and how I relate to people; and it was 10 years ago that I attended. I wish all youth could attend."

- NYLC attendee, 10 years later

For more information contact:
Barb Clark, Camp Director
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St. Paul, Mn 55108
651-631-3672 ext. 7361
Fax: 651-631-2955
E-mail: nylccamp@nylc.org
www.nylc.org

"The NYLC Camp was the most important week of my life in determining who I am and how I relate to people; and it was 10 years ago that I attended. I wish all youth could attend."

- NYLC attendee, 10 years later
Service-Learning Policy
by Marybeth Neal with Jeff Miller

Introduction
An important aspect of the work to sustain high-quality service-learning are the policies created on the federal, state, and district levels.

Federal Policy
The most significant national-level policy since the creation of the legislation leading to the Peace Corps in 1961 is the National and Community Service Act of 1990 which provided $287 million to states, nonprofits and higher education for service programs. The National and Community Service Trust Act of 1993 created the Corporation for National Service, which provides funds for service-learning at a fairly constant level ($43 million per year). This includes funding for the Learn and Serve America Grants Program, National Service-Learning Leader Schools, Presidential awards and scholarships for students engaged in service, training and technical assistance providers, and the National Service-Learning Clearinghouse.

State Policy
In addition to federal-level policy, there has been tremendous growth in state policy. The Education Commission of the States (ECS), with support from the Kellogg Foundation through its Learning In Deed project, created a 50-State Service-Learning Policy Scan in 2000. The scan reviewed state policy as it is presented in state constitutions, state statutes, state codes or regulations, and state board of education regulations. As of December 2000, 16 states had service-learning in their statutes and 23 mention service-learning in either their state code or regulations. Only one state has a service-learning graduation requirement (Maryland), however seven states permit service-learning to be applied to graduation requirements. ECS updates their scan as new policies are created and enacted into law. See www.ecs.org and follow the links for “Projects & Centers,” then “Service-Learning/Community Service.”

One of the interesting aspect of the updated (March 2003) scan are the policies relating to service-learning found in sectors other than the education sector. This may indicate a trend toward viewing service-learning as a way in which youth can act as resources to their communities.

For example, California’s Education Code, Title 2, Division 4, Part 28, Chapter 2, Article 3, Section 51226.4 establishes the Environmental Ambassador Pilot Program in the Office of Integrated Environmental Education of the California Integrated Waste Management Board. This program will facilitate the utilization of environmental education as a means to environmental action. The focus of the program will be on: Service-learning partnerships, in which schools and communities work to provide real world experiences to pupils in areas of the environment and resource conservation, including education projects developed and implemented by pupils to encourage others to utilize integrated waste management concepts.

A recent change to the Arkansas State Administrative Code is the rewriting of the Department of Human Services Policy Manual (016 14 004) which encourages partnerships with schools to provide volunteers to DHS divisions and offices. They write:

[F]aculty is offered a method for reinforcing classroom instruction; and DHS divisions/offices are provided effective volunteers to fulfill particular needs. The goal of service-learning programs is to blend educational concepts with significant service activities in such a way that the two reinforce each other while fulfilling a need.

In Montana (Title 90, Chapter 14, Part 1, Section 105), several state agencies are charged with the responsibility “for developing and implementing service opportunities consistent with the mission and function of each agency.” In addition, the school district has a special role in informing students of opportunities to serve. They write:

A school district is expected to be the first agency that informs students about the many opportunities to participate in broader community service under this part through federal service-learning grants and any over revenue received for purposes consistent with this part.

Within the education sector, service-learning acts as a key strategy to further many different educational goals including school-to-work, after-school/public safety, civic and character education. Recently enacted legislation shows service-learning as a key strategy in career development (CO 301-1, SC 43-225), in meeting the learning needs of students at risk for dropping out of school (KY Title XII:158:146, NM 11.2.18), in character education (IA House File #180), leadership development (NM 11.2.18, VT 2120.8.2.3), and in general being a part of what it means to provide a “rigorous, relevant academic curriculum,” as evidenced in Administrative Rule 43-225 from South Carolina:

Each school district must ensure quality schooling by offering a “rigorous, relevant academic curriculum” that includes service-learning experiences that provide one or more students at a worksite or community agency to work on a service project.”

Knowledge of service-learning was mentioned as a required element of job descriptions for social workers in the Illinois State Board of Education “Standards for the School Social Worker” (23.140). In Colorado, the “Educator Licensing Act of 1991” was recently changed to include service-learning as part of the knowledge required of Consumer and Family Studies educators (301-37.8.12).

State legislation creating new service-learning programs since 2000 includes Washington, Title 28B, Section 620, which establishes mentoring and service-learning activities at the community college level to provide prospective teachers with an orientation to professional education as part of the state’s teacher training pilot program. Rhode Island, Title 16, Chapter 22, Section 21 establishes community service-learning programs in local school districts. California created the previously mentioned “Environmental Ambassador Pilot Program” which will support service-learning in environmental education.
District Level Policy

Encouraged in part by the policy networks established in the five Learning In Deed model states, service-learning advocates promote the development of district-level policies. While district-level policies have not been documented systematically across the states, it is possible to state simply that policies related to service-learning cover a wide range of decisions including, among other things: inclusion of service-learning as a part of teacher in-service training; writing service-learning into staff job descriptions, school mission statements and school strategic plans; establishing service-learning coordinator positions; making it easier for service-learning activities to take place by allowing flexible and/or block scheduling; and providing transportation.

State Service-Learning Policy Distribution

1 The state permits community service or service-learning activities to be applied toward graduation requirements.
2 Service-Learning is a requirement for graduation.
3 Statutes, rules, regulations, creation or purpose of programs relating to service-learning.
4 The state encourages the use of service-learning as a mechanism for increasing student achievement and engagement.
5 Service-Learning is included in the state’s education standards.
6 The authorization of funding appropriations and the creation of service-learning activities and programs.
The State Farm State of Service-Learning Project is looking for sources of longitudinal data that relate to service-learning and pro-social youth development.

A goal of the State of Service-Learning Project is to identify sources of longitudinal data. However, there is a great lack of sources. The UCLA Freshman survey, the University of Michigan Monitoring the Future study, data from Childtrends, and data from the Search Institute are some of the sources we will look towards as sources of longitudinal data.

Because of the paucity of longitudinal data and our belief that meaningful longitudinal data may exist in ways that can supplement those more formally organized longitudinal studies mentioned above, we invite the service-learning community to help us identify additional sources of longitudinal data. This may require thinking somewhat “out of the box,” requiring creativity and ingenuity, or just simply looking at the world in a new way.

Presented here are two examples of existing longitudinal data, which, in combination with other indicators, might increase our understanding of the present and possibly make predictions for the future, based on past data that has been collected systematically over a period of years.

The first example is the National Youth Leadership Council Annual Service-Learning Conference. We see that attendance has steadily increased. However, the rate of increase has not been constant, which may warrant further investigation yielding deeper understanding. By an examination of the conference proceedings for each year, we could gain additional understanding concerning trends in service-learning. Additional sources of longitudinal data associated with the conference could be an examination of trends by reviewing topics presented each year, or conducting a yearly demographic analysis of participants. While none of these sources of longitudinal data give a complete picture, together they can “triangulate” and yield deeper understandings.

The second example is from the Common Cents New York Penny Harvest Program. This program engages school children in collecting unwanted pennies and creates a fund which, after careful consideration during a series of “student-led philanthropy roundtables,” youths distribute the grants to community organizations and service-projects of their own design.

Charted on the graph below is the amount of money raised per year. One can see that the amount the children raises steadily increased, with a bigger jump in 2001. The increase in 2001 is attributed to their special fundraising effort in response to the terrorist attacks of September 11.

<table>
<thead>
<tr>
<th>Year</th>
<th>Theme</th>
<th>Location</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Growing Hope: Strengthening Education and Building Communities</td>
<td>Minneapolis, MN</td>
<td>200</td>
</tr>
<tr>
<td>1991</td>
<td>Generating Change: The Power of Service-Learning—Community Renewal</td>
<td>Minneapolis, MN</td>
<td>400</td>
</tr>
<tr>
<td>1992</td>
<td>Experience the Power</td>
<td>Everett, WA</td>
<td>600</td>
</tr>
<tr>
<td>1993</td>
<td>Facing the Challenge: Revitalizing Education, Renewing Community</td>
<td>Minneapolis, MN</td>
<td>800</td>
</tr>
<tr>
<td>1994</td>
<td>Leadership for Community Renewal</td>
<td>Albuquerque, NM</td>
<td>1,000</td>
</tr>
<tr>
<td>1995</td>
<td>Service-Learning: Integrating Schools and Communities for Learning</td>
<td>Philadelphia, PA</td>
<td>1,400</td>
</tr>
<tr>
<td>1996</td>
<td>A Gathering of Many Voices...Each Voice Counts</td>
<td>Detroit, MI</td>
<td>1,500</td>
</tr>
<tr>
<td>1997</td>
<td>Coming Together to Create a Brighter Tomorrow</td>
<td>Orlando, FL</td>
<td>2,350</td>
</tr>
<tr>
<td>1998</td>
<td>One World: Youth at the Center</td>
<td>Minneapolis, MN</td>
<td>2,400</td>
</tr>
<tr>
<td>1999</td>
<td>Powerful Connections for the 21st Century</td>
<td>San Jose, CA</td>
<td>2,600</td>
</tr>
<tr>
<td>2000</td>
<td>Leadership for the Common Good</td>
<td>Providence, RI</td>
<td>2,700</td>
</tr>
<tr>
<td>2001</td>
<td>Partnerships for a Civil Society</td>
<td>Denver, CO</td>
<td>3,200</td>
</tr>
<tr>
<td>2002</td>
<td>Reflecting on the Past, Envisioning the Future</td>
<td>Seattle, WA</td>
<td>3,250</td>
</tr>
</tbody>
</table>

The NYLC State-Farm State of Service-Learning invites and encourages the submission of additional sources of longitudinal data for the project. Such data may be useful to help document and create benchmarks in the development of the field of service-learning. Please note that, although these two examples show positive increases, it is not the intent of our project to show only positive growth! We welcome all longitudinal data sources for consideration as indicators of the scope and scale of service-learning and related pro-social youth development.
State of the States: An Outline
by Nelda Brown, Jim Kielsmeier, Marybeth Neal, Stan Potts and State Correspondents

The state is the key unit of analysis for the annual report. A focus on states is useful because:

· It will give us increased understanding of the scope and variation in service-learning. It will increase understanding of service-learning as a strategy for different sorts of outcomes, both within the education sector as well as outcomes in other sectors such as public safety and the environment.

· The potential participatory process of data collection will help build state networks that use a common terminology as service-learning is discussed and measured.

· It will identify states’ best practices in meeting challenges and encouraging the continuing development of service-learning. For example, Maryland conducts Quality Reviews in each school using rubrics based on the “Essential Elements,” which heightens awareness of the elements which help promote quality service-learning among stakeholders.

· The collection of data on a state-by-state basis will establish a baseline of service-learning upon which we can set national goals and targets.

· It will help to create a state index with which to compare and contrast, offering terminology and concepts useful in improving the quality and sustainability of service-learning and related indicators of prosocial youth development.

· The state, in particular the state educational agencies, have a key role as a convener; “bring together those who can make service-learning work... The state has a pulpit to create an awareness of the benefits of service-learning and, working in partnership with many organizations, can instigate the training, support, and other collaboration that must be in place for service-learning efforts to succeed.” (Service - Learning Report, Illinois Intergenerational Initiative www.siu.edu/offices/iii/report.html.1996:172).

Background On the States and Federal Funding for Service-Learning

Key points of entry for understanding the states are the State Education Agencies (SEAs). Since 1991, SEAs have managed federal grant programs to help local subgrantee schools and communities implement service-learning programs, chiefly Learn and Serve America, funded through the Corporation for National and Community Services (CNCS). SEAs oversee the subgrantsing process, are responsible for collecting grant-required data from subgrantees, and arrange for technical assistance in the form of workshops, conferences, etc. SEAs apply to CNCS and propose state plans to deliver service-learning. States are provided funds on a formula basis (based on population and poverty statistics) which ranged from $42,0716 (VT) to $2.5 million (CA) in 2003.

States may also apply for competitive grants through Learn and Serve America. Some states make direct grants to local school districts, and some states have developed a regional delivery method. States such as Wisconsin and Ohio award grants to intermediate agencies who in turn may award smaller or mini-grants. Many different delivery methods exist, but all provide leadership and incentive for local schools to implement and strengthen high quality service-learning programs.

In part due to limited funding ($25 million for all SEAs), collection and reporting of consistent service-learning activities and facts by state has not occurred. On a limited basis, CNCS requires SEAs to report certain information (such as number of sub-grantees and participants). Many questions are not asked, however, concerning the actual status of service-learning and its impact on students and communities. In some states, SEAs are not allowed to survey programs, even if they have the capacity to do so. In at least one state, the State Department of Education has expressly forbid statewide surveys so as to not overload the schools and districts in their reporting.

With the growth of service-learning and the advancement of service-learning knowledge and research, we know that service-learning is becoming a facet of a well-rounded education. It is time to plan for the annual collection of quantitative and qualitative data in a consistent manner, and to report this information every year to the public, Congress, educators, and parents.

This is an enormous task. However, it is a critical and necessary next step to ensure the future success of service-learning. In an age of instant communication, the service-learning field must have access to current information that informs everyone about its status. If service-learning is ever to gain the broad support of educators, legislators, and the public, such information needs to be available.

We will require the assistance of the service-learning community to ensure the collection of reliable data. This is a complicated and time consuming process, but essential in order to capture the essence of the short- and long-term effect of service-learning.

Strategies to collect data state-by-state:

· Work with the SEA (State Education Agency) staff in each state as our first point of entry to obtain existing information and data.

· National random sample surveys with representation from each state, possibly of principals, students, and community-based organizations, as a way to determine the scope and scale of service-learning in CNCS-funded and other initiatives. In 2003, this includes collaboration with the Independent Sector on a survey of youth. It also includes collaboration with a survey sponsored by SEANet, the State Education Agency Network.

· Outreach within states to access information on non-CNCS funded service-learning.

· Analysis of revenue streams for service-learning within the state.

After we have established a baseline of service-learning data in the first annual

Continued...
The template presented below is a kind of a template with the following elements: this current publication, we have created "participant" to those who complete "participant." New CNCS requirements collected as well as the definition of participants can be a problematic number, states. For example, the number of care in order to be comparable across states. We plan to include the number include and our protocols for collecting data. We are currently exploring what to and work toward establishing baseline us consistent information across all states.

The idea behind a "state template" is to create a database with fields that will give us consistent information across all states and work toward establishing baseline data. We are currently exploring what to include and our protocols for collecting the data. We plan to include the number of participants and hours of service. However, these numbers require special care in order to be comparable across states. For example, the number of participants can be a problematic number, depending on when the number is collected as well as the definition of "participant." New CNCS requirements limit "participant" to those who complete 20 hours of service. For the purposes of this current publication, we have created a template with the following elements:

- a brief description of the state’s infrastructure to deliver service-learning;
- a time-line of significant events in the state’s history pertaining to service-learning;
- success stories;
- research and evaluation tools and results; and
- statistics from the CNCS website, (see the chart in this section) cns.gov/stateprofiles/index.html for the 2001-2002 fiscal year, including:
  - total amount of the state’s Learn and Serve funding (combining K-12, Higher Education, and Community-Based, but excluding Tribal, which was not available);
  - number of subgrantees; and
  - policies that support the state’s service-learning efforts, gathered from the Education Commission of the States Policy Scan.

The template presented below is a kind of "experiment" or pre-test to determine the feasibility of a template that can be filled out on all states to create an eventual 50-state scan of service-learning. The reader is advised not to make any conclusions based on the data presented below, as data from these states will be continually updated and refined as we learn more. Furthermore, the states chosen to exemplify how such a template can be filled in are simply the states where we were able to contact the SEAs and receive information in the short amount of time available to us. Many states have made outstanding accomplishments in the field of service-learning and we look forward to including their accomplishments as we further develop the template.

### Colorado

**Description**

Colorado has received Learn and Serve funding since 1993, which has allowed the state to create a statewide infrastructure to support the implementation and institutionalization of service-learning. Efforts over the past decade have resulted in a network of Service-Learning Regional and District Partnerships that have successfully integrated service-learning into curricula, state and local assessments, district missions, goals, and improvement plans as well as community organizations and structures. Through the collaborative efforts of our State Service-Learning Advisory Group, AmeriCorps*VISTA Team, Service-Learning Coordinators, Regional Partnerships, and Youth Councils, Colorado is meeting its three primary goals of (a) increasing the depth and breadth of service-learning in Colorado; (b) increasing the impact of service-learning on K-12 participants; and (c) increasing the impact of service-learning on Colorado communities and partners.

**Timeline/Events**

1993 Colorado received its first Learn and Serve America Grant. Colorado's grant history includes:


- Community, Higher Education, School Partnership Grant (CHESP) (2000-03)

1993 Colorado designs and conducts the first of its ongoing series of Statewide Service-Learning Evaluations.

2000 Colorado's Statewide Advisory Group formed.

2001 Colorado chosen as a Case Study site for National CHESP Evaluation.

2001 Colorado's State School Board includes service-learning in the new "contextual learning" Accreditation Requirement.

### Success Stories

Hosted State Service-Learning Conference annually for the past 11 years, with an average attendance of 300 youth, educators, administrators, community agencies, and policy makers. Also hosted National Service-Learning Conference in April 2001.

Service-learning integrated into state and national initiatives including Safe and Drug Free Schools (Title IV), Migrant Education (Title IC), Innovative Programs (Title V), Colorado Student Assessment Program (CSAP), and Colorado's Accreditation Program.

15 Service-Learning Youth Councils formed in funded schools, districts, and regions that directly support the integration of service-learning into school and community life.

36% of funded districts and 56% of funded schools integrated service-learning into their Accreditation Plans with Poudre Valley School District in Ft. Collins passing a school board resolution supporting service-learning and allocating district funds to support service-learning programs in the district.

14 Service-Learning VISTA Team members worked in communities throughout Colorado supporting educators to implement quality service-learning, recruiting Youth Council members, building the capacity of local organizations, and collecting state evaluation data.
Research/Evaluation

State Evaluations were conducted by the University of Colorado-Boulder from 1993-2000 and RMC research from 2001-03.

State Evaluation Plan included pre-post surveys as well as comparison groups and addressed three questions: 1) Are we increasing the quality and expansion of service-learning? 2) Are we increasing youths’ engagement in school, community, and civic life? and 3) Are we increasing impact of service-learning on Colorado communities by establishing state, regional, and local infrastructures? Results from 2001-02 (see www.cde.state.co.us/servicelearning for full Evaluation Reports):

- The Essential Elements Survey revealed that funded programs implemented “quality service-learning” as measured by 70% of programs scoring a 3 or above (on 5 point scale) on all 11 Essential Elements.
- Service-Learning programs are reaching Colorado’s minority populations with 30% of service-learning participants being minorities (which matches the total state minority population percentage).
- Youth in service-learning class rooms were significantly more engaged in their schools and communities than students in comparison classrooms (measured by nationally-normed surveys).
- More youth in service-learning classrooms scored “proficient or above” on the Colorado State Assessment Program (CSAP) than did students in comparison class rooms.
- 6 Regional Partnerships were formed (with paid Regional Coordinators and VISTA members) and were successful at building support for service-learning at the community and district levels (as measured by the establishment of 200 community partnerships, recruitment of 125 adult volunteers, and integration of service-learning into 36% of district and 56% of school policies and plans.

Policies:

Service-learning is cited as an example of “contextual learning” in Administrative Rule 301-1, concerning the requirements for the accreditation of school districts. As part of each school district’s accreditation contract with the state, each district must submit an annual report to the State on its plan for contextual learning.

Iowa

Description

The Iowa Department of Education has developed a grassroots model of service-learning program delivery for K-16 students. Working together with the SEA, two organizations have developed to support service-learning: 1) The Iowa Area Education Agency Service-Learning Network whose members provide technical assistance to school districts within their area and serve as a link between state and local efforts; and 2) the Iowa Coalition for the Integration of Service-Learning (ICISL), a K-16 initiative which created the publications including “Improving Schools through Service-Learning: Creating School and Community Partnerships.” In addition, the Iowa Youth Network has increased collaboration between state agencies and created the Iowa Collaboration for Youth Development (see www.icyd.org).

Timeline/Events

1993 Received first CNCS Learn and Serve America funding.
1996-98 The CNCS-funded Tri-state demonstration project, to demonstrate and conduct research on student academic achievement in model service-learning programs in Iowa, Wisconsin, and Minnesota.
1996-98 Survey of 1600 students on service-learning impacts.
1998 Formation of Iowa Collaboration for Youth Development network.
1999-2001 Next Step (following the Tri-State Initiative) grant to link with other state educational initiatives for service-learning programs.
2000 Statewide survey of all Iowa school districts, “A Profile of Service-Learning in Iowa.”
2000 AEA Service-Learning Network.
2001 Iowa Campus Compact is formed.

Success Stories

Research and the practice of service-learning led to the establishment of a policy framework for youth development among state agencies.

Annual Youth Service Day brings thousands of students to Des Moines to celebrate service.

A 2-CD ROM Presenter’s Toolbox is created, a multi-media resource for presenting service-learning to interested groups.

A video, “Creating Hearts of Service,” funded by ISEA, the Department of Education, and the IA Council on Volunteer Service, showcased successful service-learning programs as a way to assist local communities and schools in learning about service-learning.

In 2003, Iowa Wesleyan College marked 1,000,000 hours of service by its students who, for the past 35 years, have been required to perform 160 hours of service, and to give both written and oral presentations on their service projects to a special faculty committee.

Research/Evaluation

1996-98 research on 1600 students in the CNCS-funded Tri-State Initiative on service-learning curriculum integration and student impact. Results included positive correlation between service-learning and academic success, improved behavior, civic engagement, positive attitudes towards diversity, and likelihood of volunteering in the future.

Statewide survey of all school districts with a 64% return rate (235 of 375). A Profile of Service-Learning in Iowa is available at: www.state.ia.us/educate/ecese/cfcs/sl/research.html. Results include:

- 118 school districts have made a commitment to implement service-learning in various grades;
- 14% of respondents reported they...
had a district-wide program;
- 66% reported they would be more likely to hire a teacher with service-learning experience among equally qualified candidates;
- 3% have a policy that requires service-learning as a graduation requirement;
- over 60% of the reporting districts indicated that funding for service-learning came from the general fund; and
- over 70% endorsed legislative action to implement programs.

### Policies

Full scan available at the following web site: www.ecs.org/html/ProjectsPartners/nclc/NCLC_Publications.asp

The Workforce Investment Act PL 105-220 includes service-learning as a component.

Iowa Code 256.39 is a career pathways program that includes service-learning.

Pending: HF 180, which permits schools to require service-learning for graduation, passed full House committee and is scheduled for full senate floor debate and full vote in April 2003.

### Maryland

#### Description

Maryland was the first state in the union to require service-learning in every school district. The 42,000 students in the 1997 graduating class were the first to meet this requirement. Maryland is also unique in that it has an organization separate from the Department of Education charged with the support of service-learning; the Maryland Student Service Alliance acts as the state educational agency (SEA) for service-learning and is instrumental in developing high quality service-learning. Their mission statement is:

Whereas the Maryland Student Service Alliance believes that students, teachers and community members benefit from service-learning; and that service-learning is a powerful and transformative education practice that stresses citizenship, experiential learning, and linking the curriculum to the larger community...It is the mission of the Maryland Student Service Alliance to institutionalize high quality service-learning for students in all Maryland K-12 public schools, and to encourage its application in schools across the United States.

#### Timeline/Events

1985 State Board of Education adopts a rule requiring all school systems to offer credit-bearing community service opportunities for high school students.

1988 The Maryland Student Service Alliance was established to work with Maryland public school students, teachers, and administrators to promote excellence in service-learning, and help them meet the statewide graduation requirement.

1992 Maryland’s State Board of Education mandated service-learning participation as a graduation requirement - see www.mssa.sailorsite.net.

1995 Maryland receives a three-year Kellogg grant to fund Youth RISE, and MSSA produces Maryland’s best practices.

1997 Graduating class of 42,000 is the first to meet the 1992 required service component.

2001 Statewide Quality Review of schools expands using scoring rubrics during structured interviews.

#### Success Stories

Each month MSSA’s website features an exemplary service project that meets or exceeds academic and civic best practices.

All 24 school jurisdictions hold annual recognition ceremonies for students who excel in service-learning. These ceremonies include community members, teachers, parents, and school administrators.

The 12th annual statewide service-learning conference will be held in spring 2003, with 1,100 participants.

Service-learning specialists are a vital part of the writing team for the new social studies statewide curriculum.

### Research/Evaluation

Maryland’s primary evaluation method is Quality Reviews administered to every public school in the state. Quality Reviews have found:

- Students act in leadership roles, making better decisions, and more students serve on school boards.
- Individual jurisdictions regularly work together in partnership on a regional basis
- All 24 school jurisdictions made meaningful changes in curriculum-based service models in response to receiving more information and technical assistance.

For more information on the tools and publications associated with the Quality Reviews, go to: www.mssa.sailorsite.net/best.html and www.mssa.sailorsite.net/best_rubric.pdf

#### Policies

Maryland has state legislation that provides funding through their Department of Education called “State Aided Institutions.” This funding supports the required service component and is unique in the country. The required service graduation component offers two options:

- 75 hours of service that includes preparation, action, and reflection components; or
- Locally designed service-learning program that is approved by the State Superintendent of Schools.

A state non profit, the Maryland Student Services Alliance (MSSA) performs the functions of the SEA.

**Continued...**
Description

Minnesota has a history of supporting service in schools including the first service legislation in the nation in 1987. Minnesota was one of the lead states for the Learning In Deed initiative of the W.K. Kellogg foundation, which has promoted the institutionalization of service-learning at state and local levels. Minnesota has a rich array of service-learning resources located within the state, that also have a national reach. The most notable examples include: The National Service-Learning Clearinghouse at the University of Minnesota, the Search Institute (practical research and application on issues related to youth), National Youth Leadership Council, and the University of Minnesota’s Humphrey Center, which focuses on youth and citizenship. Minnesota was a recipient of funding from the Kellogg Peer Consultant Initiative, beginning in 1993. This initiative has deepened the roots of service-learning in specific districts in Minnesota. At the conclusion of the Kellogg funding in 1998, the State of Minnesota continued the support for this initiative.

Timeline/Events

1975 MN state office on Volunteer Services founded
1983 NYLC founded at the University of Minnesota
1987 MN Campus Service Initiative formed at NYLC as nation’s first post-secondary service-learning effort.
1987 State legislature passes Youth Development Act authorizing school districts to create youth development plans, including youth service, and providing a formula of local and state aid to implement programs. The original amount is $.50 per capita; 1989 Youth Service Act increases the amount to $.85 per capita; 1993 increases amount to $1 per capita.
1989 Youth Service legislation passes creating a $250,000 biennial Post-Secondary Service-Learning Grant Program for colleges and universities; Minnesota’s U.S. Senator Dave Durenberger convenes a Minnesota Task Force to advise Congress on national service legislation.
1990-1991 Governor’s Blue Ribbon Committee on Mentoring and Youth Community Service, holds statewide hearings, recommending that the state integrate service-learning into the curriculum of K-12 schools and into post-secondary curriculum, including teacher education; expand research on youth service; develop a youth mentoring network; improve cultural sensitivity in service-learning; and clarify court-ordered “community service” language.
1991-92 Governor’s Advisory Task Force on Mentoring and Community Service coordinates Minnesota’s first comprehensive Plan for Community Service.
1992-93 Minnesota receives grants for both school-age and higher education programs from CNCS. CNCS chooses Minnesota as one of eight Lead States for Learn and Serve America.
1994 Minnesota is part of Tri-State Demonstration Project.
1995 Minnesota becomes the only state to identify service-learning as a 4th component of the Federal School-to-Work Initiative.

Reported CNCS Results

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<tr>
<th>State</th>
<th>Total Learn and Serve America Funding</th>
<th>Number of Participants</th>
<th>Number of Hours of Service Performed</th>
<th>Number of Subgrantees</th>
<th>Value of Service ($16.05/hour)</th>
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Continued...
1996 Minnesota is part of the corporate award for Next Steps to integrate service-learning into the curriculum.

1997 Minnesota Alliance With Youth kickoff.

1994 Minnesota Campus Compact formed with 36 member presidents.

1998 Becomes one of five Learning In Deed states.

2001 Minnesota legislature increases allocation for Post-Secondary Service-Learning Grant Program to $380,000 per biennium.

2003 ServeMinnesota! is incorporated as a non profit organization to include the function of the MN Commission on National and Community Service.

History and events online - cfl.state.mn.us/servicelearning/servicelearninghistory.html

Success Stories

The number of K-12 students participating in service grew dramatically from 60,000 in 1991 to 192,000 in 1999. Youth development projects in schools grew from 35% in 1987 to 83% in 1999.

In 2003, 20,000 college students are active in community service and 25,000 are engaged in service-learning; 500 faculty members integrate service with academic study.

The CNCS-funded “Assessing Learning Through Service” project improved the quality of service-learning by identifying practical tools for teachers to use to assess and document the quality of student service-learning (See Assessing Learning through Service, National K-12 Service-Learning Clearinghouse, 1999).

Research/Evaluation

Survey of school districts, “stories from the field,” and Shumer Self Assessment administered on an annual basis to all CNCS-funded sub-grantees.

Evaluations of 2002 subgrantee reports found:

- Young people continue to serve after the conclusion of their formal course requirements.
- Students become highly motivated to learn as they experience the relevance of education.
- The oversight that schools provide by integrating service and its assessment into their academic curricula help ensure that the service is of high quality.
- Schools with service-learning programs are becoming known as sources to help address community needs.

2003 Minnesota Campus Civic Engagement Study on student and institutional engagement in higher education is the first of its kind in the nation.

Policies

$1 per capita levy provides $4 million for youth service annually.

Ohio

Description

Ohio’s service-learning success has grown out of many locally-based efforts with teachers, students, and community members who believe that service-learning strengthens academic learning, builds strong community relationships, and fosters the development of Ohio’s next generation of leaders. Ohio’s funding model encourages program growth over time by expanding each year with a transition to local support. Four

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<th>Website</th>
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<td>Mary Vigil</td>
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<td>$3.64</td>
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<tr>
<td>$48.23</td>
<td>Michelle Kamenov</td>
<td>cfl.state.mn.us/servicelearning/</td>
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<td>$27.13</td>
<td>Charlotte Jones-Ward</td>
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<td>$24.21</td>
<td>Peggy Solberg</td>
<td><a href="http://www.dpi.state.wi.us/dpi/dltcl/bbcsp/slhmpage.html">www.dpi.state.wi.us/dpi/dltcl/bbcsp/slhmpage.html</a></td>
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Continued...
guiding principles support service-learning growth. They are: 1) developing a foundation of school/community support through the planning process, 2) fostering high quality programming through ongoing training and expansion, 3) sustainability through the integration of service-learning into the curriculum and building strong partnerships, and 4) service-learning experts build statewide capacity.

**Timeline/Events**

1998 Development of Ohio’s Unique Funding Cycle.
1999 Published the first Ohio Service-learning Annual Report.
1999 Developed 12 regional Service-Learning Cooperatives.
1999 Implementation of a service-learning Urban Initiative with 8 urban schools.
1999 Implementation of a statewide service-learning Career Based Intervention Program.
1999 Partnership with the Buckeye Ranch to promote a statewide service-learning program “Silence the Violence.”
1999 Partnership with Ohio Campus Compact to fund K-16 faculty mini grants, K-16 website, and K-16 directory.
2000 Developed and implemented a statewide evaluation using the Essential Elements of Service-learning.
2000 Ohio’s Make a Difference Day was initiated with a statewide steering committee of 40 organizations.
2000 Ohio was awarded a CHESP Grant to develop Youth Grantmaking Councils.
2001 Identified schools to participate in Ohio’s first longitudinal research study.
2001 John Glenn Institute received a grant from Kellogg to support the start-up costs for the statewide Ohio Bicentennial Service-learning project.

**Success Stories**

Ohio’s students have completed over 350,000 hours of service through the President’s Student Service Challenge.

The Forum on History, Civics and Service received a White House invitation to represent Ohio’s service-learning program on President’s Day, 2003.

Ohio Bicentennial program is noted in the Students in Service to America publication.

Ohio has 11 National Leader schools; the Ohio teacher of the year in 2002-03 was from one of these leader schools.

Ohio Department of Education partners with KnowledgeWorks Foundation and the Gates Foundation to transform urban high schools into smaller learning communities and service-learning is valued as an important teaching methodology.

**Research/Evaluation**

Student survey examined the effect of service-learning over time and reviewed discipline/absence data, grade point average, participation in extra-curricular activities, and asked what service-learning students were more likely to be doing in five years.

**Policies**

The Governor’s Community Service Council adopted the Unified State Plan to Further Volunteering, Service, Learning and Giving throughout the state. Full scan available at the following web site: http://ecs.org/html/ProjectsPartners/nclc/NCLC_Publications.asp

**Wisconsin**

**Description**

Wisconsin has a regional service-learning network dependent on 12 Cooperative Educational Service Agencies (CESAs) to manage the Learn and Serve grant process. The result of this process is a state system that is dynamic and supportive, growing service-learning through 100 mini-grants that involve 22,000+ student participants contributing over 200,000 hours of service each year.

**Timeline/Events**

1992 135 educators participate in Wisconsin’s first statewide service-learning conference in the Wisconsin Dells.
1992 Wisconsin initiates a regional network to deliver Learn and Serve America sub-grants resulting in a grassroots service-learning network.
1993 2x4x8: Fostering Resiliency through Service-Learning. This three-year project was designed to promote service-learning as a strategy for building resilience in youth. View brochure: www.dpi.state.wi.us/dpi/dlcl/bbfcsp/pdf/2x4x8.pdf
1999 Wisconsin, in partnership with Iowa and Minnesota, host a tri-state event to develop a state service-learning integration plan. As a result, teachers were asked to report how they connect their high quality service-learning projects to the state standards. This information was compiled in a publication called Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum, www.dpi.state.wi.us/dpi/dlcl/eis/pubsales/partnr_3.html
2000 Wisconsin, along with Iowa and Minnesota host a national Symposium highlighting service-learning curriculum integration and service-learning policy.
2002 State Superintendent is named as Co-chair elect of the National Compact for Citizenship and Learning; she also presided over the inaugural meeting of Wisconsin’s Campus Compact with the University of Wisconsin Parkside’s Chancellor.

**Success Stories**

The Wisconsin Department of Instruction received AmeriCorps*VISTA grants that place volunteers in schools throughout the state to support literacy and service-learning.

Two federal programs—Title IV Part A Prevention and a Character Education program—both integrated service-learning as a core component.

Four Wisconsin National Service-Learning Leader schools developed a program to help 16 Wisconsin Banner Schools improve the quality of service-learning, in hopes of eventually becoming additional Service-Learning Leader Schools.

Wisconsin held a web based teleconference for teachers from all over the state on improving quality of service-learning in February 2003.

**Research/Evaluation**

Wisconsin trained teachers in eight middle schools and collaborated with two university education departments. They found students reported higher grades as a result of participating in service-learning programs. The evaluation summary can be found at: www.dpi.state.wi.us/dpi/dlcl/bbfcsp/pdf/2x4eval.pdf
Resources Available from the National Youth Leadership Council

Complete Order Form on Next Page

Videos

**All the Difference: Youth**
Service in Minnesota Showcases service projects in schools across Minnesota. It was filmed and edited by students at Hopkins High School. 27 minutes. (1988) $20

**Making the Case for Service-Learning**
Demonstrates service-learning and how the methodology can be integrated into existing curricula to enhance student learning. (1995) $20

**Route to Reform: Service-Learning and School Improvement**
Three schools—a k-6, a middle and a high school—provide examples of interdisciplinary service-learning projects in Minnesota, Illinois, and Washington states. The video includes Washington in Elementary’s model of K-6 whole-school integration. (1994) $20

**Making the Connection Series**
Videos explore the rationale behind the success of service-learning. They were created during a training for the Tri-State Initiative—a national service-learning demonstration school project of the IA, MN, and WI State Education Agencies and NYLC.

◊ **Driving Force or Afterthought?**
Rahima Wade, Professor of Service-Learning, University of Iowa. Highlights how service-learning can be integrated into school curricula via four strategies: K-12 district-wide, single subject area, school-wide, or a thematic approach. Guidebook incl. 26 min. (1997) $20

◊ **Enriching Learning Through Service**
Denise Schares, EdD, Director of Instruction, Vinton-Shellsburg School District, Vinton, IA. Offers hands-on, practical steps to integrate curriculum and community service including project ideas; questions to ask in the development process; and reflections on the future of service-learning. Guidebook incl. 35 min. (1996) $20

◊ **Service-Learning at the District Level**
Rick Nelson, Youth Development Coordinator, White Bear Lake Area Schools, MN. Promotes innovative ways of developing service-learning projects and demonstrates the benefits and rewards in becoming involved in the integration of service-learning. Guidebook incl. 22 min. (1997) $20

Essential Elements of Service-Learning
Pamela Toole, Ph.D., Ed.. This document, written with the support and input of the National Service-Learning Cooperative, a group of 13 organizations funded by the Corporation for National Service, offers examples and suggestions of what exemplary service-learning practice looks like for the novice to the experience Practitioner. Examples and definitions are offered for purposes, conditions and techniques under which service-learning can best contribute to a quality education. 35 pages; paperback. (1999) $7.50

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum (3rd Printing)
Rich Willits Cram and Jim Kiesmeier, Eds. For educator beginning or expanding curriculum-based youth service programs. Offers background, definitions, rationale, nuts and bolts implementation help, sample program materials, forms, and resource materials. Features over 70 photos and graphs, topical indexes, cross references, and names and addresses of contacts. 260 pages; paperback. (1995) $29

Making the Case for Service-Learning Action Research and Evaluation Guidebook for Teachers
Jay Smink and Marty Duckenfield, Eds. This guidebook has been prepared to provide teachers with a simple tool. It can assist you in playing a vital role in the research and evaluation of service-learning that must take place is this teaching method is going to become a part of valid educational reform. 32 pages; paperback. (1998) $7

Profiles In Service: A Handbook of Service-Learning Program Design Models
Brenda Urhe and Madeleine Wegner. Case studies of five successful service-learning programs profile the background, mission and goals, funding sources, curriculum strategies, replication, academic and community outcomes, and evaluation information. Supporting materials are included for each program. 85 pages; ready to be put into a 3-Ring binder. (1993) $25

Teaching Young Children Through Service
Ann Schoenaker. A practical guide for understanding and practicing service-learning with children ages 4 through 8. The six basic elements of service-learning are explained in detail. Service-learning techniques are presented as a method for helping students gain success in all aspects of learning. Written by a preschool and Kindergarten teacher with over sixteen years of experience. 65 pages; paperback. (1999) $15

Youth F.E.L.L.O.W.S Project Curriculum Sourcebook
Joy E. Des Marais, Jennifer Flood, Nicole Steege, Eds. This sourcebook is the culmination for a national demonstration project of secondary schools implementing civic education, technology and youth/adult partnerships into exciting service-learning practice. The publication is designed for middle and high school practitioners and offers detailed information about 13 successful service-learning projects including connections to state graduation standards, evaluation rubrics, assessments, and example forms/demonstrations, and reflection activities. CD-ROM; 119 pages printed. (2001) $20

Generator: Journal of Service-Learning and Youth Leadership
This service-learning journal is published quarterly by the National Youth Leadership Council. 1 year subscription $28, call for group discount
# National Youth Leadership Council
Publication Order Form

## Print Materials

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<td>Essential Elements of Service-Learning</td>
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<td>Profiles in Service: A Handbook of Service-Learning Program Design Models</td>
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## Videos

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## CD-ROM

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- Mail, or fax this form with payment to: 1667 Snelling Avenue North Suite D300, Saint Paul, MN 55108; fax (651) 631-2955.
- Or, you may call or email with ordering information [(651) 631-3672 or nylcinfo@nylc.org] and charge it on Visa or Mastercard.
- **Orders cannot be shipped without prior payment.** Please make checks payable to “National Youth Leadership Council.”
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