"Growing to Greatness" is an excellent resource for learning about the state of service-learning in the U.S.A. and for getting a bird’s-eye view of the research that is needed for its progress. I hope that we shall read in future issues of G2G that service-learning has indeed become an institution of society, and that its future will be assured as long as we remember that it is not something we do to young people, but by and with them.

Don Eberly
President, International Association for National Youth Service; Founder, National Service Secretariat

The "Growing to Greatness" report is the best available resource on the state of community service and service-learning in this country. The evidence presented overwhelmingly supports the reach of this work, and includes research findings, policy information, and state and program profiles in clear, easily digestible summaries. K-12 service-learning educators will find this an invaluable resource. Bravo to NYLC!

Jeff Howard, Ph.D.
Associate Director for Service-Learning at the University of Michigan’s Edward Ginsberg Center for Community Service and Learning; editor, Michigan Journal of Community Service Learning

"Growing to Greatness" offers readers essential information to understand and advance service-learning. For long-time practitioners, you will find a sense of pride in the "state" of service-learning. For people new to the field, G2G captures the meaning and value of service-learning for young people and teachers, provides encouraging research results, gives you lessons on ways to implement service-learning, as well as helpful resources. This publication is a great gift to educators and young people throughout the country. Thank you, State Farm Companies Foundation and NYLC!

Carol Bundy, Ed.D.
Co-founder of Community and National Service, Board of Directors, National Service Learning Partnership; Chair, Board of Directors

"Growing to Greatness" is a must-read resource for policymakers, practitioners, and any member of the public who is interested in service-learning. It’s practical, highly readable, and full of rich detail about this important and ever-changing field.

Shirley Sagawa
Author; Consultant; Former White House and Congressional staff member; Former Executive Vice President, The Corporation for National Service

Across this country our youngest citizens are stepping forward to shoulder the responsibilities of active citizenship through service-learning in ever expanding number. Thanks to State Farm and NYLC, this pioneering movement comes to life through the pages of "Growing to Greatness." This well-researched and useful annual report series is inspiring, and the results reported are most encouraging.

Harris Wofford
Former U.S. Senator, Pennsylvania; Former CEO, Corporation for National Service
The National Youth Leadership Council (NYLC) is a national nonprofit organization that builds vital, just, democratic, all members — including those of service, advocacy, and political social, and spiritual development. NYLC programs reach from every state and 20 countries. From its beginning more than 20 years ago, NYLC has been a leader in service-learning. NYLC’s vision is rooted in programs that serve, learn, and change the world.

Global Vision, Local Roots
NYLC’s mission is rooted in programs and policies that originated in Minnesota:

• Convened first nationwide service initiative (1994).
• Staffed, chaired, and served as member of state-service commission (1990-1992; 1995-1996). National Youth Leadership Council (NYLC) is a national nonprofit organization that builds vital, just, democratic, all members — including those of service, advocacy, and political social, and spiritual development. NYLC programs reach from every state and 20 countries. From its beginning more than 20 years ago, NYLC has been a leader in service-learning. NYLC’s vision is rooted in programs that serve, learn, and change the world.

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NYLC’s mission is rooted in programs and policies that originated in Minnesota:

• Convened first nationwide service initiative (1994).

Leadership
Continues National Service-Learning Conference since 1996.
Influenced federal service-learning legislation, including bipartisan congressional legislation, including authoring language for National Service-Learning Clearinghouse.
Participated in White House conference on philanthropy and adolescent development.
Presented on service-learning to audiences in 14 countries.
Local provider of training and technical assistance for Corporation for National and Community Service.
Published “Essential Elements of Service-Learning,” establishing standard for service-learning.
Presented lead testimony for National Commission on Service-Learning.
Led conference, with Youth Service America, of National and Global Youth Service Days.
Convened national service and leadership conferences (beginning in 1995).
Advanced youth-development and service legislation, and lining up major support for youth-focused safe-driving media campaigns on teen driver safety. Sponsored by State Farm Insurance.
Organized statewide campus service initiatives and developed related legislation (1995).
Influenced federal service-learning legislation, including bipartisan congressional legislation, including authoring language for National Service-Learning Clearinghouse.
Participated in White House conference on philanthropy and adolescent development.
Presented on service-learning to audiences in 14 countries.
Local provider of training and technical assistance for Corporation for National and Community Service.
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Impact
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The exploration and documentation of an entire “state of the movement” is quite an adventure. We would like to thank all who participated this year and have contributed in so many ways to Growing to Greatness™.

It has been a joy to work with our authors and to see their dedication to this project. We are also grateful and heartened by the enthusiastic response from those who so generously agreed to be interviewed and provided us with the information needed to create the state profiles and profiles of community-based service learning. Also, behind the scenes at work on the profiles were Rich Cairn and Nelda Brown of SEANet who did masterful jobs of synthesizing materials for the state profiles, and Thomas Pineros Shields, whose assistance with the community-based profiles we also appreciate. We truly see the idea of service-learning and youth development spreading, and networks growing and strengthening around this nation.

We’d like to thank all of our editorial board and especially thank those who have given extra of their time to offer feedback throughout the process, particularly Larry Bailis, Barbara Holland, and Rob Shumer.

At home in Minnesota, the Growing to Greatness staff, Research Director Marybeth Neal, Project Coordinator Megan McKinnon, and Research Assistant Anna Henning were a great team. NYLC Communications Director Madely Wegner contributed her considerable editorial skills to the project. Bill Snyder, NYLC Brand and Web Projects Manager, assisted greatly in helping us to develop our look and online presence.

Finally, The State Farm Companies Foundation continues to be a tremendous source of support and encouragement. They have not only provided the funding support to launch and sustain this project, but they have also given us access to a powerful network of professionals dedicated to building better schools and more vital communities. Special thanks to our top “encourager,” Kathy Payne. She has provided counsel at key moments throughout the production of Growing to Greatness. Thanks are also due to the State Farm team, headed by Carl Nelson and Sharon Tallon. Their assistance is helping make Growing to Greatness become truly great!

James C. Kielsmeier, Ph.D.  
G2G Project Director  
President and CEO, NYLC
State Farm® recognizes that it is in our best interest, as business people, as caring adults, and as citizens to identify strategies that create strong partnerships within our increasingly diverse communities, and provide young people opportunities to achieve and contribute.

State Farm® and the State Farm Companies Foundation® are pleased to introduce “Growing to Greatness 2005™,” the third annual publication from Growing to Greatness: The State of Service-Learning Project.

As the leading provider of auto, boat, and home insurance and a leader in life and financial services, State Farm® recognizes that it is in our best interest, as business people, as caring adults, and as citizens to identify strategies that create strong partnerships within our increasingly diverse communities, and provide young people opportunities to achieve and contribute.

We feel fortunate to have learned much about service-learning through the National Youth Leadership Council. The service-learning approach has given us hope and focus in our continuing efforts to positively impact student achievement and we are very pleased to support this work.

Through this publication and other Growing to Greatness activities, State Farm and NYLC hope to do more than gather, analyze, and share the most current information on service-learning and its impacts. We hope to identify the needs of service-learning for further research and development, and to spark discussion about its potential to involve young people as contributors in addressing community problems.

This annual review of the state of service-learning is thus useful to a variety of different audiences. For those already involved with service-learning, it offers ideas for deepening practice and information on how to connect with others both regionally and nationally. It is also useful as an outreach tool to inform and inspire others not yet familiar with this strategy for teaching and learning. For all, it promotes both positive academic and civic outcomes, contributing to the development of caring and capable youths and vibrant communities.

Thank you for your interest in this positive, powerful and practical approach. We hope that the following articles inspire your continued interest and involvement in service-learning.

Sincerely,

Kathy Payne
Assistant Director – Community Alliances
State Farm Insurance

Dear Reader,

State Farm® recognizes that it is in our best interest, as business people, as caring adults, and as citizens to identify strategies that create strong partnerships within our increasingly diverse communities, and provide young people opportunities to achieve and contribute.
Growing to Greatness offers an exciting line-up of articles on recent research and thinking about service-learning — its importance in addressing challenges faced in America today, not just by youths, but by everyone; and the need to bring people together to recognize, affirm, and create a space to contribute to the well-being of their country and the world. Jim Kielsmeier’s article on the ecological model further expands our vision, and presents the key principals and assumptions that guide this work.

Articles include follow-up research by Search Institute on the G2G’s 2004 survey of principals. By combining the data with two other large datasets, the evidence becomes increasingly clear that service-learning is a valuable way to address the achievement gap between high- and low-income students. This will be further explored in additional research conducted in the fall of 2005.

Lori Vogelgesang, in her article “Bridging from High School to College: Findings from the 2004 CIRP Freshman Survey,” introduces K-12 service-learning researchers and practitioners to the wealth of information found in the survey, which has been administered annually for more than 30 years. Recently they added questions on service-learning, and have been conducting follow-up surveys. This is an exciting development because of the potential for data on the long-term impacts of service-learning.

We are pleased to have a contribution by Howard Gardner on his recent research on how young professionals become committed to quality in their work and develop their sense of ethical responsibility. We follow this with an article that reflects on Gardner’s early and later work, and suggests the many ways it complements service-learning.

Rob Shumer takes a look backward to discern the service-learning literature “classics” that have shaped the movement, and looks forward to the movement’s further development.

The Corporation for National and Community Service has also contributed an article, beginning a celebration of its 15-year anniversary by identifying how the movement has developed from early-adopters into the creation of an
infrastructure to support service-learning through the collaboration of many supporting organizations.

Jennifer Piscatelli of the Education Commission of the States describes how service-learning policy helps sustain programs by leveraging additional support and resources. Additionally, she describes exciting developments in the inclusion of young people in making policy decisions at local and state levels.

As we look toward future Growing to Greatness research efforts, we need to look around us and see what is already happening in terms of research. Richard Bradley’s meta-analysis on statewide studies is an important contribution upon which we hope to build.

In the state profiles section, we present the history of service-learning and a program example for 21 states. By next year, we will cover all fifty states and Tribal Learn and Serve America grantees. We hope readers find the description of their state to be a useful resource, and invite everyone to contribute additional information on their state for possible inclusion in our online updates.

This report would not be complete without an examination of community-based service-learning. To this end, we have included profiles of 10 community-based organizations that employ service-learning to meet their goals. These goals include academic achievement, environmental education, citizenship education, work skills readiness, and career education. The ways that these organizations creatively connect with schools, businesses, and the community are inspiring and informative. A matrix describing each organization, which also includes the organizations profiled in “Growing to Greatness 2004,” is available online at www.nylc.org/G2G.

We conclude “Growing to Greatness 2005” with a reference section to help build a common set of understandings about the movement and its resources. This includes a glossary, a selection of service-learning websites, and how to obtain the assistance of an experienced service-learning practitioner from your region through the National Service-Learning Exchange. We’d like to give a special note of thanks to Jeffrey Howard of the Michigan Journal for Community Service Learning for his help with the glossary.

We sincerely hope that you find this publication useful. The focus for “Growing to Greatness 2006” will be the impact of service-learning on communities. Our doors are always open for your comments, suggestions, and contributions for possible inclusion in next year’s report. For more information or to send us your ideas, please contact us at nylc2g@nylc.org.

Marybeth Neal, Ph.D.
Saint Paul, Minnesota
March 2005
A Time to Serve, a Time to Learn:

Theoretical Framework for Growing to Greatness

“The inescapable developmental task of adolescents is to prepare themselves for adulthood — whatever type of adulthood they are likely to encounter. The future of society, good or bad, hinges on this preparation.” (Larson, 2002)

Introduction

All is not well for too many young people navigating the passage to full adult responsibility — the result, we believe, of structural changes in society that have disengaged youths from useful roles commensurate with their capacities to contribute and learn. The indicators are in every community.

The Growing to Greatness™ initiative is a lens through which to view the impact of service-learning and youth development methods on the challenge of contemporary adolescent development. Growing to Greatness embraces an ecological definition of service-learning (Kielsmeier, 2004) that places school-based service-learning within a larger context of social capital formation (Putnam, 2000). As such, civic engagement, faith-based, and youth development programs which authentically engage youths in addressing real needs, coupled with intentional cognitive, social, or civic development are included in this inquiry as applications linked to school-based service-learning. Our premise is that it takes a community of engagement practices to fully engage young people.

Young People Today

Nearly every session, the Minnesota Legislature is faced with proposals to force school districts to limit opening the school year until after Labor Day. Legislators from the outdoor vacation/tourism parts of the state advocate bracketing schooling around the agrarian work cycle, when all hands, even young hands, were needed on the farm in August. These days, the issue is about the benefits of a longer vacation to lake resorts and bait shops, not the loss of farm labor. Today, few children younger than 16 are working; fewer still are working with their parents. The summer vacation issue for parents is finding something for their children to do and someone to care for them. In short, we really do not “need” children as an integral part of a family’s workforce, like we used to.

This shift away from young people as part of economic life, coupled with increased demands for higher levels of skills for people entering the workforce, has extended the interim period between childhood dependency and full adult responsibility. Demographers point to the increasing ages of people living with...
parents, marrying, and having children as evidence of how adolescence has changed.

This extended journey to adulthood has come with unintended consequences for young people and society. No longer needed in tangible ways on the farm or in the community, the financial and social pressures on young people during this period are ample. Disengaged and discouraged, too many adolescents lack purpose, meaning, and direction. Symptoms of this malaise emerge as drug abuse, crime, and other forms of personally and socially destructive behavior. Not surprisingly, most of our attention is riveted on measuring and attempting to treat these and related symptoms.

National surveys such as the Baltimore-based Annie E. Casey Foundation’s annual “Kids Count Data Book” give state-by-state reports focused primarily on deficit indicators of child and youth well-being, including teen birth rate, teen deaths by homicide and suicide, high school drop-out rates, and juvenile crime arrest rates (www.aecf.org/kidscount/). Most other major child and adolescent surveys mirror Kids Count’s measurement of deficit outcomes (MacDonald and Valdivieso, 2000). Young people easily can become stereotyped as persistently inadequate or even dangerous if we rely solely on youth deficit survey reporting. This creates an unhealthy dynamic further separating young people from family and community.

Strategy of Engagement

This dilemma for young people has not gone unnoticed by those seeking other approaches, however. For more than two decades, a family of alternative strategies have been fashioned, applied, and measured. Service-learning, national service, and youth development communities of practice are the standard-bearers for structural responses to systemic adolescent disengagement, wasted capacity, and missed learning opportunities.

Harkening to principles of engaged learning associated with William James (James, 1910), John Dewey (Dewey, 1938), James Coleman (Coleman, 1977) Ernest Boyer (Boyer, 1983), and others, innovative learning and youth development programs share a belief in active involvement of young people in service, civic problem-solving, and community leadership — combined with clear learning outcomes. Practices, context, and terminology may differ, but the core principle of authentic engagement is held in common.

The beginning of large-scale application of service-learning and related youth development philosophy and methods to people under age 18 in the U.S. can be dated to the early 1980s (Eberly, 1988; Conrad and Hedin, 1991; Nathan and Kielsmeier, 1990; Sagawa, 1998; Skinner and Chapman, 1999; Pittman, 2002). Development has been bolstered by research on service-learning suggesting that well-designed programs result in measurable benefits to young people in areas of academic achievement, social responsibility, and civic engagement (Billig, 2000, 2004; Carnegie, 2003; Conrad and Hedin, 1991; National Commission on Service-Learning, 2002).

We have witnessed dramatic growth in kindergarten through 12th-grade school service-learning practice in the past 20 years (Skinner and Chapman, 1999; Billig, 2000; Kielsmeier, et al., 2004), suggesting that an engagement approach has taken hold. Extensive research by Search Institute on developmental assets of young people reveal parallel growth in youth development practices that engage young people in authentic service (Scales and Roehlkepartain, 2004).

Practices, context, and terminology may differ, but the core principle of authentic engagement is held in common.
Moving Forward

Service-learning alone is freighted with over 150 definitions, but few compelling metaphors (Taylor, 2002). Capturing the essence of this movement in a way that moves understanding beyond current limits is a daunting but necessary goal of G2G that we hope will emerge in the inquiry ahead. Commentary on theory will be expanded in future editions.

As the yin/yang dynamic of service and learning play back and forth, G2G has sought to give equal attention to both interdependent elements in highlighting practices and research. Balanced focus on learning and service/civic engagement comes from service-learning and from progressive and civic education literature. For the most part, the early focus of the G2G initiative has been on understanding what young people learn, and how they grow and develop, less on the results of their contributions to communities and society.

The “Growing to Greatness 2006” report will seek answers to the question: How are communities different because young people are engaged in service-learning and pro-social youth development? We will look at education, environment, and the civic arena to see how the impact of contributing young people is measured. After all, service-learning is about authentic engagement resulting in authentic results. So, how can we tell the story of these results? Watch “Growing to Greatness 2006” for ways to address this question.

Key Assumptions and Principles for the Growing to Greatness Initiative

- A major structural shift in human development has occurred and will continue, extending the period between childhood dependency and full adult responsibility;
- Transition into adulthood has become particularly problematic as reflected in extensive measurement surveys;
- Nearly all systematic collection of information on adolescents measures their deficits, not their positive participation in society;
- Most resources directed at this age group support traditional education, employment, and entertainment — with mixed results;
- Emerging approaches that authentically engage young people as contributing citizens to communities — especially when linked with well-designed learning and youth development content — are a credible structural response to issues of adolescent dissonance and community decline;
- G2G is a systematic strategy for measuring engagement of young people in service-learning and youth development programs thereby defining the passage to adulthood as a period of engaged citizenship and active learning.

References


Growing to Greatness 2005
Can Service-Learning Help Reduce the Achievement Gap?

New Research Points Toward the Potential of Service-Learning for Low-Income Students

In a time when schools are forced to make difficult choices in their curriculum to respond to both budget cuts and high-stakes testing, new research challenges the assumption that service-learning is a useful, but not essential, educational strategy for low-income students and schools. Indeed, this new research offers correlational evidence that service-learning may be particularly beneficial educationally for low-income students and schools, making it an important, though overlooked, strategy for closing the achievement gap in American schools.

As part of the Growing to Greatness initiative, several existing datasets were analyzed (see Display 1) to more deeply explore the relationship between service-learning and academic achievement, particularly in low-income schools and among low-income students. Our intent is to shed a bright light on this question: Could service-learning play a role in improving achievement in schools that serve low-income students, thus helping to address a long-standing and pressing priority for equity in educational achievement?

The results reported here suggest service-learning may be an especially valuable pedagogy to principals of low-socioeconomic status schools, in part because it may be linked to higher achievement generally and to reduced achievement gaps among higher- and lower-income students. These findings are reinforced by a broad range of existing research on developmental approaches to student success as well as research on the academic effects of community service (i.e., service not intentionally connected to the curriculum) and service-learning, which we also review here.

This research builds on the Growing to Greatness 2004 survey of school principals. It also sets the stage for frequently they provide volunteer service to others. It also provides analysis by student level of poverty. The major source of student data in this study is from a large, diverse sample of more than 217,000 6th- to 12th-grade students aggregated from more than 300 U.S. communities that administered the Search Institute Profiles of Student Life: Attitudes and Behavior survey (PSL-AB) in the 1999-2000 school year. Though not nationally representative, the sample was weighted by race/ethnicity and urbanicity proportions of the 2000 Census. (Further details on the survey and the sample are found in Scales, Leffert, & Vraa, 2003.)

Sample of Middle and High Students in Colorado Springs

This sample of 5,136 6th- to 12th-grade students from Colorado Springs, Colorado, enables analysis of student-reported experience of service and duration of school-based service-learning, as well as analysis by student level of poverty. These students also completed the PSL-AB survey and Search Institute’s Youth Supplement Survey in February 1999. The Youth Supplement Survey provides more in-depth measures of service-learning. (Further details on this study and sample are found in Scales, Leffert, & Vraa, 2003.)

Key Findings from New Research

#1: Involvement in service appears to contribute to lessening the achievement gap, with low-income students who serve doing better academically than students who do not serve.

#2: Service-learning quality matters: Students who participate in “deeper” service-learning experiences appear to do better than students with just brief (few hours to a few days) exposure to service-learning.

#3: Principals in low-income schools are more likely than other principals to believe service-learning has a positive impact on students’ school success.

#4: Urban schools, majority nonwhite schools, and poor schools that offer service-learning appear to be just as likely as other schools to provide high-quality opportunities and comprehensive supports, such as service-learning policies and full-time coordinators.

#5: These initial findings suggest a promising field for future research to further explore the potential of service-learning in closing the achievement gap between low- and high-income students.

Display 1. Samples Used in this Study

Three datasets with unique strengths were used to investigate the association of community service and service-learning to academic success outcomes, particularly in relation to school and student socioeconomic status.

National Study of Principals

This sample provides principals’ and other school officials’ perspectives on service and service-learning in their schools. Data were gathered from elementary, middle, and high school principals (or their designee). A nationally representative sample of public schools, stratified by instructional level, urbanicity, average class size, and minority status, was selected to participate in a survey developed by Search Institute, Westat, and Brandeis University (based on a previous survey by the U.S. Department of Education; see Skinner & Chapman, 1999). Ninety-one percent of the schools selected responded to the survey, for a total of 1,799 responses. The sample was weighted to maintain stratification proportions while accounting for missing data. (For more information, see Scales & Roehlkepartain, 2004a, and Kelman et al., 2004.)

Large Aggregate Sample of U.S. Middle and High School Students

This sample provides the reports of students on how frequently they provide volunteer service to others. It also provides analysis by student level of poverty. The major source of student data in this study is from a large, diverse sample of more than 217,000 6th- to 12th-grade students aggregated from more than 300 U.S. communities that administered the Search Institute Profiles of Student Life: Attitudes and Behavior survey (PSL-AB) in the 1999-2000 school year. Though not nationally representative, the sample was weighted by race/ethnicity and urbanicity proportions of the 2000 Census. (Further details on the survey and the sample are found in Scales, Leffert, & Vraa, 2003.)
research being planned for 2005 that will examine these dynamics through an in-depth study of schools that engage in service-learning. When completed, this research will provide important new insights into the ways in which service-learning contributes to student success from a developmental, multi-dimensional perspective.

The Pressing Need

Compared to the mid- to late-1980s, students in elementary, middle, and high school have shown improvement on a variety of performance and achievement measures. Students are taking more courses in English, math, and science, and they are taking more challenging courses (Center on Education Policy and American Youth Policy Forum, 2000). They do better on standardized tests, and more are going on to post-secondary education. There has been some narrowing of traditional educational inequities across socioeconomic and ethnic lines. But troubling and persistent challenges remain:

- African-American and white high school graduation rates are similar, but Hispanic youths lag significantly behind (U.S. Department of Education, 2000).
- African-American and low-income children’s scores overall (i.e., generally regardless of socioeconomic status or ethnicity, respectively) on various reading and math tests have improved over the last 30 years, but their average achievement scores lag far behind whites. For example, one study in San Diego showed that the average reading achievement among tenth-grade students in the poorest 20 percent of schools was about the same as that of the most affluent 20 percent among fifth-graders (Betts, Zau, & Rice, 2003).
- Among third-graders, the achievement gaps in math and reading between children with higher numbers of risk factors, including poverty, and children with fewer risk factors, actually widened from 1998 to 2002 (U.S. Department of Education, 2004a).

Though dropout rates have stabilized for all income groups since 1990, students from lower-income families (the lowest 20 percent) drop out of school at double the rate of middle-income students and six times the rate of students, in the upper 20 percent of income (U.S. Department of Education, 2004b).

Even the documented improvements often fall short of being meaningful or acceptable. For example, achievement test data show that only 31 percent of eighth-graders perform as proficient readers and only 24 percent as proficient writers (State Policy Updates, 2000). Having only one-third or fewer of young people reading or writing proficiently is, by no measure, a “success.” These inequities are deeply entangled with poverty. Research repeatedly shows that socioeconomic status matters for a wide range of
indicators of child and adolescent well-being, including student academic achievement (Beauvais & Jensen, 2003). Lower-income children have less stable families; greater exposure to environmental toxins and violence; more limited social support networks; and are cognitively stimulated less than higher-income children, from reading and being read to less, to experiencing less complex communications with parents involving more limited vocabulary (Evans, 2004). Poor children are also twice as likely to attend schools with less qualified and experienced teachers (Mayer, Mullens, Moore, & Ralph, 2000).

Consistent with these findings, new Search Institute research shows that, compared to other students, low-income students skip more school, have lower grades, and score lower on all of the five “Commitment to Learning” assets in Search Institute’s framework (achievement motivation, school engagement, bonding to school, homework, and reading for pleasure). Table 1 shows that, as expected based on previous research, low-socioeconomic status students had significantly less experience with each of the five Commitment to Learning assets. Low-socioeconomic status students also skipped more days of school in the last month, and had lower grades than other students.

Poverty, however, does not seal destiny. Indeed, other factors have long been recognized as equally if not more important. For example, Wang (1990) conducted an extensive meta-analysis of the empirical literature, concluding that the community’s socioeconomic status had a moderate relation to student achievement — about the same level as student participation in extracurricular activities and less than other variables. These other key achievement influences included peers’ educational and occupational aspirations; parental involvement; cooperative, active student engagement in learning; student input into decisions; and teaching variables such as classroom management, quantity of instruction, and class climate, including such important factors as teacher expectations that all children can learn, regardless of poverty level. More recently, Wenglinsky (2002) has reported that, although socioeconomic status had a substantial impact on students’ mathematics test scores (effect size of .76), teacher quality and classroom practices such as use of hands-on learning had comparable or greater effects.

In another extensive literature review, Henderson and Mapp (2002)Can Service-Learning Help Reduce the Achievement Gap? continued...
also concluded that significant parent and community involvement is one of the key influences that can affect student success in otherwise resource-poor urban schools. Thus, while poverty remains a difficult social problem that negatively impacts student learning, the achievement gap is not unsolvable. There is clear evidence that practices inside the classroom and out in the community can play major roles in closing that gap.

**Efforts to Close the Achievement Gap**

Over the last 20 years, policy makers and practitioners have worked to raise achievement levels and reduce achievement gaps through several broad school reform approaches. Most recently, the curriculum standards movement and its associated yardstick, the standardized test, have become the dominant force organizing American education (Olson, 2000). With the passing of the No Child Left Behind Act, there has been considerable debate regarding whether the emphasis on standardized achievement tests is undermining providing educational strategies that meet comprehensive developmental needs (see, for example, Oakes, Quartz, Ryan, & Lipton, 2000). For example, the press to prepare children for later school success can result in an over-emphasis in preschool children on structured learning versus play as the best developmental vehicle for growth in learning orientations and abilities (Hirsh-Pasek & Golinkoff, 2003).

A complementary approach to meeting the challenges of improving achievement for all young people focuses on emphasizing human development, or developmental attentiveness, as a core strategy. Most visibly exemplified in the middle school reform movement and in the growth of “full-service schools,” the developmental attentiveness approach links school reform with the developmental needs of children and adolescents, and the broader community environment. The central premise of this approach is twofold:

1) Restructuring the school experience to provide a better “fit” with the developmental needs of children and adolescents will lead to greater achievement for all (Eccles et al., 1993); and

2) All elements of the young person’s environment (family, peers, and community) play both independent and intertwined roles in contributing to positive development (Benson, Leffert, Scales, & Blyth, 1998; Greenberg, Weissberg, O’Brien, Zins, Fredericks, Resnik, & Elias, 2003).

Certain kinds of school restructuring practices do appear to make a difference in boosting achievement and in narrowing achievement gaps. Subsample of more than 8,800 eighth graders from the 1988 National Education Longitudinal Study, Lee & Smith (1993), found that reduced or eliminated departmentalization, team-teaching, heterogeneously grouped instruction (i.e., no tracking), and a general restructuring composite (e.g., exploratory classes, use of cooperative learning) had a significant positive impact on school engagement and achievement. Felner et al. (1997) found similar results for developmentally responsive practices such as cooperative learning in a major study of middle schools.

Benson and colleagues have reported that building students’ Developmental Assets™ is a promising approach for promoting school
Can Service-Learning Help Reduce the Achievement Gap? continued...

Because it represents an “authentic” approach to teaching and learning, the use of service-learning as a pedagogical practice appears to have the potential to help meet both the academic and broader developmental goals of education reform.

Academic Effects of Service-Learning

Because it represents an “authentic” approach to teaching and learning, the use of service-learning as a pedagogical practice appears to have the potential to help meet both the academic and broader developmental goals of education reform.

Developmental Assets are 40 “building blocks” for positive child and youth development arrayed into eight categories of Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. One of the 40 assets is “service to others,” the frequency with which students contribute volunteer service in their communities.

The number of Developmental Assets students experience is positively related to greater school attendance and higher self-reported grades, with the findings consistent in majority middle-class and white samples (Benson, Scales, Leffert, & Roehlkepartain, 1999) and majority poor, urban samples of youth of color (Scales et al., in press), and across racial/ethnic groups of students (Scales, Benson, Leffert, & Blyth, 2000). In a longitudinal study, Scales, Benson, Roehlkepartain, Sesma, and van Dulmen also report that students with a greater numbers of assets in the middle grades have higher actual GPA’s three years later in high school (in press).

Newmann, Wehlage, and Lamborn (1992) noted the impact on student engagement and achievement when curriculum engages students in the construction of knowledge, ownership of the cognitive work, and authentic connection to the “real world” and community. Service-learning is a primary example of engaging students in such “shared inquiry,” meaningful decision-making, and integration of classwork and community life (Zeldin, 2004), all of which work to support disadvantaged students in both their academic and community involvements. In recognition of such relations, the Center for the Study of Social Policy (2003) recommended that states make voluntary service-learning programs available statewide, one of only three data-supported recommendations made for promoting youths’ community connections. Billig’s (2004) extensive review of the literature found consistent positive relations between service-learning and academic success, though the number of studies is limited.

In an analysis of a longitudinal sample followed from middle school (6th-8th grades) through high school (10th-12th grades), Scales,
Benson, Roehlkepartain, Sesma, and van Dulmen found that students who in middle school reported experiencing a cluster of six particular Developmental Assets, including service to others, were more likely than students with less experience of those assets to report high grades in high school (in press). Specifically, for every point higher students scored on this “connection to community” asset factor in middle school, they were three times more likely in high school to have a B+ or higher GPA. Additional analysis by Scales & Roehlkepartain (2004b) found that service to others during middle school was significantly related to the number of Developmental Assets students reported three years later.

Service-learning — partly through its effects on students’ sense of community and positive school climate — may especially help to increase the engagement and motivation of disadvantaged students. Brandeis University researchers found that service-learning’s academic and civic impact was greater for lower-income, minority, and more at-risk youths (Center for Human Resources, 1999). Additionally, a Search Institute evaluation of the National Service-Learning Initiative and the Generator Schools Project concluded that students who were most at risk or more disengaged from school when they got involved in service-learning saw positive changes during the time of their involvement. By the end, they were more likely to:

- Believe they were contributing to the community;
- Be less bored than in traditional classrooms;
- Be engaged in academic tasks and general learning; and
- Be more accepting of diversity (Blyth, Saito, & Berkas, 1997).

Despite the apparent enhanced value of service-learning to disadvantaged students, low-income students tend to have fewer service opportunities. Kielsmeier, Scales, Roehlkepartain, and Neal (2004) found that only 29 percent of high-poverty schools in the United States offered service-learning in 2004, versus 36 percent of other schools; and only 26 percent of students participated in low-income schools, versus 32 percent in high-income schools. Thus, it appears that an important resource for reducing the achievement gap — service-learning — is greatly underutilized in schools serving low-income students.

New Findings Suggest the Academic Value of Service-Learning

The existing research in school reform, positive youth development, and service-learning all point toward the potential of service-learning to be an important pedagogical strategy for increasing school success, particularly among students from low-income families and those in predominantly low-income schools. This existing research set the stage for a series of new analyses that focus specifically on these relationships. We present the key findings here, which, in turn, set the stage for future research. None of these new analyses show cause and effect relationships. It is possible that, regardless of their poverty status, students who are already more academically motivated are more likely to participate in service-learning. But the consistency of the new findings across different datasets is interesting and promising.

Service-learning — partly through its effects on students’ sense of community and positive school climate — may especially help to increase the engagement and motivation of disadvantaged students.
Finding #1: Involvement in service appears to contribute to lessening the achievement gap, with low-income students who serve doing better academically than students who do not serve.

Involvement in service to others is related to a number of academic achievement variables, according to new analyses of Search Institute’s aggregate database of 217,000 6th through 12th graders in public schools across the United States who were surveyed during the 1999-2000 school year. (Service-learning participation was not measured in this survey.) Furthermore, though low-income students generally struggle more in school than higher-income students, those low-income students who serve others on a regular basis appear to do as well as or better than higher income students who do not serve on many measures. In other words, service of only one hour per week among lower-income students was related to significant reduction of the gap in achievement-related assets between higher and lower-income students.

To reach this conclusion, we divided the aggregate student sample into four groups: low-income students (defined in the note in Table 1) who serve others (at least one hour per week) (11,231 students); low-income students who do not serve others (12,740 students); higher-income students who serve others (99,369 students); and higher-income students who do not serve others (89,309 students). We then compared the four groups on several indicators of school success (Table 2). Higher-income students who serve do best on all the outcomes. Low-income students who serve do as well or better than the higher-income students who do not serve on all but two measures, however. Thus, the gap between low- and higher-income students is greatly reduced.

Furthermore, though both groups of low-income students skipped more days of school and had lower grades than either set of higher-socioeco-

| Table 2 Academic Outcomes by Service Involvement and by Socioeconomic Groups |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                  | Higher SES | Low SES | Higher SES | Low SES |
| Outcomes**                      |            |         |            |         |
| Achievement motivation          | 75 percent | 66 percent | 63 percent | 54 percent |
| School engagement               | 67 percent | 58 percent | 58 percent | 49 percent |
| Homework                        | 59 percent | 49 percent | 49 percent | 37 percent |
| Bonding to school               | 62 percent | 55 percent | 48 percent | 39 percent |
| Reading for pleasure            | 28 percent | 25 percent | 18 percent | 14 percent |
| Consistent attendance           | 80 percent | 70 percent | 75 percent | 64 percent |
| High grades                     | 29 percent | 11 percent | 22 percent | 8 percent |

* Community service involvement is measured by single item asking students how in an average week they do formal volunteering without pay to help others (“such as helping out at a hospital, day care center, food shelf, youth program…”). Response choices were 0, 1, 2, 3-5, 6-10, or 11 or more hours per average week. Students are considered to be “involved” in community service if they serve at least one hour per week.

** For definitions, see Table 1.
nomic status students, low-income students who serve others reported significantly fewer missed school days and significantly higher self-reported grades than low-income students who did not participate in service. For example, only eight percent of low-socioeconomic status students without service reported getting “mostly A’s”, whereas 11 percent of low-socioeconomic status students who did service had high grades, a considerable 38 percent difference among low-socioeconomic status students by whether or not they served.

That community service alone, without necessarily being connected to service-learning, has these positive relations to academic variables is quite promising. If service is embedded within a genuine and comprehensive program of service-learning that intentionally connects and integrates curriculum and real world contributions, it seems reasonable to suspect at least comparable, if not greater, impact.

**Finding #2: Service-learning quality matters: Students who participate in “deeper” service-learning experiences appear to do better than students with just brief (few hours to a few days) exposure to service-learning.**

A community-level study of Developmental Assets included self-reported exposure to service-learning programs during the past school year. Of the more than 5,000 students surveyed in Colorado Springs, only 18 percent had *at least a few weeks of service-learning* (what we defined as having “deeper” service-learning), compared with 21 percent who had a few hours to a few days. The majority of the sample (61 percent) reported no service-learning at all.

In this sample, results were more mixed, potentially due to the small sample size in some analysis cells, so results should be interpreted as preliminary (Table 3). Service-learning exposure appeared to be associated with smaller gaps between low- and higher-income students for regular attendance, achievement motivation, school engagement, reading for pleasure, and, especially, for bonding to school. Indeed, low-income students with service-learning were at comparable levels with higher-income students, with or without service-learning, on these measures. Thus, service seems to have a positive relation to reducing the school success gap between students from lower and higher-income backgrounds.

Furthermore, low-income students who did *not* report service-learning involvement were generally lower in these academic success outcomes than both higher- and low-income students who participated in service-learning. For example, low-income students who also had deeper exposure to service-learning had the second-highest percentage of any group on the “bonding to school” outcome (63 percent), bested only by higher-income students with deep

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Relation of Service-Learning Exposure to Academic Success Outcomes in One Community Sample, by Socioeconomic Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Involved in Service-Learning*</td>
<td>Students Not Involved in Service-Learning</td>
</tr>
<tr>
<td>Outcomes**</td>
<td>Higher SES</td>
</tr>
<tr>
<td>Achievement motivation</td>
<td>81 percent</td>
</tr>
<tr>
<td>School engagement</td>
<td>72 percent</td>
</tr>
<tr>
<td>Homework</td>
<td>70 percent</td>
</tr>
<tr>
<td>Bonding to school</td>
<td>71 percent</td>
</tr>
<tr>
<td>Reading for pleasure</td>
<td>35 percent</td>
</tr>
<tr>
<td>Consistent attendance</td>
<td>78 percent</td>
</tr>
<tr>
<td>High grades</td>
<td>45 percent</td>
</tr>
<tr>
<td>Total Sample: 4,352</td>
<td>740</td>
</tr>
</tbody>
</table>

* Based on students’ report of how often they participated in “community service or service-learning” during the past school year. They are coded as being involved at a high level if they report participating at least “a few weeks.” They were not coded as being involved if they selected not at all, a few hours, or a few days.

** For definitions of each of these outcomes, see Table 1.
service-learning exposure (71 percent). In contrast, among students without deep exposure to service-learning, just 53 percent even of higher-income students, and only 48 percent of low-income students indicated that they were bonded to school. It is important to note that this analysis did not find a reduced gap for homework or self-reported high grades based on service-learning participation.

Finding #3: Principals in low-income schools are more likely than other principals to believe service-learning has a positive impact on students’ school success.

Principals of urban, high poverty, or majority non-white schools appear to believe that service-learning can have academic power in students’ lives. They are significantly more likely than other principals to judge service-learning’s impact on attendance, school engagement, and academic achievement to be “very positive,” as shown in Figure 1. Moreover, principals of schools that have all three characteristics — urban, high poverty, and majority non-white student population — also are more likely than all other principals to consider service-learning to have a very positive impact on attendance, school engagement, and academic achievement. Most of the difference in these results is that principals of majority African-American schools that are also low-socioeconomic status are the most likely to see such positive effects from service-learning.

Finding #4: Urban schools, majority non-white schools, and poor schools that offer service-learning appear to be as likely as other schools to provide high-quality opportunities and comprehensive supports.

As shown in Table 4, high-poverty schools generally are not markedly different from other schools on several indirect indicators of service-learning quality, such as providing financial support for service-learning costs and having written policies supporting service-learning. In some cases, high-poverty schools actually appear to offer higher quality service-learning opportunities. For example, high-poverty schools — the poorest third — are somewhat more likely to offer semester-long service-learning projects and as likely to offer whole school year projects as the most affluent third of schools.

Given their more limited resources, one might expect that schools serving low-income students would have fewer supports in place for service-learning. In reality, though, the opposite may be true. Although there are no significant differences by poverty level for six of the supports, high-poverty schools are more likely than schools with more affluent student populations to:

- Have a written policy encouraging or requiring service-learning;
- Have full-time coordinators;
- Provide support for teachers to attend training; and,
- Provide extra planning time for service-learning teachers.

The differences on these specific supports are considerable enough...
that, across all 10 of these supports, high-poverty schools also have a higher average level of supports (3.75 out of 10) for service-learning than do other schools (3.04 and 2.89 for low-poverty and medium-poverty schools, respectively). Another sign of stronger support for service-learning in high-poverty schools may be evident in the finding that the schools also appear to be more likely to provide school-wide service-learning. Among high-poverty schools, 35 percent provide school-wide service-learning, compared to 20 percent for medium-poverty schools and 21 percent for medium-poverty schools.

### Strengthening the Case for Service-Learning

In the midst of current budget constraints and emphases on high-stakes testing, one might argue that service-learning is “on trial.” Is it worthy of investment? Does it make a difference in improving the educational outcomes for students, particularly those who struggle the most?

Mounting evidence, though incomplete, suggests that, yes, it is and it does. But the evidence is still limited and less than ideal. For example, all of the results presented here are correlational, not longitudinal. Thus, cause-and-effect relations among the variables cannot be established (though this article makes rational inferences, based on theory and the accumulating research). Nevertheless, the “circumstantial evidence” from our three different datasets (along with the previous research cited) suggests the promising conclusion that service-learning programs may contribute to the key achievement goals of American education today: higher achievement and equity of achievement across student groups.

### Table 4

<table>
<thead>
<tr>
<th>School Poverty Level</th>
<th>0-24 percent</th>
<th>25-54 percent</th>
<th>55 percent+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for teachers attending training or conferences outside of the school</td>
<td>62 percent(a)</td>
<td>64 percent(b)</td>
<td>75 percent(**)</td>
</tr>
<tr>
<td>Other financial support for costs associated with service-learning</td>
<td>59 percent</td>
<td>58 percent</td>
<td>55 percent</td>
</tr>
<tr>
<td>Mini-grants for service-learning program or curriculum development</td>
<td>55 percent</td>
<td>53 percent</td>
<td>58 percent</td>
</tr>
<tr>
<td>In-service training for teachers on service-learning (past 3 years)</td>
<td>31 percent</td>
<td>34 percent</td>
<td>40 percent</td>
</tr>
<tr>
<td>Written school or district policy encouraging or requiring service-learning</td>
<td>28 percent(a)</td>
<td>27 percent(b)</td>
<td>39 percent(**)</td>
</tr>
<tr>
<td>Special recognition or awards for teachers using service-learning</td>
<td>36 percent</td>
<td>33 percent</td>
<td>44 percent</td>
</tr>
<tr>
<td>Extra planning time for service-learning activities</td>
<td>15 percent(a)</td>
<td>16 percent(a)</td>
<td>29 percent(****)</td>
</tr>
<tr>
<td>Part-time service-learning coordinator</td>
<td>17 percent</td>
<td>13 percent</td>
<td>23 percent</td>
</tr>
<tr>
<td>Reduction in course load to allow time for service-learning</td>
<td>13 percent</td>
<td>16 percent</td>
<td>17 percent</td>
</tr>
<tr>
<td>Full-time service-learning coordinator</td>
<td>9 percent</td>
<td>6 percent(a)</td>
<td>15 percent(**)</td>
</tr>
</tbody>
</table>

\(a, b\) = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

\* \(p \leq .05\)

\** \(p \leq .01\)

\*** \(p \leq .001\)
Can Service-Learning Help Reduce the Achievement Gap? continued...

In the short term, these findings could be useful in making the case to school administrators and policy leaders to continue — or strengthen — their commitment to and investment in service-learning, particularly as a strategy to contribute to closing the achievement gap between low- and higher-income students.

We are still in the “discovery phase.” Through the Growing to Greatness initiative, additional research is underway. Current plans involve conducting focused studies that bring together the perspectives of students and staff about service-learning, and its relationship to academic success and prosocial development. If successful, the study will allow for much more in-depth analysis of the relationships between service-learning scope and quality (from both student and staff perspectives), the school environment, young people’s Developmental Assets, and various measures of school success for students in various socioeconomic situations. Thus, it will provide the opportunity to explore further the potential of service-learning in closing the achievement gap.

At the same time, it is important to recognize that school-based service-learning programs, like any other educational reform, cannot, by themselves, close the achievement gap for all students. Though important, these efforts cannot consistently touch and influence all of the many factors that shape young people’s attitudes, capacities, and commitments to learning. Other strategies (e.g., improving school climate, increasing student access to advanced coursework, and strengthening teachers’ collective belief in their ability to help all students learn), dynamics, and community systems also play important roles in young people’s growth and development. The opportunity, then, is to link with other positive strategies, approaches, and partners that share a mutual goal of improving educational — and life — outcomes for young people. Joined together, the efforts can add up to our having stronger families, schools, communities, states, and a nation committed to the success of all young people, including those who now struggle with the fewest opportunities that provide the foundation for success.

1. For definition, see glossary.
3. Self-report grades have a high (approximately .75) correlation with actual grades (Leffert, Benson, Scales, Sharma, Drake, & Blyth, 1998).
4. The Generator Schools Project was a four-year program.
project of National Youth Leadership Council in the early 1990s. It sought to equip 40 K-8 schools across the United States to integrate service-learning throughout their curriculum.

5. In analyses using the national principals’ study, the three school-level poverty groups were created by dividing the sample of schools into thirds on the basis of the proportion of students eligible for the free or reduced-price federal lunch program. The top third was considered “high-poverty” schools, etc. This division resulted in schools with 56 percent or more students being eligible for free or reduced-price lunches being “high-poverty” schools; those with 27 percent to 55 percent being “medium-poverty” schools; and those with 0 percent to 26 percent of student eligible being “low-poverty” schools.

6. This analysis utilized levels of supports available in the school for service-learning (such as teacher training, a service-learning coordinator, and supportive school or district policies) as indicators that the school is more likely to have high-quality service-learning programs. More in-depth measures within schools (with teachers and students) would be necessary to ascertain actual service-learning quality. Such research is being initiated as part of the Growing to Greatness initiative.

References


Can Service-Learning Help Reduce the Achievement Gap? continued...

Photo: Ashley Shaver, NYLC


The GoodWork® Project

Ten years ago, Mihaly Csiksentmihaly, William Damon, and I embarked on an ambitious research project. Noting the rise of market forces in the United States and the denunciation of governmental programs, we wondered what would happen to various professions under these conditions. We decided to look at several professions in detail through intensive interviews with leading practitioners based on the following question: How do individuals who want to do good work — work that is both excellent and socially responsible — succeed or fail at a time when conditions are changing with enormous speed, market forces have unprecedented power, and few, if any, counterforces can mediate the powers of the market?

We determined that good work, elusive at any time, is particularly vulnerable in American society today. Only in those professions where there is considerable alignment between professional and social responsibilities is good work likely to flourish. Alignment exists when all of the major interest groups connected with a profession want the same thing. But most professions today are not well aligned, often because powerful and unmediated market forces distend them. Nonetheless, there are individuals and institutions that continue to exemplify good work and much can be learned from their examples.

The Origins of Good Work

As part of the GoodWork project, we interviewed 100 young individuals, ranging in age from 15 to 35. These individuals were involved in professions or in pre-professional training in the domains of journalism, biological science, and theater. They were future leaders — the best and the brightest. All of them knew the difference between good work and compromised work and many of them strived to do good work.

But we made a disturbing finding. From many young persons, we heard that they wanted to do work that is both excellent and ethical, but they felt that they could not afford to carry out such work at the present time. In their view, too many of their colleagues were succeeding by cutting corners. If they wanted to be successful — and these achieving young persons all did — they felt that they too had to cross certain lines. And so our informants pretended that they had checked quotations that they had not actually checked; failed to carry out a necessary scientific control group; went

Service-Learning and Good Work

By Howard Gardner, Ph.D.

Editor’s Note: This article is based on Howard Gardner’s book, “Making Good,” a study of young professionals from three different professions: journalism, biology, and theater. Gardner presents six factors and four “levers” that facilitate the experiences and reflections that promote “good work.” Gardner concludes by stating that service-learning facilitates the kinds of experiences and reflections his study identifies as promoting the “good worker,” that is, individuals who are committed to good quality work and social responsibility.

Some of these young people were embarrassed by what they had done, while others were frankly defiant — if others get away with compromised work, they asserted, we have the right to do so as well.
Six Factors that Facilitate Good Work

We report our findings in a co-authored book called “Making Good: How Young Persons Cope with Moral Dilemmas at Work.” In that book, we outline six factors that appear to be necessary for good work to thrive among young persons. These factors include (1) long-standing beliefs and value systems which survive despite temptation; (2) powerful role models and mentors who demonstrate good work and expect it in their younger associates; (3) peers who want to do good work and who seek to associate with peers who share those aspirations; (4) pivotal experiences, in which the advantages of good work, and the perils of compromised work, are manifest; (5) an organizational or institutional milieu where good work is the norm, while bad or compromised work is disdained and exorcised; (6) periodic inoculations where those inclined to do good work are reminded of the rewards of such a course, and the costs associated with work that crosses the line. We then propose four levers that can help aspiring good workers to achieve these goals.

Levers for Good Work: The View from Inside

When it comes to affecting the practices of specific workers, it is (perhaps fortunately) impossible to play God. One cannot summarily transplant belief systems, install role models, alter or replace the peer group of a young person. Therefore, it is especially important to identify those steps that an individual worker can initiate on his or her own in order to increase the likelihood of good work. Our interviews suggested four important steps that individual workers can carry out by themselves or in cooperation with others. These

Photo: Terry Williams
steps are not ordered; rather, they need to be taken regularly and repeatedly. They represent the productive interaction among domain, field, and personal factors.

Mission

It is important to define the mission of the particular profession or calling in which one has enlisted. The most effective workers add a personal element to the mission as they understand it and wish to pursue it. For example, the journalist’s mission typically stresses informing people — especially those who lack direct access — about what is happening in the world, so that they can participate intelligently and make appropriate decisions in their community. The scientist’s mission is to carry out research of impeccable quality, to make it readily available to others, and to participate in key functions of the scientific process such as peer review or the transmission of values and practices to the next generation. The actor’s mission is to perfect his or her craft, to perform roles with integrity and passion, to preserve the great works of the past, to provide humanity in all its complexity with an image of itself, and to help to ensure a continuing dynamic theater.

Each of these missions entails service to the broader community, and learning through the experience. Even those who eschew an explicit moral dimension see their domain as contributing in a general way to a better society.

How can one help young workers to clarify their mission and to pursue it effectively? If a mission statement already exists, it is useful to analyze it; to determine whether it is being carried out, and, if it is not, to consider how it might best be implemented; and, finally, to consider how it might be revised or updated. If no such statement exists, one could be written and critiqued. But the existence of “official” statements does not relieve individual workers from developing and reflecting on their own versions of the mission of a domain.

Regular reflection on mission by all the members of an organization is salutary. Such reflection is best carried out with respect to specific examples and dilemmas. The kinds of conflicts described in “Making Good” are provocative; discussion of such conflicts often clarifies the mission of a domain and indicates whether or not it is being appropriately pursued. Contact with “trustees” — respected elders who exemplified the mission during their career — is also valuable. Analysis of new trends in the profession, and how they might affect the traditional mission, is an important exercise. Fresh recruits need to consider how science can function freely and openly at a time when its perversion can be disastrous; or how journalism can be diligent and fair when sensational news is constantly being posted; or how live theater can continue when movies, television, and the Web are so much cheaper and more readily accessible.

Models

Most individuals are exposed, as a matter of course, to role models of a positive or negative sort, with most being an amalgam of attractive and unattractive features. The identification of a positive role model is an important step; it matters that a young journalist can look up to James Reston or Katharine Graham; it matters that a young scientist can admire Marie Curie or Niels Bohr; it matters that Judi Dench or Paul Robeson are available as inspiring presences in theater. Young people also need exposure to those rare individuals who have not accepted the status quo, and set out to alter a domain mission. Every domain has its Ted Turner, who started an inno-
The personal mirror test: “Am I proud of the kind of worker that I am?”

Mirror Tests
The quintessential ingredient of good work is the opportunity for regular enactment of a mirror test. When taking a mirror test, the worker looks at himself or herself in the mirror and poses two questions:

The personal mirror test: “Am I proud of the kind of worker that I am?”

The universal mirror test: “Would I want to live in a society where every member of my profession carried out work in the ways that it is currently executed?” Or, put differently, “Can each of my peers pass the personal mirror test?”

The mirror test presupposes honesty. People can always squint or obscure their vision so that they no longer see an accurate reflection. No doubt, some scoundrels confidently administer and pass the...
mirror tests. However the chances for self-delusion (or for deluding others) are minimized if one speaks publicly about one’s own reflection, determines whether it matches assessments by peers who are informed and candid, and continues to administer the mirror test regularly in as honest a way as possible. In our view, no worker can afford to ignore what his or her peers are doing. And if the work of peers is deficient, an aspiring good worker must ultimately attempt to exert influence on the rest of the field.

While the use of a literal mirror may seem contrived, the regular and frank use of a virtual or metaphoric mirror is essential to good practice. Only if one constantly reflects on one’s actions and their implications is it possible to remain a good worker, or to correct course should one’s actions fail to measure up to one’s standards. Just as individuals need to stay abreast of the latest technical advances in a domain, so, too, they need to remain vigilant with respect to possible shifts in their moral identities.

One can conceive of the development of a professional in terms of the maturation of the capacity to employ these levers.

Aspiring professionals can also take the initiative in pursuing good work. They can think about the broader mission of the activities in which they have become engaged; they can discriminate among role models and decide which they would like to emulate or to search for institutions where high-quality mentoring is the norm; and they can initiate mirror tests. Moreover, the levers can interact synergistically: study of role models can help one discern the mission of a domain and one’s own personal mission; disappointment with one’s reflection on the personal mirror test can prompt one to explore further the current mission of the domain.

Messages

Society must become a place where good work is highly valued. No nation is without individuals of high intelligence, expertise, and creativity; but the entire world could use many more individuals who unite their considerable personal capacities with a commitment to act responsibly, ethically, morally.

Traditionally, a link between virtue and technique was assumed. One can see this amalgam in the classical religious and philosophical traditions, ranging from the Platonic dialogues, to the Confucian analects, to the holy books of the major religions. It has been an important though dispiriting intellectual achievement to realize that there is no necessary link between technical skill and ethical behavior. One simply cannot assume that a proficient person will be a moral person, or assume that a concern with ethics necessarily translates into effective achievements. It is easier to be a good worker in one sense of “good” than to be a good worker in both senses of the word.

Having attained this understanding, however, one cannot simply accept the sundering. As the French playwright Molière said, “We are responsible not only for what we do but for what we do not do.” All citizens of a national and global society should take it upon themselves to encourage the development of young workers who are “good” in both senses. To some extent, this message will be conveyed to young people implicitly: through the opportunity to work observe and emulate older individuals who are good workers, in settings that encourage and

The entire world could use many more individuals who unite their considerable personal capacities with a commitment to act responsibly, ethically, morally.
reward high-quality work. But it may well be necessary to encourage explicit tutelage as well. It may not be possible to develop degree programs in good work, but society certainly should be willing to talk about good work, to devise workshops that seek to promote its practice, to allot space in the media for presentations, and to point out with approbation those individuals who merit the appellation “good worker.”

Links to Service-Learning

Of all the groups that we have interviewed in our study, two of the most impressive are individuals who are close to the area of service-learning. One was a group of 17 young health workers who are Schweitzer Fellows who work with underserved populations in their community. We found this group to be modest, idealistic, selfless. They gained sustenance from one another; they explained that they expected obstacles in their work and that they tolerate or even welcome these challenges. The other group was a set of young social entrepreneurs — individuals who use their social and financial skills to build organizations that address entrenched social problems.

We do not know for sure what attracts certain individuals to these fields and why some of these persevere despite the odds. There are some individuals who will devote themselves to a social cause, whether or not others support them. There are some individuals who will behave in a selfish manner, even when there is plenty of reason for them to be altruistic.

Participation in a good service-learning program can make a difference for the large number of individuals who do not fall into either of the aforementioned camps, giving them the experiences and the opportunities for reflection they need to become “good” workers, committed to work, and to the broader society.

Photo: Ashley Shaver, NYLC

Of all the groups that we have interviewed in our study, two of the most impressive are individuals who are close to the area of service-learning.
Symbiosis: When Service-Learning Meets the Work of Howard Gardner

Howard Gardner is a scholar from outside the field of service-learning whose work has greatly informed and could further inform service-learning practices. In this article, we explore Gardner’s work, how it can deepen our understanding of service-learning, and how service-learning offers a context in which to implement Gardner’s ideas.

Parallels

Gardner’s book “Frames of Mind” was first published in 1983, just when service-learning was emerging. As “new ideas,” both the multiple intelligences and service-learning have experienced challenges because, while they are key concepts widely embraced by educators, they are adopted with different interpretations and levels of quality (Gardner, 2003:8) (Billig, 2004:12-13). Both concepts share similar challenges for researchers: not only must researchers contend with variability of implementation, it is difficult to conclude that findings demonstrate causality. Furthermore, impacts may take years to realize, long after the research.

Despite “growing pains,” neither service-learning nor multiple intelligences have disappeared; both may resonate with educators as simply part of “good teaching.” (Wilson, 2002). The multiple intelligences have rich explanatory power, expanding the idea of intelligence from a singular to a multidimensional phenomenon. Service-learning creates a rich context for learning, being multidisciplinary; capable of incorporating multiple intelligences, learning styles, opportunities for reflection and youth voice; and involving more people who function as “teachers,” offering constructive feedback (e.g., the service-recipients, adult volunteers, the staff at community organizations, and peers). Perhaps because of the association of both concepts with “good teaching” both concepts have continued, even thrived, where other reform efforts have failed or subsided in popularity.

In this article we draw upon two periods in Howard Gardner’s work: his earlier work on the multiple intelligences and his later work from his Goodworks® Project, summarized in the book “Making Good,” to explore how these works can guide and inform the potential and reality of service-learning.

Multiple Intelligences

The multiple intelligences concept has been embraced by service-learning practitioners who use the multiple intelligences as a guide to designing service-learning activities in both community-based (YMCA, 2000) and school-based (Berman, 1999) contexts. In “Pondering Learning, Connecting Multiple Intelligences and Service-Learning,” Klopp, Toole, and Toole suggest that the two concepts serve as supports for each other:

The theory of the multiple intelligences provides a powerful framework for service-learning practitioners to utilize in implementing both the service and the learning dimensions of their pedagogy. At the best level, the practices of service-learning and the multiple intelligences have a great deal to offer and complement each other… Gardner’s theory implies that schools need to do a much
better job of identifying, nurturing, and affirming not only how smart children are, but in which ways they are smart. Without his theory, we risk losing not only our students’ self-realization of their own talents, but also the contributions (i.e., service) those talents might offer the world!

Service-learning is a method for educators to employ that affirms and speaks to the many different ways that children can learn, achieve, and contribute. In effect, it speaks to their multiple intelligences. (2001:3)

“Good Work” and Social Responsibility

Ethical considerations swirl around both the practice of service-learning and Gardner’s work. Gardner’s interests include how it happens that people come to use their potential for “good.” He writes:

“Understanding intelligence — and even knowing how better to develop it — does not suffice in itself. Any human capacity can be used for ill as well as for good; and it is part of our responsibility as human beings on a single troubled planet to try to use our competencies, our intelligences, in morally responsible ways.”

(Gardner, 1993, as cited in Klopp et al. (2001:29)

Service-Learning and “Good Work”

This leads to Gardner’s later work, which is presented earlier in this edition of G2G. What are the conditions that influence an individual to use their abilities for good or ill? In “Making Good,” Gardner identifies six conditions that promote the development of commitments to quality work and ethical standards. Here, we present them accompanied with commentary on how the “Essential Elements of Effective Service-learning” (NYLC, 1999) may facilitate these six conditions.

- Long-standing belief and value systems. Such service-learning practices as reflection, including in-class discussions, portfolio
development, self-assessments, and project evaluations all offer opportunities for learners to become aware and articulate long-standing beliefs and values. Furthermore, the experience of service-learning creates contexts in which learners discover and practice these beliefs and values as they interact with others with histories different from their own, engaging in needs identification and problem-solving.

**Role Models and Mentors.** Service-learning involves opportunities for everyone, both teachers and students, adults and youths, service givers and service recipients, to witness role models and receive mentorship, as well as to serve as role models and mentors.

**Peers.** Service-learning’s Essential Elements can contribute to the creation of a positive and supportive peer culture that is committed to good quality work and ethical standards. While longitudinal research in service-learning is still lacking, indications are that the bonds formed through the experience of service-learning may last well after the conclusion of the service-learning project, and may result in peers continuing to volunteer after fulfilling any requirements they may have for service-learning (Vogelgesang, 2005).

Several aspects of service-learning promote peer groups with high ethical standards: The process of identifying community needs, deciding on projects, doing the service work, resolving conflicts as they make decisions regarding the service work, and during the reflection process. Because they address genuine needs, service-learning projects have a sense of authenticity that helps encourage peers to take their service work seriously, and thus adhere to a high quality and moral standards.

Service-learning provides the opportunity for youths to develop leadership skills, including decision-making, critical thinking, and conflict resolution. All of these skills may contribute a positive and supportive peer culture.

Furthermore, in service-learning pedagogy, teachers are more the facilitators of learning and less the lecturers and deliverers of content material. The less directive and more facilitative teacher role provides the opportunity for youth leadership and a greater sense of cooperative ownership with peers.

Finally, the service-learning experience creates a “story” that can be told and retold, helping reaffirm the sense of belonging to a group and its values.

**Pivotal experiences.** Pivotal experiences are those in which the advantages of good work and the perils of compromised work are manifest. The experiential learning inherent in service-learning can be a pivotal experience as learners identify genuine community needs, and interact with people who may have very different perspectives and life experiences. These interactions may expose differences, and even involve conflicts whose resolution opens new insights and awareness. When genuine community needs are identified and addressed, the experience of being truly needed and appreciated helps service-learners recognize their capacity to do good work, and encourages them to do their best. This is reflected in improvements in attendance (Follman and Muldoon, 1997).

The service-learning essential element of “validation” refers to events where students are recog-

Several aspects of service-learning promote peer groups with high ethical standards.
nized and affirmed for their contributions to the community. This positive feedback helps students recognize the advantages of good work.

- **Institutional Milieu.** A supportive milieu emerges out of the interplay of all the elements. Eighty-eight percent of principals of schools engaged in service-learning surveyed in the G2G 2004 principals survey reported that service-learning has a positive impact on school climate. (Kielsmeier, et al. 2004:8).

- **Periodic Inoculations.** The acts of service and reflection can be the “charged” experiences Gardner describes (2004:172). Service-learning can become a “habit” leading the service-learner to seek out and participate in subsequent activities that involve both service and learning.

**Quality Work and Ethics in Service-Learning Practice**

The need to identify what constitutes “quality” in service-learning, both for the integrity of practice as well as research, has been well articulated in recent years. (Billig, 2004: 22-23). It may be time to revisit ethics in service-learning practice and reflect upon the 1989 National Society for International Experiential Education “Principles of Good Practice for Combining Service and Learning,” which emphasize respectful, committed relationships between service providers and service-recipients, including allowing for “those with needs to define those needs.”

The richness of service-learning is also reflected in the tensions between its various facets, and ensuing discussion of ethics, including:

1. What is gained and what is lost when service-learning is voluntary versus mandatory?
2. What responsibilities does the service-learner have after the conclusion of the service-learning experience. That is, after one has learned of community needs through service-learning and performs service, what ought the learner do next with his or her newfound knowledge and understanding of community needs? This question is raised, among other places, in discussions about “service-politics” (Campus Compact, 2001).
3. What are the responsibilities of...
adults involved in service-learning to model commitment to quality work and ethical behavior/social responsibility?

4. How do we resolve possible tension between building respectful, trusting relationships with community members where one learns from the community about community needs and how to address them, versus practicing skills of civic activism, which may involve challenging the community on difficult subjects?

Summary

There is much for the service-learning practitioner to learn from Gardner. Project Zero and the Goodworks® Project, available through the Project Zero website, www.pz.harvard.edu, are additional sources relevant to service-learning. These include the assessment of experiential learning; enhancing school, community partnerships; and longitudinal research on multiple intelligences impacts in participating schools. We invite you to explore these resources as well. G2G

1. In Frames of Mind, Gardner expands the idea of intelligence to include multiple intelligences: verbal/linguistic, logical/mathematical, intrapersonal, interpersonal, visual/spatial, musical/rhythmic, bodily/kinesthetic. Viewing multiple intelligences as an evolving concept, Gardner has proposed an additional intelligence: naturalist intelligence, and he is exploring other possible intelligences including an “existential” intelligence. Gardner uses criteria that all the intelligences must meet including:

- potential of isolation by brain damage, support from psychometric findings, a core set of operations and the potential for encoding into a symbol system.

2. The Essential Elements of Effective Service-Learning (NYLC 1999) are described in further detail in the Resources Section of G2G 2004, www.nylc.org/g2g. They include:

- Curriculum Integration: connects academic learning, standards, and service.
- Academically and developmentally appropriate service: to learn skills and think critically.
- Student Assessment: integrated into program design as an instructional tool.
- Genuine Community Needs: identified by students and approved by the community.
- Program evaluation: involves all participants.
- Student voice: students have decision-making power; teacher’s role is as a mentor.
- Diversity: students work with and learn from people whose backgrounds are different from their own.
- Partnerships with community: clear communication concerning outcomes, rules, roles, and responsibilities.
- Preparation: students and teachers must understand their roles, safety precautions, and learn sensitivity to the people they will meet in the community.
- Reflection: ongoing use of higher order thinking skills to connect service experiences to curricular objectives.
- Validation: post service documentation and celebration of students’ service.

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A Reflection on the Catalytic Effects of Learn and Serve America

2005 is a watershed year for Learn and Serve America, the primary funder and resource for service-learning programs in the country. Learn and Serve America provides approximately $43 million each year for programs designed to engage young people in service to their community as a part of their education and development. Today’s Learn and Serve America programs are the direct descendants of two of the four programs created through the National and Community Service Trust Act of 1990. Learn and Serve America has been the largest federal funder of service-learning programs for the past 15 years, yet it is not widely known outside of service-learning circles. With a strategic focus on outreach, internal management improvement, and improved program performance measures, Learn and Serve America hopes to engage half of all schools in service-learning by 2010.

Historical Context
Serve-America, the predecessor of Learn and Serve America K-12 School- and Community-Based programs, supported the efforts of schools and community-based agencies to involve school-aged youths in service. In 1992, Serve-America awarded $16.9 million by formula to state education agencies; one percent of which was available competitively to Indian tribes. That year, approximately 172,000 youths participated, providing an average of about 16 hours of direct service each.

The 1990 Act also provided for Higher Education Innovative Projects in Community Service, the predecessor of Learn and Serve America Higher Education. Designed to involve students in community service, promote community service at educational institutions, and train teachers in service-learning methods, the program granted $5.6 million to higher education institutions or nonprofit organizations working in partnership with higher education institutions. Higher education programs involved 22,000 participants who provided an average of 39 hours of direct service.

The passage of the National and Community Service Trust Act of 1993, as amended, provided the opportunity to significantly expand and improve the student community service and service-learning programs. The 1993 Act authorized both K-12 School- and Community-Based Programs and Higher Education Innovative Projects. The two student service programs were united under the Learn and Serve America banner at the creation of the Corporation for National and Community Service. The 1993 Act produced a durable definition of service-learning, used

Learn and Serve America has been the largest federal funder of service-learning programs for the past 15 years, yet it is not widely known outside of service-learning circles.
by practitioners and researchers, regardless of their association with the Corporation. Service-learning is defined as an educational method: “[U]nder which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; which is coordinated within an elementary school, secondary school, institution of higher education, or community service program, and with the community; which helps foster civic responsibility; which is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participant is enrolled; and which provides structured time for the students or participants to reflect on the service experience.” [42 U.S.C. 12511]

Today, Learn and Serve America engages nearly 1.4 million student participants. The programs also engage nearly 100,000 teachers, faculty, and staff of schools, higher education institutions, and community-based organizations.

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

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

Learn and Serve America Grant Categories

The legislation that created Learn and Serve America ensures that funds are distributed to a wide variety of youth-serving organizations and institutions. The program provides the following grant programs: school-based, which includes both formula and competitive grant programs and a set-aside of up to three percent for Indian tribes and U.S. Territories; community-based; and higher education.

- **School-based programs** (formula). These are grants to state education agencies, which make subgrants to create new service-learning programs; to replicate existing models; and/or train teachers, administrators, adult volunteers, service-learning coordinators, and students in service-learning. SEAs also conduct trainings and evaluations, support the development of local partnerships, and develop curriculum to align with service activities.
- **School-based programs** (competitive). LSA also makes grants on a competitive basis to SEAs, Indian tribes, U.S. territories, nonprofit organizations, and institutions of higher education that apply as nonprofits. Grantees, in turn, make subgrants for the same purposes described above. In 2003 and 2004, three thematic competitions were offered: linking history, civics, and service; community, higher education, and schools partnerships (CHESP); and homeland security.
- **Indian Tribes and U. S. territories.** Up to three percent of school-based funds are set aside for this competitive grant program whose funds may be used for the activities noted above. Indian tribes can elect either to subgrant or work with tribal schools without subgranting.
- **Community-based programs.** Funds are awarded competitively to nonprofit organizations to make grants in two or more states, and state commissions on national and community service to make grants in their home states. Grantees subgrant to youth-serving public or private non-profits to create new service programs or replicate existing ones, and to provide training and technical assistance. Grantees may, without subgranting, provide T/TA to public or private non-profit organizations that work with school-age youths.
• Higher Education programs. Through a competitive process, LSA awards funds directly to individual colleges and universities or consortia of higher education institutions, which may include public or private non-profit organizations. Funds may support a wide variety of service-learning activities, including training teachers in service-learning, integrating community service into professional education programs, strengthening the infrastructure in the institutions, and supplementing community service activities in federal work study programs.

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

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

The Service-Learning Clearinghouse

Essential to the development of high-quality programs are the training and technical assistance programs and recognition programs that LSA has administered. Required by statute, LSA provides support to the National Service-Learning Clearinghouse, allowing for a variety of research, dissemination, training, and networking activities. While the availability of funds for the Clearinghouse has varied over the years, necessitating some variance in the services offered, the core of Clearinghouse services have been information collection and dissemination, research, and networking for practitioners and researchers through email, the Web, and by telephone.

The Clearinghouse collects and disseminates information and materials related to service-learning in all settings. The Clearinghouse also hosts a variety of listservs for discussion and information on service-learning, a website and information database, a toll-free information phone line; and maintains a collection of publications on service-learning.

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

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National Service-Learning Leader School Program

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

Presidential Freedom Scholarships

As an agency charged not only with promoting service-learning, but also with promoting service participation for individuals of all ages, the Corporation, through LSA, has sponsored the Presidential Freedom Scholarships since 1997. The Presidential Freedom Scholarships (formerly known as the President’s Student Service Scholarship) provide matching scholarships to high school juniors and seniors for exemplary leadership in service. Every high school in the country is eligible to nominate up to two students per school per year to receive the Presidential Freedom Scholarship. In order to emphasize the importance of school-community partnerships, $500 of the scholarship is provided by LSA, and the other $500 must be raised in the community. In 2004, more than 6,600 scholarships were awarded throughout the nation and U.S. territories. Approximately 35,000 scholarships have been awarded for exemplary community service leadership in the seven years of the program.

Research and Evaluation

Since the establishment of LSA in 1993, there has been significant growth in the use of service-learning as a pedagogical tool within educational institutions and youth-serving organizations. Over the years, the Corporation has worked steadily to improve its annual reporting system in order to better understand the scope and depth of the service-learning programs it funds. While much of this effort is prompted by congressional reporting requirements, these efforts are also intended to help LSA better understand how its grant funds are used and to shape its policies and grantmaking strategies to best promote and sustain service-learning among America’s schools, higher education institutions, and youth-serving organizations.

The Corporation has also initiated a number of studies to assess the impact of Learn and Serve grants on the growth of service-learning, as well as the impact of service-learning on participants. The national evaluation of Learn and Serve School and Community-Based programs (1994-1997) and the evaluation of the Learn and Serve Higher Education program (1994-1997) have demonstrated that Learn and Serve programs can have a positive impact on student academic achievement and behaviors. The Community Higher Education School Partnership Study (2001) and an Institutionalization Study of Learn and Serve (2001) have helped us identify the various program strategies utilized in developing partnerships and the factors related to sustained service-learning programs among those institutions that received funds in the initial Learn and Serve grant period of 1993-1994.

While our past efforts in research and evaluation have served as a basis for identifying future research, we still face several challenges. The first major challenge comes in recognizing that, amid budget constraints and a growing emphasis on improving educational standards, demonstrating the positive academic impacts of service-learning on participants is essential to the field. The second major challenge must address the role of LSA as the federal pro-
A Reflection on the Catalytic Effects of Learn and Serve America

Continued...

Demonstrating the positive academic impacts of service-learning on participants is essential to the field.

Looking forward, we recognize, however that our third challenge is the most difficult, but potentially the most rewarding: providing the resources and helping to build the capacity of our programs to effectively implement their own program evaluations. Overcoming this challenge will allow service-learning programs to develop evaluations that are responsive to their own specific characteristics, while allowing us to learn from the field.

Networks and other supports for service-learning

- **National Service-Learning Conference.** This is the world’s largest conference on service and service-learning. Held annually since 1989, it is organized by the National Youth Leadership Council in collaboration with Youth Service America. In recent years, a network of more than 2,500 people from all 50 states and approximately 20 countries have gathered annually.

- **National Youth Leadership Council.** NYLC, founded in 1983, plays a major role in state and federal level legislation for service and service-learning. NYLC’s state and national professional development activities, the creation of standards for effective service-learning, and convening of the service-learning movement have offered consistent leadership for policy and practice.

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

- **The National Service-Learning Partnership.** The NSLP, created through the Learning In Deed initiative, is the only national membership organization bringing together practitioners, administrators, policy-makers, researchers, community leaders, parents, and young people to support K-12 service-learning. The Partnership serves as a national leadership hub for more than 2,000 individuals and organizations committed to raising the visibility, and enhancing the quality of service-learning in schools and communities across the country.

- **The National Service-Learning in Teacher Education Partnership.** The American Association of Colleges for Teacher Education and the National Service-Learning in Teacher Education Partnership the AACTE/NSLTEP project was designed to help develop institutional capacity to incorporate service-learning in teacher education programs. Six regional centers addressed various aspects, including ways of applying service-learning in...
teacher education and in classroom instruction. The project developed several policy papers around the issues of diversity, technology, accountability, and character education.

• **Service-Learning United.** In June 2004, the leaders of Campus Compact, Michigan Community Service Commission, National Service-Learning Partnership, National Youth Leadership Council, and Youth Service America convened a CEO Stakeholders Service-Learning Strategy meeting. More than 20 CEOs of national organizations involved in service-learning were invited, and participated in this initial meeting, to see if they could work in a more coordinated effort across all streams of service-learning: K-12 schools, colleges and universities, and community-based organizations. The CEOs created an umbrella organization to coordinate across all sectors a strategy to support service-learning from a public policy perspective.

• **National Higher Education Community Research Project.** With a three-year matching grant from the Corporation for National Service’s Learn and Serve America Higher Education program, a consortium of colleges and universities are developing campus-based and local and regional community research centers. This diverse group of institutions (representing 2-year and 4-year public and private colleges and research universities from twelve states) link their teaching, research, and service missions by developing their capacity to respond to community requests for research assistance.

### Early Adopters of Service-Learning

A handful of current LSA grantees were funded in the inception of Learn and Serve America. Through the initial infusion of support from LSA these programs have evolved to be leaders in their sector. Today, these programs provide training, technical assistance, policy development, and subgrants to spread service-learning.

• **American Association of Community Colleges.** Since 1994, the American Association of Community Colleges has promoted the value of service learning to the 1,200 associate degree-granting institutions in the U.S. According to three AACC national surveys, half of all community colleges offer service-learning in their curricular programs. Another 35 to 40 percent of colleges are interested in starting service-learning programs.

The goals of AACC’s national project, Community Colleges Broadening Horizons through Service-Learning, are to build on established foundations to integrate service-learning into the institutional climate of community colleges; and to increase the number, quality, and sustainability of service-learning programs through an information clearinghouse, data collection and analysis, model programs, training and technical assistance, publications, and referrals.

• **Campus Compact,** founded in 1985, is a coalition of college and university presidents — representing some 5 million students — who are committed to fulfilling the public purposes of higher education. As the only national organization dedicated solely to advancing higher education’s civic mission, Campus Compact has been a leader in the movement to build civic learning into campus and academic life. Through a national office and

Half of all community colleges offer service-learning in their curricular programs. Another 35 to 40 percent of colleges are interested in starting service-learning programs.
network of state offices, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities, and teach students the skills and values of democracy.

• **Kids Consortium.** Now in its second decade, the KIDS Consortium is a nationally recognized leader in the rapidly expanding service-learning movement, which promotes learning through community involvement.

KIDS works with teachers, administrators, and students to involve students in addressing real challenges faced by their communities. Together, they identify, research, and work to address local community needs. With guidance from KIDS, teachers match projects to school curricula, providing a powerful “hands on” learning experience that improves the community, and brings academics to life.

• **Pennsylvania Service-Learning Alliance.** The mission of the Pennsylvania Service-Learning Alliance is to establish service-learning as a teaching methodology and community change tool across the Commonwealth of Pennsylvania. Each regional center has strong partnerships established with community-based agencies, school districts, and higher education institutions. The Pennsylvania Service-Learning Alliance provides service-learning training and technical assistance through regional workshops, state-wide conferences, interest area focus groups, peer consultants, newsletters, a website, special initiatives, service fairs, and curriculum development and is supported by the Pennsylvania State Department of Education.

1. 1990 was not the first time the federal government made an investment in youth service. ACTION operated youth and higher education service and service-learning programs during the 1970s and 1980s. ACTION also published a magazine, Synergist, devoted to highlighting research and effective practices about service and service-learning in education and other youth-serving organizations.

2. Information based on annual Presidential Freedom Scholarship data collected by Learn and Serve America.
The G2G 2004 survey of principals announced the good news that there is a lot more service-learning going on than is federally funded, suggesting the extent to which service-learning is taking root in America’s schools. For service-learning to continue to grow, however, it needs to be viewed as making positive impacts visible to entire communities. Collecting evidence at the statewide level helps make the case for service-learning, informs state-level decisions concerning educational policy, and builds a statewide network of those interested in school-community partnerships.

The federal No Child Left Behind initiative and growing calls for “scientifically-based research” give added impetus for rigorously designed and implemented statewide studies of anything that purports to positively impact student achievement. (Billig and Furco, 2002)

**Purpose and Scope of this Study**

Several major studies of service-learning have been funded by the Corporation for National and Community Service, and several foundations in recent years. This report addresses another potential data source for evaluating service-learning: service-learning data collection, evaluation, and research done by and for state agencies.

In order to learn more about the current state of these statewide efforts, the National Youth Leadership Council, in partnership with State Farm Companies Foundation, commissioned a review of state-level studies of K-12 service-learning to answer questions related to: the scale and scope of these studies (duration, grade level of participants, number of students/sites involved); who was surveyed; types of data collected (e.g., relationship to academic and/or behavioral outcomes, evidence of curriculum connections, duration and/or type of service, time spent on reflection/types of reflective activities, etc.); strategies, tools, and methods used; who analyzed data and how; and key findings.

**Method**

The study focused on state Learn and Serve directors because of their responsibilities for convening service-learning and collecting data on federally funded Learn and Serve programs in their states. Based on an “environmental scan” conducted by SEANet in June 2004, directors in states known to have conducted statewide studies going beyond basic Learn and Serve America requirements were contacted. Follow-up contacts were made by e-mail and at the National Learn and Serve America meeting in November 2004.

The matrix that follows summar-
<table>
<thead>
<tr>
<th>Overview of State-Level Studies of K-12 Service-Learning Impact</th>
</tr>
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<tbody>
<tr>
<td><strong>State/Timeline</strong></td>
</tr>
</tbody>
</table>
| 1. California (Phase I – 6/95-10/95) | Surveys to establish baseline for future studies of CalServ impacts on students, schools, and communities | - Student/teacher surveys: demographics, intensity type of service experience, degree to which service met real community needs, curriculum integration/instructional strategies, reflective activities, and achievement test scores  
- Personal interviews, focus groups, and site observations | RPP International, Berkeley, Calif. | Not the focus of this study |
| 2. California (Phase II – 11/95/4/97) | Quasi-experimental | - Students: achievement test scores, student journals, portfolios, attitudes towards school/learning, and civic and social attitudes  
- Teacher/community impacts  
- Schools – personal interviews; focus groups, site observations | RPP International, Berkeley, Calif. | • There were statistically significant improvements on achievement tests in language arts, reading, measures of school engagement, and sense of educational competence (grades 6-12).  
• There were positive impacts on measures of civic engagement.  
• Teachers reported improvements in group cohesiveness, school climate, and student/teacher respect. |
| 3. California (9/97/6/2000) | Surveys to identify service-learning factors/strategies associated with effective practice | - Surveys completed by local program coordinators; interviews and focus groups – Required survey areas: Growth of academic knowledge, skills, civic impacts; Optional survey areas: Teacher, school, or community impacts  
- Teacher generated assessments | Service-Learning Research and Development Center, U-Cal, Berkeley, Calif. | afurco@uclink.berkeley.edu | • School climates improved.  
• Academic outcomes related to implementation characteristics such as: clarity of academic goals, connection between goals, activities, reasonable timeframe, and reflection. |
• Improved teamwork/communication.  
• Improvements in language skills, writing, reading, math, and science.  
• Enhanced awareness of community needs/resources.  
• Positive behavior changes. |
| 5. Colorado (2001-2002) | Quasi-experimental: Study relationship of service-learning to school and community engagement; and relationship of outcomes to program quality | - Student/teacher surveys  
- District/school support structures: history with service-learning, hours, and types of service | RMC Research Corporation, Denver, Colo., using HLM and other appropriate statistical procedures | www@rmcdenver.com | • Service-learning participants reported greater sense of connection to school and community than non-service-learning peers.  
• Service-learning quality makes a difference; students participating in “high” quality service-learning reported greater connections to school and community than those participating in “low” quality service-learning. |
No students surveyed | - Outcome data reports and project narratives completed by sub-grantees: number of youths involved, number of service hours, pre-/post-comparisons of absences/discipline referrals | Florida Learn and Serve, Tallahassee, Fla. | Kay.kemmel@fldoe.org | Of reporting sub-grantees:  
• 55 percent showed a decrease in student absences.  
• 73 percent showed a decrease in student discipline referrals. |
| 7. Iowa (2000) | Survey developed by Iowa Department of Education – to determine prevalence/support for service-learning  
No students surveyed | - Data on prevalence/level of support for service-learning: completed by curriculum directors, superintendents, principals, counselors, and service-learning coordinators | Iowa State University’s Research Institute for Studies in Education, Des Moines, Iowa. | Joe.herrity@ed.state.ia.us | Not the focus of this study |
| 8. Louisiana (2003-2004) | Collect information on activities of sub-grantees – no students surveyed | - Project narratives completed by local coordinators: connections between service-learning/other achievements, student demographic data, and number of hours/types of service | Louisiana Learn and Serve, Baton Rouge, La. | jbaisley@lscp.state.la.us | • 33 percent of programs reported significant improvements in students’ academic achievement; 50 percent reported moderate academic improvement – highest in language arts, social studies, science, math, health, and computer technology.  
• 50 percent reported significant improvements in behavior and character development. |
<table>
<thead>
<tr>
<th>State/Timeline</th>
<th>Design/Purpose</th>
<th>Types of Data Collected/Methods</th>
<th>Who Analyzed Data?</th>
<th>Key Student Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Michigan (2001-2002)</td>
<td>Quasi-experimental: Study connections between service-learning and academic achievement, school engagement, and program quality</td>
<td>• Student academic reports (pre-/post- MEAP scores) • MEAP data (grades 4-12) • Student Surveys: student engagement/achievement (grades 10-12) • Teacher Surveys: measures of service-learning quality</td>
<td>RMC Research Corporation, Denver, Colo., using HLM and other appropriate statistical procedures <a href="http://www.rmcdenver.com">www.rmcdenver.com</a></td>
<td>• The service-learning group reported statistically small, but significant differences in 5th grade social studies and science achievement scores, and higher levels of school engagement. • Service-learning quality moderators found to be significant included: communication, interaction with the community, clear educational goals, and use of evaluation</td>
</tr>
<tr>
<td>11. Michigan (2002-2003)</td>
<td>Quasi-experimental: Study relationship between service-learning and academic achievement, school engagement, and program quality</td>
<td>• Same instruments as in #10, plus open-ended questions describing service-learning activities (teachers) • Student engagement/achievement scores (MEAP) • Links with Michigan Curriculum Frameworks (teachers) • Level of integration with Michigan standards • Whether service-learning required or voluntary • Time spent on service-learning and reflection/celebration activities</td>
<td>RMC Research Corporation, Denver, Colo., using HLM and other appropriate statistical procedures <a href="http://www.rmcdenver.com">www.rmcdenver.com</a></td>
<td>• Students in service-learning group outperformed non-service-learning students on overall science scores, and all but one science strand (5th grade) • There was no consistent relationship between moderators of service-learning quality and academic achievement or engagement</td>
</tr>
<tr>
<td>12. Mississippi (2001-2002)</td>
<td>Progress report for Corporation for National and Community Service</td>
<td>• Pre-/post-surveys of youths, K-8, teachers, college students and faculty, and parents • Interviews of youths</td>
<td>Dr. Thomas Schnaubelt, Center for Community and Civic Engagement, University of Southern Mississippi, Hattiesburg, Miss. <a href="http://www.ccce.usm.edu">www.ccce.usm.edu</a></td>
<td>• Improved academic performance and attendance (for high school evaluators) were reported. • There were statistically significant improvements in reading and math.</td>
</tr>
<tr>
<td>13. Mississippi (2002-2003)</td>
<td>Surveys to assess evaluation system and measure level of service-learning quality in various programs</td>
<td>• Academic outcomes and achievement scores (pre-/post-) • Surveys of principals, program coordinators, higher education participants and students; interviews; focus groups; program logic; report cards; and teacher narrative reports</td>
<td>Dr. Robert Shumer, comparison of scores <a href="mailto:drrdsminn@msn.com">drrdsminn@msn.com</a></td>
<td>• Students’ academic results were higher when teachers were involved in service-learning for more than three years.</td>
</tr>
</tbody>
</table>
### Overview of State-Level Studies of K-12 Service-Learning Impact (continued)

<table>
<thead>
<tr>
<th>State/Timeline</th>
<th>Design/Purpose</th>
<th>Types of Data Collected/Methods</th>
<th>Who Analyzed Data?</th>
<th>Key Student Impacts</th>
</tr>
</thead>
</table>
• Site visits  
• Student academic achievement, discipline, absences  
• Student attitudes about school, learning, civic engagement, personal, social development | Learn and Serve Ohio staff and data analysts from Cleveland State University, Cleveland, Ohio.  
fasquila@csuohio.edu | • Service-learning students showed significant decreases in absences and discipline referrals.  
• There was no statistically significant correlation between GPA and hours of service, although GPA increased in expected directions up to 25 hours of service.  
• Students not involved in service-learning less likely to be involved in any kind of service activity. |
| 17. Tennessee (2002-2003) | Quasi-experimental: study service-learning impacts (grades 3-12) | • Service-Learning surveys to assess student attitudes about connections to school and adults, and student self-perceptions of school performance  
• Attendance and discipline referrals  
• Academic performance | Dr. Molly Laird, Gahanna, Ohio, using paired t-tests.  
Jan.bushing@state.tn.us | • Service-learning students showed statistically significant growth in life skills, school, career, work motivation, overall sense of efficacy, increased sense of social competency, and civic responsibility when compared with non-service-learning students.  
• Binge-drinking declined significantly among high school service-learning students.  
• Elementary school students showed significant growth in positive attitudes related to school, life, and civic responsibility. |
No students surveyed | • Progress reports submitted by local subgrantees  
• Participant demographics  
• S.T.A.R.S. service-learning model implementation data  
• Professional development activities | RMC Research Corporation, Denver, Colo.  
www.rmcdenver.com | • In 41 percent of K-12 sites and nearly all Title IV sites: service-learning had positive impacts on academic achievement.  
• In 75 percent of Title IV sites: there were declines in discipline referrals for service-learning students.  
• Nearly half of K-12 sites and 75 percent of Title IV sites: reported positive improvements in civic disposition among service-learning students. |
• Student surveys: self-reflective data on impacts | Wisconsin Department of Public Instruction, Madison, Wis.  
Stanleyj.potts@uwrf.edu | • Teachers reported that, while participating in service-learning, student grades improved and absences/discipline referrals decreased.  
• High school students reported that: service-learning helped them develop personal skills, acquire new skills/knowledge, broaden understanding of others, made learning relevant, and improved understanding of communities and how they work.  
• Elementary school students reported that: service-learning helped them learn new things, made learning more interesting and relevant, and improved their self-confidence |
rizes reviews of studies received. While not comprehensive, it highlights the possibilities and benefits of conducting state-level service-learning studies.

What Did We Find?

Nineteen studies were identified and analyzed as part of this study to assess approaches taken and methodologies utilized to provide guidance to others wishing to undertake future statewide studies. Data were analyzed by state agencies in four studies and by consultants in 15. Complete findings will be available in study-by-study comparisons on NYLC’s www.nylc.org/G2G.

While there is widespread agreement that longitudinal studies are needed — because many positive impacts of service-learning (such as academic achievement and behavioral changes) emerge after the fact — there was only one state-level longitudinal study (Ohio). Studies in Michigan combined data from two consecutive years, creating a larger database for analysis. All other studies spanned a single school year. Studies in California (Phase I), Colorado (1997-1998), Michigan (2002), and Texas (2003-2004) were designed to gather baseline data for future studies.

Professional educators are increasingly wary of attributing causality when results are not part of a study with control groups.

- Time-frame for the study (one-year or longitudinal); and
- Who will analyze the data and how.

They can then look for similar studies in the matrix and contact those who conducted them for further information.

Recommendations

What have been the impacts of these studies? California’s Phase I study led to a decision to refocus funding efforts from individual teachers to institutionalization at the district level, a focus subsequently adopted by many other states. Studies in Iowa and Wisconsin have helped build the network of state support for service-learning.

Elsewhere in this report, Dr. Rob Shumer summarizes five significant service-learning research reviews and...
Coordinated data collection strategies across states are needed to help make the “larger” case for service-learning.

studies, concluding that, while progress has been made in studying service-learning impacts, questions still remain. Echoing recommendations made by Eyler (2002) and Billig (2003), Shumer suggests that future research should focus on program quality and long-term impacts. Coordinated data collection strategies across states are needed to help make the “larger” case for service-learning. This will require:

- Agreement on criteria to be used to describe strategies for integrating service-learning into the academic curriculum and each key element of these strategies;
- Developing a set of benchmarks or standards, and collecting descriptive information, using these frameworks and definitions (Bailis and Melchior, 2003). This is the goal of a tool being created by RMC Research for SEANet and also the “LASSIE” (Learn and Serve Systems Information Exchange) instrument being used by Learn and Serve America;
- Using multiple measures, a variety of data collection approaches, and data analysis techniques to help determine how various outcomes manifest themselves, and to measure various constructs (Furco, 2003);
- More longitudinal, quasi-experimental studies — both small-scale and large-scale (Billig and Furco, 2002);
• More studies paying closer attention to relationships between service-learning outcomes and program quality, utilizing instruments based upon quality standards such as those described in the “Essential Elements of Service-Learning” (NYLC, 1999) (Billig and Furco, 2002). With the exception of studies done by RMC Research in Colorado, and Michigan and Ohio’s longitudinal study; and Melchior’s second study of Learn and Serve (1995), there is very little information on how service-learning outcomes are affected by program quality.

• Developing service-learning “evaluation tool kits,” outlining strategies for conducting necessary statewide studies and validated surveys to be used by state Learn and Serve Coordinators, researchers, and local program coordinators. (Brandeis University has already done this for Rhode Island and is completing one for Massachusetts. RMC Research has begun this process on a broader scale through its Compendium of Assessment and Research Tools (CART) website (cart.rmcdenver.com)); and

• Finding the funding necessary to support the kinds of sophisticated research needed to “justify” service-learning in a climate of accountability (Billig and Furco, 2002 and 2003). On average, the studies that used an outside consultant cost about $45,000 per year.

A beginning has been made, but much remains to be done. G2G

1. HLM is a statistical procedure used to analyze data in a clustered or nested source, i.e., students in a classroom. Because students in a given classroom are likely to be more similar to each other than they would be to students in other classrooms, an assumption of most traditional statistical procedures independence of observations) is violated. In situations where random assignment is not possible, HLM addresses this problem by modeling variation of student outcomes within and across classrooms. (Meyer, Billig, and Hofschire 2004).

References


Washington, DC: Corporation for National Service. pp. 67-69


Service-Learning Research:
What Have We Learned from the Past

Last year Growing to Greatness™ produced interesting and important information about the field of service-learning. Reflecting on that information raised questions about what we have learned from previous research that might shed light on future G2G research ventures.

In preparation for this review of research, a small group of researchers and practitioners convened to discuss their thoughts on the most important/influential studies that shaped the history of service-learning research. Five research reviews and studies were selected as most influential.

Research Reviews
• Conrad and Hedin (1989/1991)
• Billig (2000)

Research Studies
• Conrad and Hedin (1981)
• Eyler and Giles (1999)
• Bailis/Melchior (Three national studies, 2002)

The purpose of this article is to summarize those studies and to discover directions for future research.

Research Reviews

“School-Based Community Service: What We Know From Research and Theory”

Dan Conrad and Diane Hedin, researchers from the University of Minnesota, reviewed what we knew about service and experiential learning programs in 1991. They suggested that “Service seems to be one of those ideas that many people view as good, but not of critical importance to education or to the wider society.” They questioned whether interest by politicians and educators would be sustained, or whether youth service would remain on the fringes of the political and educational agenda.

They presented the rich history of experiential learning, from William Kilpatrick’s urging the adoption of the “project method,” a process-oriented teaching method through which students develop independence and responsibility, and practice social and democratic modes of behavior (1918); through the Citizen Education project of the 1950s, to the calls for more active, engaged educational programs in the 1970s; and the series of reports in the 1980s on educational improvement (Goodlad, 1984; Boyer, 1983; Harrington, 1987).

Using this historical backdrop, Conrad and Hedin gathered evidence to make the case for community service and experiential learning as a viable educational strategy. They acknowledge that “very
little, if anything, has been proved by educational research. One can always find research evidence to support a case.” They then explained the difficulties of doing research on service programs. Service, they say, “is not a single, easily definable activity like taking notes at a lecture.” They added that service “has a wide range of plausible outcomes,” thus making it difficult to determine the “appropriate dependent variables” (Conrad and Hedin, 1991:746).

Their review revealed several important findings. They discovered that “problem-solving ability increased more for students in community service (and other experience-based programs) than for comparison groups” (Conrad and Hedin, 1991:746). Improvement occurred most when the “problems encountered were similar to those presented in the test, and when the program deliberately focused on problem-solving” (Conrad and Hedin, 1991:746). Besides intellectual gains, they also found social/psychological development. They reported that students in community service, and other experiential activities all made gains in social and personal responsibility. They also documented positive outcomes in areas such as more favorable attitudes toward adults and others, higher self-esteem, and a better sense of social competence.

Their report also cited mixed results from quantitative studies. Studies of the impact of community service on increasing political efficacy and later civic involvement were divided. Some showed positive results, others showed no effect. On tests of general knowledge, service programs “only rarely” resulted in higher test scores (with the exception of youth engaged in tutoring).

Qualitative Studies

While quantitative studies had been mixed, Conrad and Hedin found that qualitative data have demonstrated powerful impacts. Qualitative data enrich the knowledge base and provide “particular and peculiar impact” on each individual. In their own studies they demonstrated the “peculiar” impact of learning through increased responsibility, stronger youth voice, and “real world” environments.

They ended their review by suggesting that the “case for community service as a legitimate educational practice receives provisional support from quantitative, quasi-experimental, and personal reports and testimony from practitioners and participants” (Conrad and Hedin, 1991:749).

While support for community service was mixed, it suggested that the serious consideration of practitioners and policy makers [about community service] was beyond question.

Research on K-12 School-Based Service-Learning: The Evidence Builds

Shelly Billig, of RMC Research, begins her review by suggesting that,
a decade later, the issues raised by Conrad and Hedin remain “current.” This provides a sense of historic continuity: Even though Billig reviews a much larger number of service-learning studies completed between 1990 and 1999, she believes the basic concerns remain unchanged. She focuses the review with a series of questions about service-learning. “Is it a program or a philosophy? What are the key elements? What do best practices look like? What are the effects and impact?” The purpose for her review was to show that 10 years of research addressed many of these issues.

Billig cites the tremendous growth of service-learning. In 1984, only 27 percent of high schools had community service and only 9 percent had service-learning (Newmann and Rutter, 1985). In 1999, 64 percent of all public schools and 85 percent of high schools had some form of community service (Skinner and Chapman, 1999). Thus, the incidence of service and service-learning tripled in 15 years.

Billig also writes that service-learning is supported by public opinion. While adults think the focus on civic education and positive youth development are good goals, they also express concern that service-learning will “detract from basics,” and are concerned about student safety and mandatory service (APCO, 1999).

Billig briefly traces the history of service-learning. She finds there is consensus that “Major components include active participation, thoughtfully organized experiences, focus on community needs, school-community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge, extended learning opportunities, and development of a sense of caring for others” (Billig, 2000:662). Service-learning is viewed as a way to “reinvigorate the central role schools play in developing responsible, caring citizens who deeply understand democracy and the meaning of civic responsibility.” She mentions the Alliance for Service-Learning in Educational Reform (ASLER) Quality Standards as guidelines for effective practice.

Despite these limitations, the body of evidence is “promising,” she finds. Much of the impact is supported by “similar results found in higher education.”

The remainder of the review cites a series of outcomes and impacts. For each area, Billig assembles an array of studies and specific results that support the general findings. Thirteen major areas are identified. Some of the areas of impact include positive effect on personal development, civic and social responsibility, academic skills and knowledge, and community members’ perceptions of schools and youths. She identifies several other “mediators” that influence impact, and affect program and learning quality:

- Intensity and duration of programs are related to project outcomes;
- Increased responsibility, autonomy, and student choice affect impact;
There is a need for more multi-site, experimental and quasi-experimental, longitudinal studies.

- Direct, sustained contact with clients is responsible for more robust outcomes; and
- Different kinds of reflection and specific teacher qualities affect the outcomes of service-learning programs.

Billig ends by citing a need for more and better research. There is a need for more multi-site, experimental and quasi-experimental, longitudinal studies. More and better qualitative studies are needed to “provide deeper understanding and texture to our knowledge of how service-learning works.”

She concludes that, despite the growth in service-learning programs, few researchers have been drawn to the field. There is a need for more funding and better long-term studies. Citing the Conrad and Hedin review, she ends as they did a decade before:

“Only time will tell whether the current interest among politicians and educators in strengthening the service ethic of our nations’ youth[s] will be sustained or whether new priorities or the same old pressures for higher basic skills will keep youth service on the fringes of the political and educational agenda.”

(Billig, 2000:663)

There is irony and history in these remarks. Two decades, two reviews, yet the conclusions remain the same. While the evidence in the last decade builds a stronger and more focused argument for service-learning, the need, the will, and the political and educational drive remain uncertain.

Individual Studies

Several studies were listed as significant and important: the Conrad and Hedin study in 1979-80 (1981), the Melchior and Bailis studies from 1992-1999, and the Eyler and Giles study in higher education (1999). Each makes an enormous contribution to the field.

National Study – 1979-80

The Conrad and Hedin study (1981) of 27 school-sponsored experiential learning programs involving direct participation in community (community service, community study, career internships, and outdoor adventure) highlighted some of the early findings in the service-learning field. In comparing the outcomes of the programs, the authors reported that youths improved their grades as a result of experiential learning programs. More importantly, they found the existence of a reflective seminar contributed most to the self-reported academic improvement of the students, along with evidence that programs that were intense (several hours per week) and had program lives of many months proved to have the most impact on intellectual development.

Besides the intensity and duration concerns raised, Conrad and Hedin also found there were favorable characteristics of good community learning sites. Having real responsibility, facing challenging tasks, selecting some of the activities at the site, having a caring adult to interact with, being allowed to choose activities, and having a variety of tasks to perform were all associated with better community-based learning environments.

Where’s the Learning in Service-Learning?

This book, which covers two studies conducted by Janet Eyler and Dwight Giles over a period of six years, proved to be the most frequently mentioned higher education study. The “Comparing Models” study, which gathered data from over 1500 students at 20 colleges and universities to attempt to answer some of the pressing questions about the value added to students by combining community service and academic study, was actually inspired by the Conrad and Hedin work. The authors suggested they wanted to do for higher education what Conrad
Service-learning affects critical thinking and problem-solving.

and Hedin did for Kindergarten–12th-grade education: assess the impact of experiential and service-learning programs on students. They examined possible changes in problem-solving and critical-thinking abilities, as well as changes in the complexity of student thinking.

The findings of these studies reveal much about the “learning” in service-learning. It is the learning, they suggest, that is one of the primary goals of educational institutions. Their major findings include: learning begins with personal connection, and learning is useful, developmental, and transforming. They also suggest citizenship rests on learning.

Seventeen program outcomes were defined, including: Service-learning added value to academic learning and provided better understanding; program quality affected student learning; service-learning anchored understanding in rich experiential contexts, and integrated service-learning affected critical thinking.

Thus, Eyler and Giles concluded service-learning affects critical thinking and problem-solving. Program quality that predicted critical thinking applications are tied to classroom integration. Finally, they found that doing important work, doing work over time, having diverse environments, and having good partnerships all affected the quality of outcomes.

A Summary of Three National Studies

The studies by Alan Melchior and Larry Bailis of Brandeis University summarized in this report include the 1992-95 study of Serve America (with Abt and Associates), the 1994-97 study of Learn and Serve America programs, and the 1995-98 study of the Active Citizenship Today (ACT) initiative (Melchior and Bailis, 2002). The focus of these studies, dealing with civic measures, was on personal and social responsibility for the welfare of others, community involvement, leadership, acceptance of diversity, communication skills, and volunteer commitment.

This series of studies produced important results. While the outcomes of each study varied, they did demonstrate impact on students’ attitudes, communication skills, involvement in volunteer service and total hours of service. Other areas affected included leadership ability, awareness of community issues, acceptance of others, and personal commitment. Some outcomes involved improved social studies grades, and reductions in arrests, teen pregnancy, and class failures. The ACT studies specifically showed impact on improved teamwork.

Discoveries indicated that impact on attitudes and behaviors was directly related to service experiences, and service experiences most closely tied to course curriculum produced the best results. These results confirmed previous research that service experiences and programs can be designed to shape different skills and outcomes.

They also found that program quality and intensity affect outcomes. Program design and implementation “play a major role in the degree to which theory plays out in practice” (Melchior and Bailis, 2002:212). Clearly differing hours of service affected impact: High school students showed more
impacts and also engaged in 40 percent more service hours. The ACT study showed that time-on-task was related to program impact.

These studies also shared information about quality characteristics of service experiences (similar to Conrad and Hedin). Students reported many site traits that led to good learning: challenging tasks, responsibility for important decisions, interested adults, freedom to explore interests, variety of tasks, and real responsibilities. There was consensus on these characteristics of quality site experiences over two decades worth of work.

Examination of long-term impacts produced important findings. Performing a follow-up study one year later indicated that one-time involvement in service-learning was not likely to produce long-term impacts. “Short term programs yield short term results. Without continued involvement, almost all program impacts disappeared” (Mechior and Bailis, 2002:216).

Conclusions

The issues and findings from the first major study (Conrad and Hedin, 1981) are restated and reaffirmed through the many research efforts of the past 25 years. That service-learning has impact is beyond doubt. How often and how significant that impact depends mainly on issues of quality: of people; of intensity and duration of the program; of program design; of the service experiences; of preparation, processing, and evaluation of the experiences; and of the integration into the curriculum. All of the studies collectively identify the important indicators of quality that need to be addressed.

Based on this analysis, the G2G effort should be as much focused on questions of quality as it is upon measuring the existence of service-learning programs in schools. Case studies can help explain the relationship of quality elements to outcomes. Also needed are longitudinal studies on the long-term impacts of service-learning.

Service-learning research has come a long way in 25 years. Clearly there is sufficient evidence to proclaim it is “worthy of serious consideration” by educators and community members. The Growing to Greatness study should contribute more valuable information on these important issues of the past because they are still clearly issues for the future. G2G

References


Bridging from High School to College: 
Findings from the 2004 CIRP Freshman Survey

By Lori J. Vogelgesang, Ph.D., Higher Education Research Institute, UCLA

Service-Learning and Community Service
Nearly one in three first-year college students attended high schools that had community service requirements for graduation. Students attending private high schools were about three times as likely as those from ‘regular’ (non-magnet, non-charter) public schools to report a service requirement. Table 1 illustrates the differences in service requirements among high school types.

Is having a community service graduation requirement associated with higher levels of service-learning participation? Yes. 72.5 percent of students from high schools with community service requirements participated in service as a part of a course in the past year. Among students from high schools without such a requirement, only 44.5 percent participated in service as part of a course. One explanation for this difference is that high schools that have instituted service requirements might incorporate opportunities to fulfill those requirements through coursework.

The national Freshman Survey data presented here reflect the responses of nearly 293,000 students entering college in the fall of 2004.

Table 1
Service Required Among High School Types

<table>
<thead>
<tr>
<th>School Type</th>
<th>Percent of Students Reporting Graduation Requirement</th>
<th>Proportion of Students Attending This Institution Type</th>
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In 2004, 53 percent of entering students reported that they occasionally (37.5 percent) or frequently (15.5 percent) performed community service as part of a course during the past year.

Scholars and educators debate about whether community service should be required. One argument is that requiring volunteer work fails to instill the civic ethic that is a goal of service participation. To truly assess whether this argument holds true, we would need to know both the values and beliefs students hold after high school and information about students before they participated in high-school service, in order to see whether values or beliefs were strengthened or diminished as a result of participation. HERI’s longitudinal analyses measure a similar change for the college years, but these data cannot reveal whether a service requirement or service-learning during high school are associated with a change in beliefs, attitudes, or behaviors.

Service-learning proponents counter that expecting students to serve their communities as part of their course learning moves the argument from one of requiring volunteer work to making a case for rich learning experiences. Again, the best way to test this notion is to collect data both before and after learning experiences. Longitudinal studies are important because we know that students who participate in service-learning differ from their non-participating peers even before engaging in service-learning.

Who Participates in High School Service-Learning?

In 2004, 53 percent of entering students reported that they occasionally (37.5 percent) or frequently (15.5 percent) performed community service as part of a course during the past year. Notable differences in patterns of participation exist within this 53 percent. For instance, women (55.9 percent) are more likely than men (49.4 percent) to participate in service-learning. Women (18.1 percent) are also more likely to say they participate in service-learning frequently than are men (12.2 percent).

Low- and middle-income students participate in service-learning at comparable rates. Students from high-income families ($150,000 or more) tend to participate at progressively higher levels, with just over 59 percent of students at the $250,000 or higher income level indicating that they participated in high school service-learning. Of course, students from these very high-income families are also more likely to attend private schools, where a community service graduation requirement is relatively common.

The Freshman Survey provides a unique opportunity to gauge whether students with disabilities participate in service-learning at rates similar to students without disabilities. Students reporting hearing, sight, or health-related disabilities participated at the same rate as the overall population (53 percent). Students reporting learning disabilities (3 percent of the cohort) were more likely (56.7 percent) than other students to have participated in high school service-learning.

Service-Learning, Beliefs and Behaviors

The Freshman Survey covers a wide range of behaviors, values, and skills for a large, national sample of entering college students. Thus, it offers a unique opportunity to examine beliefs and behaviors associated with service-learning.

Service-Learning and Faith

Research on youths (grades K-12) and service-learning does not generally take students’ religious preferences and practices into
account. The Freshman Survey data suggest, however, that students who participate in religious activities are more likely to engage in volunteer activities generally, and in service-learning specifically (57 percent compared to 43 percent, respectively).

Religious preference also impacts service-learning participation. 45.6 percent of students who report their religious preference as ‘none’ report participating in course-based service, compared to 53 percent overall. Among students who express religious preferences, some are more likely than others to participate in service-learning. Among the most likely are students marking Hindu (62.2 percent), Latter Day Saints (Mormon) (61.9 percent), Roman Catholic (59.0 percent), Islamic (57.6 percent) and Buddhist (56.9 percent).

Service-Learning and Academic Achievement

Ninety-two percent of respondents in a recent survey of public school principals agree that service-learning positively impacts students’ citizenship and civic engagement, and 83 percent believe it positively affects academic achievement (Kielsmeier, Scales, Roehlkepartain & Neal, 2004).

The Freshman Survey data suggest that service-learning participants are indeed more likely than their peers to report high grade-point-averages (GPAs), but it would be premature to conclude that service-learning leads to higher grades. As with the faith practices example noted above, one might argue that the reverse is true: higher grades (or religious participation) lead to service-learning participation. A more logical possibility is that another characteristic leads to both high grades and service-learning participation.

To illustrate this important issue: Women tend to participate in service-learning at higher rates than men. On average, women also report higher GPAs than men. So, does service-learning lead to higher grades, or are average GPAs higher because service-learning participants are more likely to be women, who have higher GPAs in general?

Although this question can be ‘tested’ using these data, studying the cumulative grades of the overall cohort is probably not very useful to gauge student learning. Service-learning practitioners and advocates would likely be more concerned with whether students retain particular content or develop selected...
HERI’s recent research suggests that writing and critical thinking skills are strengthened by participating in service-learning. Such questions necessitate studies of a different nature than examining cumulative high school GPAs, which reflect many factors over the high school years. Service-learning research consumers ought to ask whether studies adequately explore the differences among participants that might account for given outcomes.

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**Service-Learning and Civic Outcomes**

**Continued Service Participation**
Not surprisingly, students who participate in service-learning are more likely to say there is “some” or “a very good” chance they will participate in some form of volunteer work or community service during college. For men, 61.8 percent of service-learning participants, compared to 44.5 percent of non-participants, thought they would volunteer; for women the figures are 80.4 percent and 68.2 percent, respectively. This habit of volunteering is an important one, for it suggests that educational institutions contribute to the development of a habit of community service.

Of course, we won’t know for a few years whether these students who entered college in 2004 actually continue to engage in service activities, but data from earlier cohorts suggests that high school service participation is positively associated with service work in college and beyond. The association is a modest one, signifying that service is one of multiple factors that influence continued service participation (Sax, 2000).

**Community Engagement Values**
Entering college students who have participated in service-learning during their last year in high school are more likely to rate as ‘very important’ or ‘essential’ a number of values reflecting engagement in community, including: becoming involved in programs to clean up the environment, becoming a community leader, helping others, helping to promote racial understanding, influencing social values, and influencing political structures and participating in a community action program.

Again, the ‘problem’ of what comes first — a commitment to the values or the service-learning experience — arises. It is likely that students who hold these values are more inclined than their peers to engage in a number of activities, including service-learning. Should the conclusion be that service-learning or other experiences don’t matter, or that they only reinforce pre-existing beliefs? Previous HERI research explored this question by

This habit of volunteering is an important one, for it suggests that educational institutions contribute to the development of a habit of community service.
surveying students near the end of their college years. Researchers found that participating in service-learning can strengthen the values listed, even when accounting for students’ values at entrance.

Conclusion
The CIRP data provide a detailed picture of students as they complete high school and enter college. They suggest that students may have unequal opportunities to participate in service-learning (depending upon institutional type) during high school, but they also confirm that some students are more likely than others to participate in service-learning. These differences are important to consider when assessing the impact of service-learning. HERI longitudinal research reveals that service-learning can be powerful during the college years, even when entering student characteristics are accounted for.

HERI researchers view high school completion as a starting point for college and young adulthood. HERI is currently analyzing data from a survey conducted in the summer of 2004, was followed for the second time when the cohort of students that entered college in 1994. The first follow-up, conducted in 1998 near the end of their college careers, asked students questions about their college experiences, including service-learning. HERI researchers are now in the process of examining the post-college impact of service-learning.

References
As we look for ways to make service-learning an expected and supported element of each student’s education, state and district policies pertaining to service-learning play an important role. In its richest form, service-learning policy provides resources for programs to develop and expand; improves program sustainability; stimulates resource support from other sources; and lends credibility and legitimacy to service-learning programs.

Nearly three-quarters of the states have some form of state policy addressing service-learning. Those policies, however, are as varied as the states themselves. For example, Maryland remains the only state with a service-learning high school graduation requirement. Students must complete either “75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or a locally-designed program in student service that has been approved by the State Superintendent of Schools.”

Other states have left the decision to require service-learning to the discretion of local school districts. For example, in 2003, Iowa passed legislation enabling local school boards to require service-learning either to earn a service-learning endorsement on a high school diploma, or as a condition of high school graduation. Yet another option is legislative encouragement of service-learning. In 2003, the Texas Legislature urged “public and private institutions of higher education in the State of Texas to adopt service-learning as an important pedagogical tool and a central form of engagement, civic outreach, and citizenship education.”

Each state’s context contributes to the type of policy considered and/or adopted. For example, a traditionally “local-control” state, one that typically gives school districts great latitude in setting education policy, is unlikely to adopt a statewide requirement such as Maryland. Even so, although the 2004 legislative session saw very little in terms of statewide service-learning policy changes, there was an increased focus on citizenship and civic education policy at the state level.

### Youth Voice in School Governance

The skills of citizenship — including leadership and informed decision-making — must be learned. Involving students in governance is one way to provide opportunities for students to acquire and practice these skills. While the following examples are not service-learning initiatives per se, as they are not necessarily linked to academic content, each of them incorporates authentic student voice in a policy-making context, and requires students to participate in the development of policies that address real community needs.

A number of states and territories explicitly provide for student membership in local school boards through state law (though none require it), including Montana, Nebraska, New York, Puerto Rico, Utah, and Virginia. Some school districts include students on curriculum committees, site-based management teams, and even hiring committees. At the state level, Alaska, Califor-
nia, the District of Columbia, Hawaii, Iowa, Maryland, New Jersey, Tennessee, Vermont, and Washington maintain student positions on their state boards of education. Most of the students on these boards, however, are not full voting members. For example, the board of the District of Columbia Public Schools includes two student members who, as members of any board committee, “have the right to vote, to make a quorum, and to participate as fully as any other member of the committee” (5 DC ADC s 116). Student votes during meetings of “the committee of the whole,” however, are counted only for the purpose of establishing a voting record and do not become part of the official vote. In Vermont, two student members, one junior and one senior, serve two-year terms on the state board of education. Student members are full voting members in the second year of their term, and terms are staggered so that only one student member is a voting member at any given time.

Youth Voice in State Policy-Making

Several states have made an effort to incorporate youth voice in policy-making that extends beyond school and district governance issues. In 2002, the Maine Legislature established the Maine Legislative Youth Advisory Council to advise the Legislature and its committees on issues related to youths. A permanent advisory council created in state statute, composed of three legislative members and 18 youth members, is directed to meet at least eight times each year; conduct at least two public hearings each year; conduct an annual seminar on leadership, government and the legislature each August; and report annually to the Legislature. Perhaps most notably, the Council is authorized by law to submit legislation for consideration by the Legislature.

During the 2003 legislative session, the New Mexico General Assembly created a youth council within the Children, Youth and Families Department. The council includes at least one youth from each legislative district and meets four times each year. Council members discuss the problems faced by New Mexico youths and recommend possible solutions. The council annually reports its recommendations to the governor, lieutenant governor, and legislature.

The Michigan House Civics Commission (MHCC) is a bi-partisan commission on civics engagement. The mission of the MHCC, in partnership with Michigan social studies teachers, is “to provide elementary, middle, and high school students with the opportunity to impact the legislative process through public hearings. During the hearing process, when students present the legislative ideas that affect, impact and interest them, MHCC members will engage students in rich and interactive dialogue intended to promote further inquiry, research and deliberation, and to encourage continued involvement and participation in Michigan state government.”

For additional information on service-learning and citizenship education state policies, please visit the ECS National Center for Learning and Citizenship at www.ecs.org/nclc.
“Growing to Greatness” 2004 profiled 18 states, highlighting policy developments and activities related to service-learning. This year, 21 additional states are profiled. Together, last year’s and this year’s profiles cover 39 of the 50 states, and portray a diverse picture of state-level service-learning initiatives, priorities, and program types — from students working with the U.S. Forest Service in an Oregon valley, to students presenting a new tax revenue plan to their county commissioners in rural Echols County, Georgia.

As with last year’s profiles, State Education Agencies contributed institutional histories. The State Educational Agency Network provided general support and statistical information about Learn and Serve participation in each state.

This year, the emphasis is on program examples within each state. The program examples were chosen based on recommendations of the SEA representatives. Together, the 21 program examples represent the real and inspiring work of a diverse set of service-learning practitioners and student groups throughout the country.

Several themes emerged from the program examples. First, students in many rural areas use media to bring information to their far-flung communities — for example, cable television in Oklahoma and Indiana, and a student-run newspaper in Arizona. Second, communities often develop more positive perceptions of young people as a result of service-learning projects. Third, while some student groups designed their own projects, others chose to join national service-learning efforts, such as the Veterans’ History Project.

Overall, the program examples underscore one major conclusion: All successful service-learning programs, though they vary in purpose and design, benefit both students and communities. These examples demonstrate that young people bring fresh perspectives and a renewed spirit of service to their cities, towns, and rural areas. As a result of students’ efforts, new school-community partnerships take root, young people become aware of abilities and career opportunities they had never considered, and community members see students as resources. These exciting examples show that service-learning can help young people reach their fullest potentials and help communities thrive.

Once again, the state profiles are meant to provide readers a “first taste” of the policies, initiatives, and programs underway in the states. While they do not represent a random sample of service-learning across the country, they will inspire readers with a new appreciation of the wide range of possibilities for service-learning policies and programming.

The statistics on Learn and Serve America funding presented in the profiles are the most recent comprehensive statistics available from CNCS, collected in CNCS’s annual LASSIE survey. The actual numbers are probably higher than those reported, because only approximately 70 percent of subgrantees reported through LASSIE in 2002-2003. CNCS will soon publish 2003-2004 data; updated statistics will be available at www.nylc.org/g2g as soon as they become available.
Promoting Service-Learning as a Method of Effective Teaching

Every July, thousands of Alabama educators gather in Mobile for a week of staff development on a wide range of topics. Each year this conference features a strand of service-learning professional development, including an introduction to the federal program Learn and Serve America. Service-learning is also featured at semiannual trainings for the Alabama Association of Federal Education Program Administrators. Indeed, as a member of the federal program team with responsibility for the state’s comprehensive school reform program, Alabama Learn and Serve Director Sherry Coleman continually promotes service-learning through the work of the Alabama Department of Education.

The Alabama Board of Education lent support to service-learning when it recommended service-learning as one of several strategies to implement the new Alabama Course of Study social studies graduation standards. Guidelines for meeting career and technical education requirements also emphasize service-learning.

Nurturing Local Programs

The Alabama Department of Education emphasizes that service-learning is an effective teaching method that does not necessarily need dedicated funding. The department identifies ways that service-learning can leverage federal funds for a range of programs. The department also funds 17 three-year Learn and Serve subgrants from $2,000 to $20,000. Subgrants support training and long-term capacity-building for service-learning. Each month, Learn and Serve presents at least one school or school district service-learning workshop. Learn and Serve subgrantees play key roles in these presentations, including helping to promote models of successful implementation.

Locally, several Alabama school districts require a certain number of hours of volunteer service for graduation. Local programs also take responsibility for partnership development and recognition of outstanding contributions.

The Alabama Office of the Corporation for National and Community Service as well as the Alabama Commission on National and Community Service have provided invaluable help to Learn and Serve Alabama.
2002-2003 Learn and Serve Funding

School-Based Formula $317,367
Total $317,367
# of SL participants reported 16,084

Project Funding Amounts
Less than $5,000 12%
$5,000 to $19,999 71%
$20,000 and above 17%
LSA Projects with a formal policy regarding commitment to service-learning 10.62

Fewer than 20,000 people live in Hale County, Alabama, and fewer than 3,000 people work there. At Career Technology School, students from the county’s five high schools learn entrepreneurial skills that may prove crucial to the county’s future.

Nancy Compton is a career technical teacher at Hale Council Technology School. In the fall of 2001, Compton replaced passive learning methods with active learning in one of her classes as part of AlabamaREAL, a program sponsored by the Program for Rural Services and Research at the University of Alabama. Compton gave decision-making authority to her students, and developed high expectations for their performance as entrepreneurs.

After completing research on the cost-effectiveness of various business models, the students decided to enter the computer networking and maintenance field. That fall, Compton’s students developed a business plan from the ground up. They named their venture “NuGeneration” and presented their plan to a group of community stakeholders. By spring, the students networked a 100-year-old courthouse in their community, acting as the business contacts for the project along the way. Later, they received an award from the Appalachian Regional Commission for their service. Today, NuGeneration consistently receives requests for computer maintenance from community members.

As a result of participation in NuGeneration, students have learned business skills such as invoicing, communications, decision-making, team-building, and public speaking. More importantly, according to Compton, students have gained a sense of pride, work ethic, and initiative. Some of the students have even been motivated to start businesses of their own after graduation.
Building Programs to Support Student Learning

Arizona formed its Commission on National and Community Service in 1994. In 1999, the Governor’s Division for Volunteerism received a community-based Learn and Serve grant. From 1993-1995, the Arizona Department of Education managed Learn and Serve grants at a minimal level. From 1995-1998, no Learn and Serve subgrants were awarded. In 1999, the commission convinced the Arizona Department of Education to reinstate Learn and Serve. Arizona received a probationary grant from the Corporation for National Service in 1999 and regained the state’s full allotment of Learn and Serve funding in 2000. Arizona splits Learn and Serve funds between service-learning (32 subgrants of $1,000-$10,000) and adult volunteers in schools (30 subgrants of $1,000-$5,000). Arizona schools train and deploy 700 high-quality adult volunteers each year. Student service-learning participation grew from 1,900 participants at 10 sites in 2000, to 6,500 participants at 30 sites in 2004.

All Learn and Serve subgrantees attend the annual three-day Service-Learning Leadership Camp to acquire management tools and plan programs. Students, teachers, administrators, community leaders, parents, and volunteers attend as a team. There are also three one-day regional trainings each year. The year closes with a one-day celebration and planning conference.

Learn and Serve Arizona works closely with the Arizona Governor’s Commission on Service and Volunteerism. The Governor’s Awards for Service include a service-learning award. To coordinate efforts to advance service at the state level, the Director of the Governor’s Commission on Service and Volunteerism, the Learn and Serve State Coordinator, and the Corporation for National and Community Service State Office Program Manager, meet regularly and serve on a variety of committees, teams, and focus groups.

Seeding Growth from Local Innovation

The long-term strategy of Learn and Serve Arizona is to seed innovative programs and to foster teacher experience with service-learning. For example, many school districts start by funding one school and then expand a successful program district-wide.

One successful model for service-learning grew out of the Future Teachers of America (FTA) program in Peoria, Arizona. As FTA sought to become a credit-granting class, they helped mobilize state support to allow a
two-Carnegie Unit course with a strong service-learning component. Career and technical education, service-learning, academic support and special education joined forces to develop a rigorous academic framework for the program. Forty-two high schools launched the program statewide in 2003-04. It is expected to grow by at least 15 programs in 2004-05. It is possible for students to earn as many as six credits in education in some local community colleges’ teacher education programs.

Habitat restoration and gardens are popular, especially with middle schools where the life and earth science curricula mesh well with such projects. Working with local programs such as the Arizona Native Seeds Society, State Forestry Department, and Master and Junior Gardeners programs, students research the history and potential of public lands, then develop and implement a plan to restore native habitat, and eradicate invasive weeds and non-native vegetation.

To improve accountability and learning, the Arizona Department of Education developed a Service Learning Curriculum Framework. The Framework identifies competencies at various grade levels that can be learned and/or demonstrated through service-learning. Each competency is then aligned with the appropriate Arizona Academic Standard. Examples of competencies include identifying a public need, developing and implementing a plan, and evaluating project success. Character education advocates also joined in development of the competencies. The approach assumes that the same essential skills and character traits are required for success with service-learning at all ages, though with increasing levels of sophistication.

When a state senator came forward in early 2003 wanting to support service-learning, practitioners helped him frame a bill to require the Arizona Department of Education to develop and promote guidelines for service-learning as a means toward academic achievement. This approach leaves the department with the flexibility to improve the guidelines based on experience with statewide implementation.

State Superintendent of Public Instruction also voiced his support of service-learning when serving as the keynote speaker for the 2004 Learn and Serve Celebration Conference.

### 2002-2003 Learn and Serve Funding

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LSA Projects with a formal policy regarding commitment to service-learning 5.04

At Salome High School in western Arizona, Maureen Eich’s publications classes are addressing a local need for a newspaper. Each day they write in their work logs planning their daily and weekly “To Do” lists. Then they learn from their textbooks, find stories, prepare for interviews, interview, write articles, sell advertising, and assist with newspaper distribution — all with the goal of adding high-quality work to their portfolios while helping their community. Finally, they open their planners and talk about scheduling.

Since 2003, Salome High School has received Learn and Serve grants to support the students’ goal of creating a collaborative, school-community newspaper. After the first distribution of the newspaper, the community was immediately supportive; businesses finally had an advertising outlet, and the community had a centralized place to learn about news and events. The students named their paper for their school mascot, a frog, and created a high-quality publication that they distributed to more than 2,500 people. Before The Ranine Republic, the nearest newspaper was published over 50 miles away.

Students who make up the publications classes come from small, unincorporated farming communities that dot the landscape. With nearly 70 percent of Salome students eligible for free and reduced lunch, Eich admits that it is not always easy for students in such a rural area to see all of the career opportunities that are possible. More than the writing and professional skills they gain from work on the newspaper, Eich says, the biggest benefit for her students is the pride they take in their work.

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Building Service-Learning

Arkansas was an early leader in the field following the National and Community Service Act in the mid-1990s. One result was Act 648, legislation that requires school districts to award one elective credit for 75 hours of documented community service. Service sites are approved by the Arkansas Department of Volunteerism. Though school districts may apply for an exemption from the program, none have. Beginning in 2005, the Department of Education will track how many students receive the credit.

Eight of Arkansas’ 16 Cooperative Education Regions can get training and technical assistance from a state-identified peer mentor in their area. Several seasoned service-learning coordinators participated in the state’s first service-learning training of trainers in 2004, and the goal is to expand to all 16 regions. These veterans also help with the annual Learn and Serve subgrantee orientation in November, presenting on topics including youth voice, sustainability, partnerships, and reflection. A program evaluator from the University of Arkansas also helps subgrantees capture performance measures of outcomes that prevent risky youth behaviors.

Building Service Across Streams

School-Based, College-Based, Community-Based, and Full-Time

Arkansas Learn and Serve extends its outreach through presentations to multiple audiences, such as the state Alternative Education Conference, 21st Century Community Learning Centers, and the Arkansas Parent Involvement Forum. Once a year, every Arkansas teacher and administrator must participate in an intensive educational conference called “Smart Step,” where service-learning workshops and displays have long been a feature. Service-learning has a particular emphasis within the state’s pervasive character education program. Arkansas promotes service-learning as “character-in-action” and as a means to integrate character education into the academic curriculum.

The Arkansas Volunteer Service Commission has been a strong advocate for service-learning. They sponsor an annual two-and-a-half-day “Cross-Streams” conference with 350 participants, featuring all full- and part-time service programs in the state. The Learn and Serve coordinator collaborates with the Martin Luther King, Jr. Commission and is a member of the Governor’s Faith-Based Initiative, and attends and participates in the quarterly meetings of the...
Commission. Close collaboration across streams also allows broad representation in the Arkansas Unified Plan for National and Community Service. Learn and Serve also works closely with the Arkansas Department of Volunteerism.

The 18 Arkansas Learn and Serve one-year subgrantees represent a diverse group of programs, from elementary to alternative schools. Several feature cross-age or peer tutoring in math and reading. An environmental magnet created a nature area that it regularly interprets for elementary students and community groups. As part of a state public health campaign, two schools promote exercise and good nutrition to the broader community. In a class called “Surfing seniors,” high school students open the school computer labs, and train senior citizens to use email and the Internet.

2002-2003 Learn and Serve Funding

| School-Based Formula | $194,233 |
| Total | $194,233 |
| # of SL participants reported | 2,305 |

| Project Funding Amounts |  |
| Less than $5,000 | 0% |
| $5,000 to $19,999 | 100% |
| $20,000 and above | 0% |
| LSA Projects with a formal policy regarding commitment to service-learning | 2.97 |

Twenty students enrolled in the first service-learning class offered as part of the English curriculum at Woodland Junior High School in Fayetteville, Arkansas. During the 2003-2004 school year, three service-learning sections filled to capacity.

Now, Woodland students partner with nearly 20 community organizations. One project is the Veterans’ History Project, in which teams of two students interview WWII veterans in their community, create videos of the interviews, and then send the videos to the Library of Congress for inclusion in an archive.

Before Woodland students start any of the projects, they listen to relevant speakers. Thursdays are set aside for reflection and problem-solving. Students elaborate on their reflections in journals and other papers.

Woodland’s service-learning teachers, Connie Crisp, Chris McClure, and Linda Thompson, report that service-learning has had positive impacts on both Woodland students and their community. Crisp tells of one boy who had been on probation and who seemed to have lost interest in school, until he participated in a service-learning class. “Service-learning gave him a means of success,” Crisp says.

The teachers also recall a story about a Spanish-speaking woman who had resisted visiting a local senior center because no one there spoke Spanish. Some of the growing number of Woodland’s Hispanic students jumped at the chance to serve. As a result, both the woman and the students feel more like they belong in Fayetteville.

“Service-learning works because it makes learning circular,” Crisp says. With service-learning, she explains, “it makes no difference what economic level students are or what language they speak.”

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Delaware

Building Community Service into Service-Learning

Delaware’s Learn and Serve program began in 1992-93, with a major focus on literacy through “Delaware Reads.” With a small population and small geography, Delaware now stretches a relatively small amount of Learn and Serve funding to accomplish many goals. Using a combination of small subgrants, concentrated staff development, and a focus on service-learning as a strategy to meet standards, Delaware actively encourages its many community service programs to become service-learning programs. Many schools now require service for graduation. Since 1998, Delaware high school juniors and seniors may earn one credit for 90 hours of service performed over two semesters. Seventy-nine students earned the Delaware Volunteer credit in 2003. The State Department of Education uses the credit program to encourage schools to participate in service-learning.

Learn and Serve funds support 14 service-learning programs throughout the state. Some of the subgrants are as small as $500 or $1,000. Delaware continued the Service-Learning Leader School program when the Corporation for National and Community Service ended it; one high school in each of Delaware’s three counties serves as a Delaware Leader School. The three Delaware Leader Schools receive Learn and Serve funding in part to provide staff development and help for other schools in their county. The State Farm Foundation also supports county-level staff development. The innovation and excitement of these and other strong local programs, including alternative and charter schools, have been a major impetus for service-learning in the state.

A major focus for staff development involves helping teachers tie service-learning to the academic disciplines. Learn and Serve subgrantees convene each fall. Each spring, all streams of service in Delaware join in a statewide conference. A former Delaware Secretary of State offers the “Democracy Project,” a graduate education course through the University of Delaware. During the summer, teachers taking the graduate course link service-learning and civic education into their curricula. In August, they come together to share and critique their work. The University of Delaware plans to require service of all undergraduates, including teacher education students. Through the University of Delaware, educators from other
nations visit the United States three or four times each year for several weeks to learn about the U.S. education system; service-learning is a featured component of this presentation.

Reaching Out in Multiple Directions

Delaware’s Learn and Serve lead coordinator is also a coordinator for Dropout Prevention, School-to-Work, and Character Education. As such, even though Learn and Serve funds pay for only a small fraction of her time, she is able to consistently link service-learning with all these areas. Beginning in the 2003-2004 school year, all Delaware programs receiving federal Safe and Drug-Free Schools funds must include service-learning components.

Tied with the state’s character education program, the state attorney general supports a statewide anti-bullying campaign. Older boys give presentations to young students on how to avoid bullying.

MBNA Banking Corporation provides substantial matching funds to local service-learning programs. Combined with Title IV funds, schools receive nearly $300,000 annually beyond Learn and Serve funding.

The Delaware Department of Education used School-to-Work funds to commission a statewide report on service-learning.

Each spring, 600 students, parents, teachers, administrators, and community leaders attend the Governor’s Youth Service Awards banquet for a festive celebration of service.

2002-2003 Learn and Serve Funding

<table>
<thead>
<tr>
<th>School-Based Formula</th>
<th>$51,375</th>
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<tr>
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<td># of SL participants reported</td>
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<tr>
<td>Project Funding Amounts</td>
<td></td>
</tr>
<tr>
<td>Less than $5,000</td>
<td>39%</td>
</tr>
<tr>
<td>$5,000 to $19,999</td>
<td>56%</td>
</tr>
<tr>
<td>$20,000 and above</td>
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</tr>
<tr>
<td>LSA Projects with a formal policy regarding commitment to service-learning</td>
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</tr>
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</table>

In Elaine Elston’s Community Action

Program course for 11th graders at Campus Community High School in Dover, Delaware, students participate in a number of service-learning projects, including Truancy Education and Mentoring. Through TEAM, Elston’s students mentor young people facing truancy court. Students study William Glasser’s “Choice theory,” a key tenant of Campus Community School philosophy. Students also engage in role-playing activities, develop questionnaires, speak to students facing court, attend court hearings, and write comments that become part of judges’ files.

Cailah, Luke, Scottie, and Howard are Campus Community High School students who attest that service-learning has made a positive impact in their lives. Cailah remembers a time when she helped diffuse an argument between a mother and daughter at the courthouse. Luke has learned that everybody has problems, no matter what their families look like, and he believes that he has helped students about to face judges be more prepared. Scottie, whose service-learning project involved reading with younger children, says that helping others learn to read has fueled his own enthusiasm for reading. Howard says that his participation in TEAM has inspired him to become a lawyer.

Elston says that as a result of TEAM and other service-learning projects, students gain confidence and a sense of being able to be proactive in their communities. She recalls the first time that she saw a student who had been a sloppy dresser appear at the courthouse in a sharp-looking suit and tie. She says that watching the students’ transformations inspires her.

Contact:
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Campus Community School elston@ccs.k12.de.us
State Implementation Strategy

Service-learning in Georgia falls into the “learning support” category within the Georgia Department of Education. The State Service-Learning Advisory Committee meets quarterly, with all communities represented. It includes teachers (who also serve as service-learning peer mentors called “ambassadors”); and representatives from the 16 Regional Educational Service Agencies, the League of Professional Schools, higher education, two non-profits, current grantees (one representative each from their competitive and Title One grants), and a representative from each of the Georgia Department of Education’s major offices (professional development, school improvement, reading, and curriculum). The State Service-Learning Advisory Committee has been very helpful with sustainability, providing support, for example, in the orientation of new service-learning administrators.

The emphasis of service-learning in Georgia is working with Title One schools in “needs improvement” status and incorporating service-learning into the curriculum. Service-learning is widely respected in Georgia as a useful method to teach social studies and other content areas. State standards are currently in the process of development.

After standards are officially adopted, service-learning will be incorporated into the new standards.

The focus for the present grant cycle is student achievement and “No Child Left Behind.” There are three different groups of service-learning subgrantees: Title One Schools, school-wide service-learning programs, and universities that conduct service-learning trainings. The state provides a week-long summer teacher training workshop and a “training of trainers” workshop.

The emphasis of service-learning in Georgia is working with Title One schools in “needs improvement” status and incorporating service-learning into the curriculum.
The state also gives small grants to “ambassadors,” or the teachers with expertise in service-learning who serve as peer mentors. The ambassadors receive grants to train teachers in the 13 Title One schools.

**Title One Schools**

The state is working with 13 Title One schools and has made a three-year commitment to help them get off the “needs improvement” list. The focus for the first year (2003-2004) was planning and project development. In September 2003, a conference with Shelley Billig on service-learning and student achievement helped the Title One schools see the connection between service-learning and the No Child Left Behind legislation. In this second year, the focus is on coaching and mentoring during the initial program implementation and evaluation process. The third year will incorporate evaluation results into the final stage of implementation; Georgia State University will conduct the evaluation. The University of Georgia’s League of Professional Schools, established by Carl Glickman of Democratic Learning Communities, will conduct a leadership institute for the 13 schools on how to sustain and promote service-learning in school improvement.

**School-Wide Service-Learning**

In addition to the Title One schools, Georgia funds schools that have had previous grants, with a focus upon school-wide programs rather than individual teachers and programs.

**The Regional Educational Service Centers**

Georgia’s 16 Regional Education Service Centers conduct service-learning trainings on a regional basis. Each RESA serves 16-20 school districts and disburses mini-grants to teachers.

**2002-2003 Learn and Serve Funding**

<table>
<thead>
<tr>
<th>Formula Type</th>
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| Number of Service-Learning Participants Reported | 9,587 |

**Project Funding Amounts**

- Less than $5,000: 6%
- $5,000 to $19,999: 31%
- $20,000 and above: 63%

- LSA Projects with a formal policy regarding commitment to service-learning: 4.59

** Fewer than 4,000 people live in Echols County, Georgia. Because the county is so small, all residents’ addresses are in neighboring counties. As a result, Echols County receives very little sales tax revenue. When students at Echols County High School became aware of this situation, they decided to act.**

Over the past three years, the students initiated three service-learning projects — ZIP, DREAM, and GREAT — in conjunction with their English and history curriculum. In the 2002-2003 year, students talked with Sen. Zaxby, Rep. Kingston, representatives from the post office, and their county commissioners for a project they called “Zoning Changes Increase Sales Tax Revenue and Parity (ZIP);” they also increased awareness about tax revenue allocation in their community, telling residents to declare Echols County residence when making purchases. In the 2003-2004 year, the students worked with a stakeholder group that included county commissioners, Georgia Tech, and interested citizens to develop a brochure to advertise and promote their county through a project they called “Developing Resources for Economic Advancement and Mobilization (DREAM).” This year, the students are visiting county meetings and producing a video as part of a project they call “Getting Results for Economic Advancement Today (GREAT).”

The school’s service-learning coordinator, Charlotte Strickland, says the students have enhanced their writing, public speaking, and civic skills through these projects. The students have also earned a reputation for making a difference in their rural county. “Service-learning bridges a gap between old and new,” Strickland says, “Students are learning that they will be our future leaders.”

**Contact:**

Charlotte Strickland
(229) 559-5413
stricklac@echols.k12.ga.us
Urban Service Requirement

Starting with the class of 2001, Chicago Public School students must complete 40 hours of community service to graduate. (Students must serve half of these hours by 10th grade.) Each school has at least one trained service-learning coach, who is responsible for developing project opportunities. The service-learning initiative in the Office of High School Programs keeps a database of over 200 organizations, and provides guidance, staff development, and other resources (www.servicelearning.cps.k12.il.us).

Chicago high schools were among several Illinois schools to become National Service-Learning Leader Schools, recognized by the Corporation for National and Community Service. In 2002, Illinois also launched its own Prairie State Service-Learning Leader Schools. Statewide participation in Learn and Serve grew from 19,000 in 1997, to more than 100,000 today. Most subgrantees received between $5,000 and $10,000. From 1996 to 2000, Illinois also distributed community-based Learn and Serve grants. Under No Child Left Behind legislation, Illinois focused some Title IV Regional Safe Schools Program funding on service-learning.

Illinois graduation standards also mesh well with service-learning. Illinois has long emphasized the integration of service-learning across the curriculum.

In 1996-97, Illinois conducted a statewide evaluation of 91 local and one regional Learn and Serve projects. The study found that two of five approaches to service-learning resulted in greater impact on academic achievement. Both those approaches focused on linking service-learning to the curriculum. Most projects emphasized parent and community involvement and occurred in grades 6-8.

Top Level Leadership

In January 2003, as one of his first acts in office, Gov. Rod Blagojevich announced his intention to implement a state service-learning graduation requirement beginning with students entering high school in 2006. In consultation with service-learning leaders, the Gov. proposed legislation for a foundation to ensure adequate funding for the requirement and to assist schools with implementation. An estimated $6 million will be needed in fiscal year 2005 for block grants to schools. Each Illinois high school will receive $10,000 to fund two coordinators.

In 2004, the Department of Education conducted a statewide assessment of service-learning programs based on a three-tiered rubric. The goal is to continuously move programs from start-up to advanced level. Illinois had already begun to concentrate Learn and Serve grants on 30 multi-year regional grants — down from 200 smaller, one-year project
grants. The new strategy for Learn and Serve is to develop a cadre of leader schools and programs. Every grantee must develop school and district service-learning policy. Each must engage students in leadership positions. The Illinois Department of Education will collaborate with Illinois colleges of education to conduct ongoing research and evaluation on program effectiveness. The regional infrastructure will include new and existing staff development and program support from Regional Offices of Education.

There have been many other steps to develop a statewide infrastructure for service-learning. Beginning in 2001, the Illinois Department of Education and Illinois Campus Compact jointly organized the state’s annual service-learning conference. In March 2004, Lt. Gov. Pat Quinn launched the Cesar Chavez Day of Service and Learning initiative. The state math and science teachers associations emphasize service-learning workshops. 2004 Illinois Teacher of the Year Deb Perryman from Elgin has traveled across Illinois with the Governor and on her own to promote service-learning. Learn and Serve has also worked closely with the Illinois Commission on Volunteerism and Community Service and the Illinois Office of the Corporation for National and Community Service to promote all streams of service.

Illinois is deploying innovative tools to support service-learning programs. The state service-learning website will feature integrated application, planning, and reporting features. Students will also be able to access tools for community needs and assets assessment. Using personal digital assistants, students will be able to carry state survey tools into the community, and then bring them back to upload their data into the system.

2002-2003 Learn and Serve Funding

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<th>Amount</th>
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Project Funding Amounts

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Chicago high school students used to fulfill their 40-hour service requirement in isolation, apart from teachers and learning objectives. Many students viewed service requirements as onerous tasks, and teachers could not say how the requirements were helping students learn.

That situation is changing. Through new service-learning initiatives, Chicago students have recently created a library, restored wetlands, acted as election judges, created a curriculum about genocide, and addressed the problem of landmines around the world, to name just a few projects.

When Jon Schmidt started as a service-learning manager for the Chicago Public Schools, he vowed to change the system’s emphasis from non-curriculum-based service requirements to curriculum-integrated service-learning. Each fall, Schmidt leads an institute where Chicago Public School teachers study service-learning pedagogy, learn through service-learning case studies, discover how service projects can meet state learning standards, and meet community organization leaders. Teachers also brainstorm with one another about creative ways to meet academic standards through service-learning.

At first, Schmidt says, school administrators were skeptical about service-learning because they thought their overworked teachers would resist additional projects. Initially, some teachers were skeptical. But after they began brainstorming and collaborating, he was amazed to see how excited and re-energized teachers became as a result of service-learning.

Schmidt hopes that 30 to 35 percent of Chicago public high school teachers will soon participate in service-learning, reaching all 105,000 public high school students Chicago. “Service-learning is beginning to bring teachers, students, and schools out of isolation… students get out of their immediate neighborhood and recognize that there are resources for learning outside of school… then stereotypes break down,” says Schmidt.

Contact:
Jon Schmidt, Service-Learning Manager, Chicago Public Schools (773) 553-3425, jjschmidt@csc.cps.k12.il.us
State Implementation Strategy

Service-learning in Indiana has the support of legislation and a network of supporting organizations. Enacted by the General Assembly in 1993, Public Law 194 allows schools to provide an opportunity for students to earn academic credit by completing service-learning projects. Schools may allow high school juniors and seniors to earn one credit per year (toward minimum graduation requirements) for 48 or more hours of community service. Public Law 221 was created in 2000, and gave schools three years to create plans for how to implement the state standards. Service-learning coordinator Michele Sullivan and the SLTAs (service-learning technological assistants) have developed a document showing schools how service-learning aligns with Public Law 221, as well as SCANS and Character Education.

Indiana’s Learn and Serve programs are two-fold: community-based and school-based (K-12). Through the Indiana Commission on Community Service and Volunteerism, the Indiana Youth Commission on Service and Leadership provides mini-grants to community-based, youth service projects sponsored by nonprofit organizations. Youths may use these grants for direct service, or may re-grant funds in smaller amounts to local youths interested in providing a service to the community.

The Indiana Department of Education awards service-learning grants to K-12 institutions. They also sponsor state-wide service-learning conferences and service-learning awards.

In 2004, The Indiana Department of Education was awarded Corporation for National and Community Service funds to address issues concerning homeland security through service-learning. The key purpose of the Learn and Serve Indiana Homeland Security Initiative grant is to support district-wide service learning programs that 1) engage students in eight key elements of service-learning; 2) demonstrate a plan to enhance students’ civic knowledge, skills and attitudes; 3) reveal how student achievement will increase by utilizing service-learning; and 4) include rigorous performance measures. Program examples include:

- Enhancing current school safety plans through collaboration with the district’s School Safety Specialist;
- Addressing issues of school violence through creative and innovative means;
- Addressing topics of bullying and/or intolerance by appropriate and effective means;
- Creating and disseminating a school-wide/community-wide plan to respond to disaster

In addition, K-12 service-learning benefits
from higher education in Indiana. This support helps the state promote service-learning beyond those schools funded by Learn and Serve. Indiana University’s Center on Philanthropy is collaborating with the Council of Michigan Foundations to offer Learning to Give — Indiana, which trains Indiana teachers in youth philanthropy. Also at Indiana University, the Center for the Study of Participation and Citizenship’s Civic Literacy Project offers opportunities for children and youth to engage in service-learning, as well as training opportunities for teachers and research on service-learning. The Indiana Department of Education has partnered with the Civic Literacy Project, the Center for Youth as Resources, and Indiana Campus Compact to embed service-learning into educational departments at colleges to provide education majors a thorough understanding of service-learning. The Civic Literacy Project also coordinates the implementation of a comprehensive school reform model, Service-Learning and Teaching Aligned to Reform Education in Schools (STARS) Education Initiative, that incorporates service-learning as the key element in six Indiana schools.

The Civic Literacy Project website, serve.indiana.edu, includes praise for the project from politicians across the political spectrum:

For the many young people in Indiana who participate in the Civic Literacy Project, you provide a great service that prepares them for the future. I am thankful for the Civic Literacy Project and other organizations like it, because you build America by fostering civic responsibility in those who will one day lead our nation… You are a true model of civic service.

— U.S. Senator Richard G. Lugar

In Indiana, we are fortunate to have strong organizations that support service-learning such as the Civic Literacy Project… their high quality service-learning programs have won praise both in Indiana and nationally.

— Frank O’Bannon, former Governor of the State of Indiana

With programs such as the Civic Literacy Project, Indiana has been able to build a strong infrastructure to promote service-learning as a strategy for using academic knowledge to solve community problems and, in so doing, changing community attitudes about young people.

2002-2003 Learn and Serve Funding

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<tr>
<td>$5,000 to $19,999</td>
<td>19%</td>
</tr>
<tr>
<td>$20,000 and above</td>
<td>14%</td>
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</table>
| LSA Projects with a formal policy regarding commitment to service-learning | 28%

Cynthia Webb, T.V. production teacher at Paoli High School in Paoli, Indiana, says service-learning gives students “a passion for making [learning] real.” Paoli is in Indiana’s poorest county, where jobs are scarce and young people often lack hope. Webb’s 10th- through 12th-grade Program Production students focus on developing strong compositions that are technically sound and carry an audience-appropriate depth of message. By making documentaries that air on the school’s own local TV station, the students are able to make a real impact.

Webb’s students currently spearhead a project called “Challenge of Democracy,” in which they encourage civic engagement and leadership through a series of documentaries geared toward youths. The students have interviewed people at all levels of government and even spent five days in Washington, D.C. One student recalls that a particularly rewarding experience was interviewing Lee Hamilton, who posed thought-provoking questions to the students. Now, Webb’s students have coordinated with 3rd-12th grade teachers to show their films.

The students’ other projects include a three-hour documentary on the underground railroad and an annual “Golden Deeds Awards” project, in which students film interviews with community members who have been nominated for doing good deeds. At the request of Senator Richard Lugar, Webb’s students also participate in the Library of Congress’ Veteran’s History Project, in which they film interviews with WWII veterans. Student Cameron says students’ ideas don’t start out amazing, but they often end up with amazing results, both for the students’ learning and for the whole Paoli community.

Contact:
Cynthia Webb
Paoli Senior High School
(812) 723-3905
The Kansas Learn and Serve America program supports the development of service-learning in Kansas schools and community-based organizations for young people in grades K-12. The Kansas Volunteer Commission, through the Kansas Department of Education, has administered the program in Kansas since 1992, using federal funds from the Corporation for National and Community Service. The diversity of the Kansas Learn and Serve America program is reflected in the demographics reported by each of the 30 programs: 45 percent of youths were from low-income households, 43 percent were of ethnic minority, and 11 percent had some form of disability.

Kansas Learn and Serve America includes about 28 to 35 programs, at approximately $10,000 each annually. Most of the subgrantees are at the building level and not the district level. (District-level funding issues have made institutionalization at the district level challenging.) Some schools have been subgrantees for 14 years. In addition to current subgrantees, Kansas has more than 50 alumni programs that have become sustainable on their own. Other programs, called “satellite” programs, have never received LSA funding, but were supported in their development by the state education agency in conjunction with subgrantees.

Statewide Service-Learning Coalition

Kansas is building on existing networks to create a state-wide service-learning coalition to create links with all parts of the state through trainings and conferences. This is a productive network, with sharing of materials and peer mentoring supports for service-learning among both funded and non-funded programs. The Learn and Serve grantees take on a special commitment to help with outreach. The state encourages LSA subgrantees to share their materials and experiences with others. As part of the application process for mini-grants to attend trainings, subgrantees fill out a form in which they describe their plans to train others.

The state’s experience with Learn and Serve helped encourage the decision to create guidelines for community service, thus helping to extend service-learning beyond those programs funded by Learn and Serve.

High School Guidelines

In September 2002, the Kansas Office for Community Service, and Kansas State Department of Education, convened a committee to provide input for guidelines related to implementing a community service program in Kansas high schools. In the spring of 2003, the state mandated that the Department of Education provide guidelines to

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Fax: (785) 368-6284
E-mail: shoytal@ksde.org
implement community service to every high school.

The guidelines committee is composed of both high school-age youths and administrators from school districts, as well as representatives from key organizations within the state, including the Kansas Volunteer Commission. The purpose of the guidelines is to assist high school principals, sponsors of student organizations, and the students in increasing and improving their opportunities to use service as a strategy to meet community needs. The standards include benchmarks which detail specific ways schools can help students connect to their communities; encourage participation; explore career options; and further develop academic, problem-solving, civic, leadership, and social skills while engaging in service.

Students who meet the benchmarks are nominated for local and national awards and scholarships including the Kansas Volunteer Commission’s “YOU Make A Difference” award, Congressional Awards, President’s Student Service Award, and the Presidential Freedom Scholarship.

2002-2003 Learn and Serve Funding

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Project Funding Amounts

- Less than $5,000: 7%
- $5,000 to $19,999: 85%
- $20,000 and above: 8%
- LSA Projects with a formal policy regarding commitment to service-learning: 18.9%

John Dewey Learning Academy is an alternative high school serving youths referred from seven school districts in northeast Kansas. Students often have special learning needs, difficulties with drugs and alcohol, and significant behavioral problems. There is a relatively high poverty rate (50 percent qualify for free/reduced lunches). New students at JDLA often feel disenfranchised and alienated. They are often unwilling to learn and unaccustomed to having a “voice” within their learning environment.

The school-wide theme of environmental education is an effective foundation for integrating service-learning into all academic classes. The school is fortunate to partner with Pheasants Forever, a community organization supporting environmental education and conservation. The PF group leases land from the Corps of Engineers for development into a 140-acre outdoor classroom where JDLA hosts other schools and community groups. Students develop trails, create trail guides, and research and create educational materials on aspects of recycling and ecology.

The school has been studied in-depth regarding how service-learning pedagogy is used to improve academic learning and resiliency. JDLA notes that service learning has enhanced students’ ability to serve as tutors, mentors, and leaders. The school also documents positive academic and behavioral impacts as a result of service-learning. The students and community have noticed positive impacts. One recent JDLA graduate successfully lobbied State Legislature to mandate service-learning instead of community service. The school now fields many service requests from community members who previously identified these students as “throwaway kids.” Increasingly, these young people are valued as contributors to their community.

Youth Leadership

Kansas promotes youth leadership in both theory and practice. In addition to youths serving on the committee to create service-learning guidelines for high schools, the state provides trainings on youth leadership, and opportunities for youths to help plan conferences and serve on grant review panels. The Kansas Unified State Plan for 2002-2005 focuses on increasing and improving service and volunteering among all people. The plan stresses the importance of working with diverse populations and constituents, and specifically mentions a focus on strategies, which are not only for youths, but “by youths.”


Contact:
Terri Coughlin, Principal (785) 887-6711
John Dewey Learning Academy coughlnt@nekesc.org
Supporting K-12 Service-Learning through Community Education

For 15 years, service-learning in Kentucky has leveraged its widespread and potent community education network. In 2000, this affiliation took formal shape. Today, the Kentucky Department of Education distributes Learn and Serve subgrants of $3,000 equally among the 85 counties (out of 120 total) that have Community Education.

Every Community Education program has a full-time director. Many of these also have other responsibilities, often including curriculum oversight. Service-learning benefits from their well-placed advocacy efforts within school districts. All directors participate in an annual spring Community Education retreat. New directors receive 45 hours of orientation and training. The Kentucky Community Education Association also convenes an annual conference that includes service-learning workshops.

The Department of Education’s Community Education Program Consultant provides training and technical assistance, and advocates that community education directors infuse service-learning throughout their work. Though Learn and Serve subgrants are small, service-learning significantly boosted the capacity of Community Education to provide tangible, relevant support to P-12 classroom education. Community Education has been involved in supporting state graduation standards, assessing data, and aiding

Service-learning also extends and enhances ongoing efforts to support K-12 education through the federally-funded 21st Century Community Learning Centers after-school programs, dropout prevention, health and fitness, literacy campaigns, and other state initiatives.
schools to utilize state performance indicators to guide school improvement. Service-learning also extends and enhances ongoing efforts to support K-12 education through the federally-funded 21st Century Community Learning Centers after-school programs, dropout prevention, health and fitness, literacy campaigns, and other state initiatives. Service-learning is an important strategy in many of the state’s 781 school-based Family Resources/Youth Service Centers. Many school districts engage AmeriCorps, VISTA, and Senior Corps members in direct support of local service-learning programs.

To receive Learn and Serve funds, every teacher must participate in service-learning training on the Preparation, Action, Reflection, Celebration (PARC) model. The Department of Education has offered regular “trainer of trainers” programs, thereby enabling each Community Education program to empower and support its own teachers and staff. State trainings have included local and national expert trainers. The University of Kentucky Extension Service also assisted with these trainings. In the past two years, districts have joined together in eight regions of the state to offer networking and training around service-learning. Young people play prominent roles in these workshops.

Mobilizing Youth Leaders
Each of the 85 Community Education programs has an advisory council that includes school and community representatives, and must include a minimum of 10 percent youths. These councils engage community support and provide input on service-learning. Most districts include a representative from State Extension. The Department of Education also has a state Community Education Advisory Council appointed by the governor.

From 2000 to 2003, Learn and Serve funds supported the development of youth councils to more fully engage youths in decision-making as they serve on community councils. Currently more than 40 youth councils provide input and leadership for youth development and service-learning within school districts. When serving on community-wide councils, students set aside individual school loyalties to represent the total community.

2002-2003 Learn and Serve Funding

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Hickman County, Kentucky, is the kind of rural farming community where many ancestors of the current residents settled generations ago. Hickman County High School students connect with their community’s rich history through service-learning. In 2000, eighth-graders worked with their history and English teachers to develop sensitive and appropriate interview questions, and then interviewed local war veterans. They created a video, wrote poems and stories, and assembled a book based on their interviews. Hickman County students have since established a meaningful annual tribute on Veteran’s Day, in which veterans visit classrooms to share their stories and answer questions. Through months of research, interviews and documentaries, the students worked to achieve excellence, and have made veterans proud to be a special part of their rural community.

Family and consumer science students at Hickman County also connected with their community’s history through service-learning. Students researched local history and created a quilt, telling Hickman County residents’ stories. The quilt now hangs in the school’s hallway. It has been the “talk of the town” and was featured on local television. An 80-year-old community historian, Mrs. Virginia Jewell, writes:

When the students at Hickman County decided to craft a historic quilt as their service-learning project, they couldn’t have made a more fitting choice. Quilts and history just seem to go together. How appropriate that this particular quilt not only highlights Hickman County’s history, but is a tribute to the students and teachers involved, and will hang in the halls of the school as an heirloom itself.

Contact:
Beverly Hopkins, Community Education Director bhopkins@Hickman.k12.ky.us
Gearing Up Learn and Serve

Learn and Serve, the federal service-learning initiative, has played a key role in initiating service-learning in Louisiana. In 1992, the Lieutenant Governor and State Superintendent of Education were recipients of a planning grant from Corporation for National and Community Service. In 1993, service-learning found a permanent home in the Louisiana Serve Commission, which resides in the Lieutenant Governor’s Office, through an interagency agreement between the Department of Education and the Office of Lieutenant Governor. The flexibility and consistency of placement outside the Department has allowed service-learning to flourish, with an agreement that Learn and Serve must work with state education initiatives.

State education programs, including the various federally funded programs, typically include service-learning. Learn and Serve maintains a consistent presence at education conferences and events, linking with appropriate Department of Education programs as needed. Collaborations have included School-to-Work, High Schools that Work, character education, and Safe and Drug-Free Schools. Within the education system, individual teachers have been invaluable advocates and information sources for Learn and Serve. Ultimately, the Learn and Serve program ensures that subgrantees link service-learning to state standards and integrate their programs into the curriculum.

Learn and Serve has long awarded subgrants to individual teachers seeking to stimulate service-learning statewide. From 1996 to 1999, the Louisiana Serve Commission had 13 community-based Learn and Serve subgrants, in addition to 30 K-12 subgrants. From 1999 to 2003, the number of school-based subgrants peaked at 53. An additional half-dozen mid-year mini-subgrants encouraged new teachers to experiment with service-learning. Mini-sub-
grant recipients could choose from a set of simple projects or develop their own.

Few service-learning programs lasted the change of a principal or lead teacher, however. So, in 2004, the commission began to consolidate grants within a single school, and began thinking about additional ways to encourage school districts to commit to service-learning.

**Strengthening Service-Learning**

In 2004, Louisiana began phasing out the use of eight local technical assistance consultants who provided training, technical assistance, and help with monitoring and evaluation. With the 2004-05 subgrantees, the Louisiana Serve Commission began cross-training its program officers to manage and monitor both Learn and Serve subgrantees and AmeriCorps subgrants. In addition, four or five subgrantees have served as leadership model programs. Models must meet a set of program quality criteria. They then mentor newer teachers and programs.

All Learn and Serve subgrantees must attend an annual September training institute. In 2004, this conference occurred jointly with AmeriCorps. The Louisiana Association of Nonprofits has also been an important collaborator for trainings and other events. The state network for service-learning grew in 2004, with the launch of Louisiana Campus Compact.

Remaining independent of the formal education system has raised challenges. One advantage, however, has been that the Learn and Serve coordinator has had a great deal of flexibility in managing the program. Thus, she has been able to provide individualized support to subgrant communities.

### 2002-2003 Learn and Serve Funding

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<thead>
<tr>
<th>Formula</th>
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</tr>
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<td># of SL participants reported</td>
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</table>

**Project Funding Amounts**

- Less than $5,000: 25%
- $5,000 to $19,999: 75%
- $20,000 and above: 0%

**LSA Projects with a formal policy regarding commitment to service-learning**

- 3

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**West St. Mary School**, a combined middle and high school in rural southeastern Louisiana, offers exciting service-learning opportunities. Often, service-learning activities at West St. Mary involve older students who plan and present lessons to younger students in math and reading, helping this Title One school achieve higher academic results.

West St. Mary teacher William “Mac” Hudson began using service-learning to engage his students in the life of the school in a positive way — to improve their self-confidence and attitudes towards school. “Wolfpack Construction” (named after the school’s mascot) focuses on learning construction skills, whereby students build materials for the school. Wolfpack Construction began with five students who viewed the school as a place they attended but where they did not belong. Hudson writes:

> Their participation gave them recognition in a positive way. They learned pride of accomplishment. West St. Mary changed in their perception from “the school” to “my school.” Their grades improved, attendance was up, incidents of behavior declined. All five graduated, all five hold jobs in a construction-related field in a low socio-economic area with unemployment usually in the double digits. In the three years, Wolfpack Construction has evolved to include more students and serves a two-parish area. The trend for better attendance, more positive self-image, improved grades continues. Besides the obvious skills involved, they are learning that they can accept challenges and excel.

**Contact:**

Yvonne Cormier (337) 924-7990 ycormier@stmary.k12.la.us
State Initiatives Pilot National Movements

In 1984, the Minnesota-based National Youth Leadership Council convened leaders from schools, colleges, volunteer centers, community organizations, service corps, businesses, and government to explore ways to expand service and service-learning. Over the next 10 years, governors appointed a series of state commissions to advance youth service.

In 1987, the Minnesota Legislature authorized school districts to levy an extra 50 cents per capita (later $1) for community education-based youth development/youth service programs, including service-learning. This levy is over and above the regular community education levy dedicated to these programs. Legislation in 1989 began a post-secondary service-learning grants program, expanded the Minnesota Conservation Corps (MCC), and supported the Minnesota Office on Volunteer Services (MOVS). The Minnesota Legislature expanded service again in 1993, with passage of Minnesota YouthWorks.

Minnesota Senators Dave Durenberger and Paul Wellstone carried the state’s collaborative approach into the National and Community Service Act, sponsoring the bill along with Senator Ted Kennedy. In 1992, Minnesota granted Learn and Serve funds for multi-year school and district programs. From 1994-2000, Minnesota joined Iowa and Wisconsin in the Tri-State Initiative, seeking to deepen service-learning practice at the school level. And, from 1994 to 2001, the University of Minnesota hosted the National Service-Learning Clearinghouse of the Corporation for National and Community Service, in partnership with NYLC.

From 1998-2002, Minnesota participated in the W.K. Kellogg Foundation’s Learning In Deed (LID), a national service-learning demonstration program to strengthen practice and policy at the district level. Based on LID’s success, Minnesota began applying Learn and Serve funds to support district-wide service-learning in 1999.

The Minnesota Department of Education, NYLC, MOVS, Higher Education Services Office, MCC, State Extension (4-H), YMCAs, Camp Fire Boys and Girls, Girl Scouts, and many others built on Minnesota’s early growth to strengthen service-learning at the state and national level. Minnesota Campus Compact partners with K-12 service-learning leaders, including helping colleges and universities integrate service-learning into pre-service teacher education programs. Minnesota-based Search Institute emphasizes service-learning as a component of its assets-based approach to youth development. The University of Minnesota’s Project Public Achievement engages youths in civic problem-solving, and the University’s Center for School Change has brought innovative service-learning teaching strategies to schools.

Linking with Other Education Initiatives

The Minnesota Department of Education emphasizes academic achievement through service-learning, integrating it into key education initiatives including career and technical education, charter schools, environmental education, alternative learning centers, youth diversion, performance-based assessment of student learning, and school-community partnerships. Competitive Learn and Serve grants through the Minnesota Department of Education built links between service-learning and School-to-Work (1994-1996), performance-based assessment of learning (1997-2000), and school-community partnerships for service-learning (2000-2003). There are currently strong linkages with career and technical education efforts, especially through student organizations.

The Minnesota office of the Corporation for National and Community Service supports
many cross-stream collaborations, including Senior Corps, VISTA, and AmeriCorps members who work with K-12 Service-Learning programs.

**Training, Convening, and Celebrating**

In 1988-1990, Minnesota’s Blandin Foundation supported NYLC to offer training for youths and teacher service-learning leaders, and develop a regional structure of support. NYLC held the first of its annual service-learning Teacher Institutes in 1989.

In 1993, the Minnesota Department of Education launched a network of service-learning peer consultants — youth and adult consultants who provide training and technical assistance throughout the state. Currently, each peer consultant is paired with one Learn and Serve subgrantee school district. With support from the W.K. Kellogg Foundation, NYLC crafted a five-state network of state/regional service-learning leaders, while the Charles Stewart Mott Foundation brought Minnesota’s experience to state education agency leaders.

The annual Minnesota Youth Service Conference, initiated by NYLC in 1987, grew into the National Service-Learning Conference in 1989, and returns to Minnesota every five years. The Minnesota Department of Education, Minnesota Commission on National and Community Service, NYLC, Minnesota Campus Compact, and other partners have convened a statewide service-learning conference annually or semi-annually since 1990. The Minnesota Department of Education also convenes Learn and Serve subgrantee districts four times annually.

In 2001, Minnesota began recognizing leadership in service-learning by policy leaders, practitioners, schools, districts, and programs. Minnesota also awards student programs for excellence in both community service and service-learning. Many Minnesota colleges and universities provide scholarships for students who demonstrate leadership in service.

**2002-2003 Learn and Serve Funding**

<table>
<thead>
<tr>
<th>Formula</th>
<th>Amount</th>
</tr>
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</table>

**Project Funding Amounts**

- Less than $5,000: 0%
- $5,000 to $19,999: 46%
- $20,000 and above: 54%
- LSA Projects with a formal policy regarding commitment to service-learning: 13.44%

Cedar Riverside is a K-8 charter school housed in a large, low-income apartment complex with 111 students from 17 countries, speaking seven languages, and 98 percent qualifying for free or reduced lunch. Together with their community partners, the students have identified and addressed many community needs, and have begun to see themselves as resources for their community. The students, who sometimes have better language skills than their parents, researched community resources and produced a directory to assist newcomers to their housing complex. The students also do recycling for their school, and pick up trash to keep the housing complex clean. Recently, the students collected oral histories from their families and neighbors in the housing complex. The children wrote up the histories to create a book which they gave to the library at Augsburg College to help their college student partners better understand what it is like to resettle in a new country.

All Cedar Riverside staff, both teaching and non-teaching, are required to conduct a service-learning project each quarter. They have developed partnerships with nearby organizations in their inner-city Minneapolis neighborhood, in particular Augsburg College, Fairview Hospital, The University of Minnesota School of Nursing, and a local community center.

Contact:
Stephanie Byrdziak
byrdz@excite.com
State Implementation Strategy

After five years of effort, Missouri passed service-learning legislation. The State Advisory Council spearheaded the creation of the new legislation, bill 945/HB935, which passed in May 2004, and took effect in August 2004. The bill directs the state Board of Education to encourage the adoption of service-learning in all public schools. As a way to introduce schools to the new bill and encourage superintendents to implement service-learning, the Commissioner of Education arranged for service-learning students to present their projects at an August superintendents’ conference.

Missouri’s State Advisory Council dates back to 1996. It was created to promote best practices among practitioners and to reach out to schools interested in service-learning. The Council is representative of youths and adults involved in both grant-funded and non-grant-funded service-learning. Service-learning program coordinators from five sites plus two students from each site participate, together with several non-profit organizations, a representative from State Farm, and other community-based organizations and businesses. In addition, the Council includes school principals and representatives from higher education. The requirements for Learn and Serve subgrantees also reflect an emphasis on broad-based representation: each subgrantee must identify at least two partnering community-based non-profit organizations, a university, or a state agency that will work with them on service-learning projects.

In addition to their recent legislative efforts, the Advisory Council student representatives have created an instructional video on the difference between service and service-learning, which is used as an outreach and “marketing” tool for service-learning, with the assistance of the Missouri Department of Education. The Council has also created a toolkit for use by community-based organizations. In addition, the students began a mini-grant program, which allows students from Missouri schools to apply for monies for service-learning projects. A student and a teacher/sponsor complete the application, and the Students of the Advisory Council read, score, and award the mini-grants.

The Advisory Council student representatives have created an instructional video on the difference between service and service-learning.
Documentation of Scope and Scale

Missouri is in the process of further developing its survey for new service-learning participants, teachers, and community-based partners. The survey is one of the first using the Missouri Department of Education’s new computerized system for conducting online surveys. The use of computer technology, together with the state service-learning staff’s ability to analyze data in-house, makes the survey quite sustainable. According to the 2002-2003 school year survey, more than half (57 percent) of all school districts engage in service-learning. Missouri has 529 districts, 34 of which receive Learn and Serve funding. Approximately 31,000 Missouri K-12 students are involved with service-learning.

Linking with Other Initiatives

Service-learning is linked primarily with character education, with ongoing outreach to student organizations, particularly career-based student organizations. Through the Missouri Service-Learning Advisory Council membership, links are made between K-12 and higher education. The Council also meets with the State Commission for National and Community Service three times a year, in order to strengthen the connection between Learn and Serve and AmeriCorps Vista. Links are also made with Senior Corps.

Missouri also holds an annual service-learning conference, which brings students, teachers, service-learning coordinators, community-based partners, and others together to learn, share, and celebrate service-learning. Furthermore, all members of Missouri’s national service programs convene at the State Capitol in Jefferson City, to hold an annual celebration of service called Missouri Service Day, educating legislators about national service programs in their state, and awarding select members of national service programs through the Lieutenant Governor Service awards.

The Community Education Section of the Missouri Department of Education recently implemented the Community Service Grant Program for suspended and expelled students. This grant enables schools districts to implement and coordinate community service programs for expelled or suspended students. Many of these grantees have chosen to improve their service activities by adding service-learning components to their community service projects.

2002-2003 Learn and Serve Funding

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<th>School-Based Formula</th>
<th>$369,037</th>
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Project Funding Amounts

- Less than $5,000: 29%
- $5,000 to $19,999: 71%
- $20,000 and above: 0%

LSA Projects with a formal policy regarding commitment to service-learning: 20.72%

Fridays are devoted exclusively to service-learning at Fulton Academy, an alternative high school in Fulton, Missouri. The school emphasizes student-led identification of community needs. For example, students identified the need for a community park and worked together to transform an abandoned field into a park with hiking trails, a butterfly garden, building stairs, a lizard habitat, and birdhouses. Students worked with the community on the project; students’ families even participated by building birdhouses. Fulton area residents have taken note of students’ service-learning activities and have vastly improved their views of these young people as a result. The school reports that community organizations and individuals routinely call upon the school for assistance in various community projects.

Program staff believe that service-learning helps Fulton students discover their strengths and interests. As a result of service-learning, some students discover that they are good with small children or the elderly; while others discover that they have excellent building, planning, public speaking or leadership skills. All of the students find that service-learning gives them a role in their community that engenders positive community respect. Staff report that many students who enroll at Fulton Academy because they have been at risk for dropping out of school end up earning their diploma as a result of academic content being made more relevant through service-learning, and because of the encouragement they receive for their service.

Contact:
Jill Flakne
Fulton Academy
(573) 642-5559
Broadening the Base for Service-Learning

The Nebraska Department of Education is expanding the reach of its service-learning programs in the western portion of the state. New projects serving rural areas constituted 30 percent of grants that were issued in 2004-2005. Five school districts were awarded planning grants this year. The projects, which operate for less than $1,900, allow teachers to delve into service-learning literature and develop plans to integrate service-learning activities in their classes. The funds were used to increase voter participation during the elections and develop public health initiatives in schools serving Native American students.

A demonstration grant for $4,000 supports a project that encourages recycling efforts in a community. As an exemplary program, it will be used to showcase successful practices that can be shared with educators. Six of the service-learning projects in the state are supported with grants of $5,000 that are helping schools developed programs to do such things as engage students with severe developmental disabilities in community service activities, create an abstinence-based sex education program for Hispanic students, and provide tutoring services for young students.

Conference presentations at the annual Excellence in Education Conference last April introduced teachers to service-learning concepts and opportunities. The sessions focused on using service-learning as an instructional strategy. In March, high school students shared information about their projects with one another at a leadership conference hosted by the Learn and Serve America program.

In order to link service-learning activities to academic standards in the state, the student assessment process is being revised to focus on writing. The Department of Education provides writing prompts that solicit student

The funds were used to increase voter participation during the elections and develop public health initiatives in schools serving Native American students.
responses. Teachers will be able to access rubrics for evaluating writing samples that measure student involvement in the service-learning experience and assess the quality of the response.

**Building Partnerships**

Nebraska has typically assigned the Learn and Serve America program to someone responsible for other initiatives. The current coordinator is also involved with several programs: ESEA Title IIA, class-size reduction and professional development; ESEA Title IV, Safe and Drug-Free Schools and Communities; and ESEA Title V, Innovative Programs. As a result, there is an emphasis on developing projects that focus on service-learning areas that could be possibly financed by such programs in the future.

An effort is also underway to coordinate service activities developed in institutions of higher education and through the federal VISTA program. The directors of the Midwest Consortium for Service-Learning in Higher Education and the state’s Corporation for National and Community Service office are working with the Learn and Serve America program to establish a process for sharing resources and targeting service project areas. In addition, several chapters of Nebraska’s Lions Clubs support service-learning projects in their communities.

By serving on the Nebraska Volunteer Service Commission, the Learn and Serve America coordinator is helping promote service-learning in various ways. The program typically hosts a session on service-learning at the Governor’s conference, and the coordinator is part of the grant review committee for the AmeriCorps program.

**2002-2003 Learn and Serve Funding**

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<th>Funding Type</th>
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**Project Funding Amounts**

- Less than $5,000: 37%
- $5,000 to $19,999: 63%
- $20,000 and above: 0%
- LSA Projects with a formal policy regarding commitment to service-learning: 2.5%

**Survival Skills** is a comprehensive adolescent pregnancy-prevention program that has served youths in Lincoln, Nebraska, since 1991. The program’s aim is to stop problems before they start by providing teens with the tools and support they need to make healthy, safe, and positive choices for themselves.

The Lincoln YWCA runs Survival Skills as an after-school program to support students whose schools have referred them to the program. Participating students have shown evidence of being alienated and disaffected from school, community, and family life. Survival Skills is modeled after the Carerra Program, a pregnancy prevention program in New York City. Building on research that links service-learning with effective risk prevention programs, service-learning is one of seven program components. The program’s service-learning projects strongly emphasize youth voice. Recently, youths in the program researched community needs and decided to provide respite care for families of children with special needs. Last year, approximately 80 students provided respite care for 200 families. These service-learning activities are integrated into the Survival Skills curriculum, and program participants are also trained by the Red Cross in CPR and child care. Survival Skills staff write:

> *In sum, these events have a dual purpose. They offer respite as an identified child abuse prevention strategy — in a safe, stimulating, and fun environment for children so that caregivers can get relief. They offer youths an opportunity to learn the interpersonal skills and compassion they will need as adults and parents.*

**Contact:**

Sheila E. Kadoi  
Education and Outreach  
Center Director  
YWCA of Lincoln  
(402) 434-3494 x.120
Building Capacity in a Small State

Beginning in 1997, the Learn and Serve program of the Nevada Department of Career and Technical Education Office in the Nevada Department of Education dispersed many small, one-year project grants to teachers and schools. Projects included a bicycle repair shop; a high school/elementary mentoring partnership that constructed a playground; and, in the wake of September 11, 2001, a song and dance review on a theme of unity and courage.

From 2000 to 2003, a Corporation for National and Community Service Community-Higher Education-Schools Partnership (CHESP) grant allowed Nevada to strengthen its capacity for service-learning. Four of 17 counties (two rural and two urban) built partnerships around local “Community Chest” organizations. Activists from the four communities spearheaded the formation of the Nevada Service-Learning Partnership (NSLP) and developed training materials and a website (www.nevadaservicelearning.org). In 2003, 50 teachers participated in intensive training at Nova University of Las Vegas.

In 2003, the department chose the Nevada Future Farmers of America Foundation to administer the Learn and Serve program. To build local capacity, Nevada Learn and Serve now concentrates resources on three annual subgrants. Recipients must develop local resources to carry on the program after that year. Subgrantees convene in the fall for training and networking. Each offers training in its own community. Service-learning training also occurs through the annual Nevada Association of Career and Technical Education Conference. The Nevada Commission for National and Community Service holds an annual awards banquet.
At Elko High School, agricultural students are involved in a service-learning project to create a community agricultural education center, where ranchers and others can learn about the latest innovations in animal technology.

In the process of creating the center, Elko students learn both the content of their agricultural education curriculum, and civic knowledge and skills. These skills include researching community needs, grant proposal-writing, learning how decisions are made, and making presentations to various boards and committees. After identifying the need to create a center, students wrote a successful Learn and Serve America grant proposal. After receiving the grant, students researched zoning, building permits, and other requirements in order to gain permission from governmental entities to build the Center.

Parents are pleased to see their students so engaged in civic processes and believe that as a result of the project, students are learning about local employment opportunities. For example, students have learned about local government positions and jobs in the growing area of animal technology, useful as jobs in agricultural production decrease.

Now that students are in the second year of the project, their focus will shift from creating the center to creating the curricula to be implemented at the center. Meanwhile, juniors and seniors mentor freshman and sophomores as they develop another civic service-learning project: the creation of a biological science center.

Contact:
Shane Sutton
(775) 738-8684

2002-2003 Learn and Serve Funding

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| Participants reported          | 3,278 |

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<tr>
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</tr>
<tr>
<td>$5,000 to $19,999</td>
<td>14%</td>
</tr>
<tr>
<td>$20,000 and above</td>
<td>57%</td>
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</table>

| LSA Projects with formal policy regarding commitment to service-learning | 8.97 |

Gold mines and ranches surround rural Elko, Nevada. At Elko High School, agricultural students are involved in a service-learning project to create a community agricultural education center, where ranchers and others can learn about the latest innovations in animal technology.

In the process of creating the center, Elko students learn both the content of their agricultural education curriculum, and civic knowledge and skills. These skills include researching community needs, grant proposal-writing, learning how decisions are made, and making presentations to various boards and committees. After identifying the need to create a center, students wrote a successful Learn and Serve America grant proposal. After receiving the grant, students researched zoning, building permits, and other requirements in order to gain permission from governmental entities to build the Center.

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Contact:
Shane Sutton
(775) 738-8684
Working Partnerships

As a dedicated local control state, service-learning develops at the school and district levels with the guidance of the New Hampshire Service-Learning Director. Accordingly, state efforts concentrate on motivating and supporting programs, with a minimum of mandates. There are many quality programs, including a few districts that require community service or service-learning for graduation.

For two years, Learn and Serve has convened students and teachers from across the state in the spring to showcase their service-learning efforts. The first year, 35 students and teachers participated in the Student Service-Learning Showcase; in the second year, 120 students and their teachers shared and learned about state projects and participated in workshops.

In New Hampshire, service-learning links closely with character education. For example, students learn about values such as justice, fairness, respect, responsibility, citizenship, and honesty, as well as critical thinking skills necessary to function within a democratic society. They then apply these values through a range of projects. For example, as environmentally responsible citizens, they organize projects to monitor and protect air and water quality, or to start recycling projects. The New Hampshire-based ABC Quilts, Inc. has involved numerous students in New Hampshire, as well as students across the United States and around the world, in making quilts for infants with HIV and AIDS.

From 2000-2004, New Hampshire received a Community-Higher Education-Schools-Partnership (CHESP) Learn and Serve grant supporting seven subgrantees. Many focused on environmental projects. CHESP also supported numerous training opportunities for K-12 subgrantees from all Learn and Serve programs.

The Department of Education worked closely with the University of New Hampshire (UNH) during the CHESP project to conduct state Learn and Serve evaluation and other research on effectiveness of K-12 service-learning. UNH is also helping to develop resource guides for character education and service-learning that will offer ways to meet graduation standards through service-learning.


Quarterly, the Learn and Serve Director and state heads of all the other streams of service — including Campus Compact for NH, VolunteerNH!, and the New Hampshire
Office of the Corporation for National and Community Service — gather to coordinate efforts. Recently, Learn and Serve New Hampshire has been active in cultivating support within the Department of Education and across state government.

Launching New Initiatives

Several emerging initiatives promise to raise the profile of service-learning in New Hampshire. The state Citizen Corps Council voted to work with NH Learn and Serve to involve schools in local Homeland Security programs.

The New Hampshire Alliance for Civic Engagement (NHACE) seeks to support and enhance teaching and learning opportunities that foster civic engagement. The NHACE steering committee includes Campus Compact for New Hampshire, the New Hampshire Council for the Social Studies, the New Hampshire Bar Association, the League of Women Voters, and the Department of Education, as well as several higher education agencies. This broad coalition will focus on K-16 and community education of civics, including an emphasis on applying civics skills through activities such as service-learning. NHACE held its Second Annual Statewide Summit on Civic Education in September, 2004. Technology is aiding a coordinated statewide campaign (www.nhcivicalliance.org). NHACE is also developing civics and service-learning curricula aligned with state graduation standards. The Education Commission of the States (ECS) has approved a grant request, part of which will be used for the exploration of developing a NH K-16 Service-Learning Partnership.

The Learn and Serve Director is working with the education consultants within the NH Department of Education to educate them, as well as NH schools, about service-learning opportunities within the Title programs. The LSA Director works closely with Title IV – Safe and Drug-Free Schools in which service-learning is an approved program.

Led by Governor Craig Benson, the New Hampshire Department of Education, and the State Board of Education, New Hampshire held a series of 20 public input sessions on public education, including an emphasis on “Real World Learning.” One goal is to offer students credit for qualified learning experiences outside the classroom, including service-learning.

2002-2003 Learn and Serve Funding

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| # of SL participants reported | 4,740 |

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LSA Projects with a formal policy regarding commitment to service-learning 7.7

Portsmouth, New Hampshire, is a suburban seacoast town with one high school, one middle school, and three elementary schools. Ten years ago, the Portsmouth School System appointed a council of community members to improve school-community relations. One of the Council’s recommendations was that the school system should start service-learning projects in order to help students develop civic skills.

Dave Cohen, who works for a community organization called New Heights, was on the Council and also served for a time as service-learning coordinator in the district. Cohen explains that students in the district have done many service-learning projects since the Council’s recommendation. Third graders integrated a service-learning project into their plant development and photosynthesis curriculum, in which they worked with University of New Hampshire master gardeners, grew plants in “grow carts” (built by the high school building trades class), and then partnered with local “adopt a spot” volunteers to plant flowers throughout their communities. Led by teacher Sam Tombarrelli, high school students created a student center and playground shelter and tutored children at a local homeless shelter as part of their “homelessness in America” curriculum. And fifth graders studied the critical habitat in local tidal estuaries and created a sign and video educating area residents about these “nurseries for the ocean.”

As a result of these projects, students have indeed gained academic and civic skills. They have also gained recognition and support from their communities. For example, in local Prescott Park, a sign commemorates the third graders’ efforts.

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Developing Strong Roots

Since 1997, Ohio Learn and Serve has employed a unique strategy based on four guiding principles to help subgrantees (currently 44) advance:

1. Develop a solid foundation of school and community support through the planning process;
2. Foster the development of high-quality programming by encouraging ongoing training, continuous improvement, and expansion each year;
3. Encourage sustainability through the integration of service-learning into the academic curriculum, connecting service-learning to school improvement efforts, build strong partnerships through equal participation of schools and communities; and
4. Utilize the expertise of service-learning practitioners to build statewide capacity.

School districts begin with a one-year planning grant of up to $3,000. During the first year, grantees attend a two-day orientation and receive the Learn and Serve Ohio Training Manual (URL). Additionally, two new grantees pair up with a seasoned mentor for training, site visits, and coaching. A culminating event helps bring it all together when the grantees attend the annual “Forging New Links” conference where they complete a three-year service-learning plan, which will be implemented over the course of the next three-year cycle of funding. Once new grantees have received training and support at the state level, they are equipped to train teachers and community partners locally.

Second year subgrantees receive up to $15,000 and support to begin implementation. Ohio encourages second year and higher subgrantees to attend the National Service-Learning Conference. All subgrantees must attend the Ohio conference. In the third year, subgrantees again receive up to $15,000 to expand, including increasing adult volunteers. Fourth year subgrantees receive up to $10,000 and help building long-term local support.

Schools may apply for three more years of funding at $30,000 per year. These model programs must expand participation, and deepen integration into the curriculum and district “Continuous Improvement Plans.” Models provide training and technical assistance statewide, mentor new programs, and integrate support into Ohio’s regional education structure. Models typically have one to three key leaders who train and mobilize a cadre of supporters. Programs measure progress according to NYLC’s “Essential Elements of Effective Service-Learning” (available at www.nylc.org/bookstore).

This process has established a dozen local
centers of excellence. In addition, many strong service-learning programs have been developed without Learn and Serve funding. Family and consumer science, and vocational-technical education both developed service-learning initiatives prior to Learn and Serve funding becoming available.

Forging Links of Quality

All streams of service in Ohio collaborate. Ohio launched a Citizen Corps Homeland Security grant including school-based service-learning. Learn and Serve Ohio receives state and Corporation for National and Community Service funding. Service-learning plays a prominent role in the Ohio Community Service Commission’s Unified State Plan.

Each spring, the “Forging New Links” service conference convenes 400 participants from all streams of service. Learn and Serve holds an annual meeting during the conference and offers many targeted workshops. Forty organizations organize Ohio Make A Difference Day each fall, mobilizing hundreds of service projects.

Since 1997, the Ohio Department of Education and Ohio Campus Compact have advanced a K-16 partnership for service-learning with a joint website and publications, 10 Community-Higher Education-School Partnership (CHESP) subgrants (2000-2003), ongoing K-16 partnership mini-grants, a joint state program directory, and collaboration on training and evaluation.

2002-2003 Learn and Serve Funding

Since 1999, Learn and Serve Ohio has published a comprehensive annual report documenting program activities and featuring a focus on a larger state initiative such as civic engagement or homeland security. (URL)

Building for the Long-Term

Ohio’s graduation standards require students to show that they can apply academic content, offering an avenue to integrate service-learning into the academic curriculum. Social studies standards infuse service-learning links. Learn and Serve programs link to other state priorities, including School-to-Work, character education, and Continuous Improvement Plans.

Ohio’s First Lady, Hope Taft, has been an ardent spokesperson for the Ohio Community Service Council and for service-learning. She helped promote Make a Difference Day and integration of service-learning into state academic standards.

Hobart Middle School, located just outside of Cleveland in Painesville, Ohio, has engaged in service-learning activities for nearly a quarter of a century. A National Service-Learning Leader School in 2000, Hobart is known throughout its community for its ability to respond to community needs, and receives many requests for assistance. The school’s many projects include learning about community health needs and devising projects to address those needs, creating and selling buttons to support a city park bandstand building project, and creating a community commemoration of veterans for Veteran’s Day. Hobart students are able to mobilize to address emergency needs, aiding victims of disasters. Their community responsiveness has led to partnerships with community organizations, including the community’s cable television station, Case Western Reserve University, and the Salvation Army.

Youth voice is reflected in Hobart’s active youth council, which oversees projects and awards mini-grants to teachers for service-learning. Both independently and in cooperation with their partners at Case Western Reserve, Hobart students reach out and train other schools in service-learning. A new outreach effort involves the local high school, where the middle school’s focus on service-learning is combined with the high school’s focus on peer mediation.

Contact:
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Moving Community Service to Service-Learning

In 1993, when Oklahoma wrote its first Serve America grant, there were already many community service efforts in 500+ school districts. The challenge has been to advance schools from community service activities to the initiation of strong service-learning programs. Through its coordinated approach, the Department of Education has provided grants and technical assistance to approximately 400 Oklahoma school and community sites.

In 1993-94 Ponca City High School social studies students wrote and won passage of a bill (SB680) allowing schools to offer elective credit for service-learning. As a result of SB680, a number of schools have developed elective service-learning courses. Some of the service-learning courses focus on leadership and youth development in preparation for serving on service-learning Youth Action Councils; others are literacy-based. Elective credit can also be earned by students who effectively document their individual service.

During 2003-2004, Oklahoma Learn and Serve provided funding for a Master Teacher Cadre. Nine teachers participated in a year of extensive training prior to submitting a service-learning grant request. The quality of the proposals, as well as program implementation, reflects the benefits of the Master Teacher program. Following a 3-day 4-MAT training, Master Teacher participants utilized these skills as they participated in a curriculum project that links service-learning to the state mandated Priority Academic Student Skills (PASS). The curriculum project is available on CD-ROM and has been distributed statewide.

For the 2004-2005 program year, 25 subgrantees have been approved. Each subgrant is required to address the state-mandated PASS and must include strategies to support health and nutrition issues. Pre- and post-tests will be administered to measure growth in the understanding of health concepts in the student population.

Collaborating Across Streams of Service

Collaboration with other OSDE state and federal programs is reflected in a strong service-learning component in a youth Vietnamese immigrant summer program hosted by the OSDE Bilingual Education staff; the inclusion of service-learning as a priority in the 21st Century Community Learning Center program; service-learning integrated into the criteria for Community Education funding; and Title I financial support to train a cadre of 20 AmeriCorps*VISTA members assigned to the OSDE to serve as coordinators of local service-learning programs.
The TEAM Oklahoma Conference brings together all CNCS streams of national service: Department of Education, Oklahoma Commission on National and Community Service, the Oklahoma Office of the Corporation for National and Community Service, and the Cherokee Nation Learn and Serve program. Leadership from each stream meet bi-weekly to plan the conference; discuss strategies to raise public and educator awareness; and advance all national service programs in Oklahoma.

Since 1997, the Oklahoma Commission has contracted the services of the OSDE to administer the community-based Learn and Serve America program. Quarterly network meetings with both school- and community-based subgrantees have proven beneficial to both groups. The 2005 Community-based grant supports five regional service-learning centers. The centers are established with community organizations, including YMCA of Greater Tulsa, Oklahoma 4-H Foundation, Inc., Camp Fire USA, Great Plains Youth and Family Services, and Ardmore Communities in Schools. Each center provides technical assistance to school and community service-learning activities in a 10-county region. The directors of each center also provide support and training to local and regional Youth Action Councils Regional staff have participated in extensive training to understand how service-learning impacts K-12 education. OSDE staff meet monthly with regional staff, and continue to support regional trainings with quality trainers and content. In 2005, the RSLCs, in partnership with all CNCS programs in Oklahoma, will coordinate a state-wide approach to National Youth Service Day.

With support from the Pew Charitable Trusts and its “Project 540,” in 2001-2003 the OSDE engaged 16,000 high school students in dialogues about the issues that matter to them. With assistance from staff at Oklahoma State University, students were provided guidelines for turning concerns into tangible service-learning projects.

### 2002-2003 Learn and Serve Funding

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### Project Funding Amounts

- Less than $5,000: 29%
- $5,000 to $19,999: 60%
- $20,000 and above: 11%

LSA Projects with a formal policy regarding commitment to service-learning: 14.25

**Sayre, Oklahoma**, is a town of 3,000 people in western Oklahoma. Four years ago, staff at Sayre’s public K-12 schools wondered if there were enough organizations in their rural area with which to partner in doing service-learning projects. Today, the school is connected with the Oklahoma State University County Extension Service, a technology center, radio stations, local cable television, various civic groups, local businesses, and a coalition of local service organizations.

The service-learning classes focus on the identification of community needs, and students choose which academic skill they will apply to each need. In this way, service-learning students spread service-learning throughout the school’s academic curriculum. One of their first projects involved technology students who enhanced their town’s closed circuit television system and cable television channel. The students use a school television to broadcast public service announcements and school information to both the school and the broader community. For the past two years, they have had a focus on health, and have conducted a media campaign on topics including obesity and diabetes. Students create television announcements, conduct a community forum and health fair, present to nursing homes, and publish a newsletter geared towards elementary school students.

Through service-learning, students and staff have discovered the wonderful opportunities for serving and learning within their small, rural community. In return, the community has discovered what a resource the schools and students can be to enliven and enrich life in this rural Oklahoma community.

**Contact:**
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Engaging School Districts

The Oregon Department of Education’s Serve Oregon focuses on systemic change and the institutionalization of service-learning as a means to advance academic, career, and social growth. In the first few years of federal Learn and Serve funding, Oregon supported a variety of individual teacher and school service-learning projects. By 1998, the Oregon Department of Education had begun emphasizing school district initiatives supported by strong district policy. In that year, Oregon became one of five states to participate in the five-year Learning in Deed (LID) initiative funded by the W. K. Kellogg Foundation. LID training, technical assistance, and guidance enabled Oregon to fully shift its focus to district-level planning and policy.

The Oregon School Boards Association developed model district service-learning policies. For example, building on the recommendations of the National Service-Learning Commission, several districts established a goal that every student will have at least one significant service-learning experience every year. Half of current Learn and Serve districts have adopted service-learning policy. By the end of the three-year subgrant period, all subgrantees should have a policy in place; all need a long-term commitment to implementation.

School superintendents have been outspoken and effective advocates for service-learning in Oregon. To broaden this support, in 2003, the Oregon Department of Education convened 17 school district superintendents for two days’ service-learning training and planning. Eleven of these districts successfully competed for Learn and Serve funds in 2004. With strong leadership from superintendents, many Oregon school districts include service-learning as a strategy to implement (and often funded by) a wide variety of programs, including Federal Title IV (Safe and Drug-Free School), and Title V (technology and staff development).

In order to meet new state academic standards beginning with the Class of 2007, students must engage in community-based efforts, such as service-learning, to demonstrate extended application of classroom learning.

A benefit of this strategy is that many school districts that have received Learn and Serve subgrants over the years still continue service-learning programs long after federal funding stops.

Weaving Networks of Support

In Oregon, Learn and Serve subgrants and other programs are primarily an investment in people and relationships. Sixty state and
local service-learning practitioners convene quarterly for the Service-
Learning Forum of the Oregon Community Education Association.
The group plans key events, and participates in a program with topics
such as civic engagement, assessment of service-learning, and student work.
Oregon Campus Compact, Oregon Youth Conservation Corps, the
Student Leadership Center, community-based organizations, and
school-based service-learning practitioners participate. Learn and Serve
subgrantees must attend.

A variety of organizations provide service-learning support. Lions Clubs
International is one of several groups with a long-term commitment to
service-learning. The State Farm Companies Foundation supports a variety
of initiatives. The Ford Family Foundation funded 18 new community
education programs, many of which feature service-learning as a core com-
ponent. The Oregon Commission for Voluntary Action and Service has a
civic engagement goal tied to service-learning. The Oregon Community
Education Association dedicates a quarter of its annual conference work-
shops to service-learning.

The Oregon Community Education Association gives out an annual service-
learning award to an outstanding educator. SOLV recognizes a citizen
educator each year, either a student or teacher.

This interwoven network of initiatives results in timely and effective
training, technical assistance, guidance — or any other resources needed, any-
where in the state. Strong state leaders in a number of organizations and
agencies rely upon one another to accomplish their work.

2002-2003 Learn and Serve Funding

| School-Based Formula | $205,989 |
| Higher Education | $343,724 |
| **Total** | **$549,713** |
| # of SL participants reported | 24,178 |

**Project Funding Amounts**

- Less than $5,000: 8%
- $5,000 to $19,999: 33%
- $20,000 and above: 59%
- LSA Projects with a formal policy regarding commitment to service-learning: 12

Powers School District is located in an iso-
lated valley in western Oregon. District Superintendent
Bill Gehling counts more than 140 service-learning
activities during his four-and-a-half-year tenure that
integrate with math, history, and natural sciences
curricula, among others. The student population is
nearly 50 percent Native American, and this cultural
history has also provided the basis for projects.

Many projects have blossomed into self-sustaining
service-learning enterprises. For example, students
entered into a cooperative agreement with the U.S.
Forest Service to start a native species program. The
students received a grant to create and maintain a
greenhouse in which they grow native species. The
project has been so successful that a local watershed,
golf course, and other organizations have offered to
pay the students for native plants. Gehling says that a
significant percentage of students involved in the native
species program are “at risk,” but as a result of the
program, all but one of those students have improved
their academic performance and are on track to
graduate. He highlighted one student who was an
eighth-grade drop-out, but who is now an honors
student and has hopes of obtaining a degree in agron-
omy as a result of his participation in the native
species program.

Gehling attests that there have been “tremendous
turnarounds as a result of these programs.” He believes
that service-learning is important because “It is critical
that our students learn to reach out to their communi-
ties.” But he adds, “It is also critical that administrative
staff support these programs.”

Contact:
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Powers School District
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State Implementation Strategy

The Learn and Serve America program at the Pennsylvania Department of Education provides service-learning grants; technical assistance; and training to students, teachers, school administrators, and neighborhood agencies.

The Bureau of Community and Student Services provides technical assistance across the Commonwealth in a variety of locations and ways, including workshops, conferences, networking meetings, and in-service programming. The Bureau collaborates with the Pennsylvania Service-Learning Alliance to operate regional service-learning centers at Pittsburgh and Philadelphia. The Pennsylvania Department of Education and PSLA deliver a wide variety of technical assistance at no cost to local schools and community groups. Service-learning information and technical assistance resources are shared at the PSLA website (www.paservicelearning.org).

The Pennsylvania Service-Learning Alliance has been the primary training and technical assistance provider for the Pennsylvania Department of Education’s Learn and Serve program since 1998. Soon after assuming that role, the PSLA developed a grant initiative called “Youth-Driven Service-Learning Centers.” The PSLA has created nineteen YDSLCS to date. In the YDSLCS, students are facilitators who train other students, teachers and community members in service-learning. The centers are staffed in different ways. For example, a center might combine a funded service-learning coordinator, a youth director, a teacher on release time, and VISTA volunteers.

The YDSLCS model promotes sustainability and generates wider service-learning interest. Each YDSLCS is a physical place in its school. The centers are points of entry into the schools and develop school-community connections, resulting in increased community support and additional opportunities for service. The centers also function as central...
The PSLA has many useful materials available through its website, including training and evaluation manuals for the YDSLC, curricula designed to meet standards, and assessment strategies. Information about the “Digital Divide Initiative,” a youth-driven initiative to coordinate technology resources and assets for communities, is available on the PSLA website. Students, teachers, schools, community members, and local organizations all contribute to and benefit from the collaboration.

2002-2003 Learn and Serve Funding

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**Project Funding Amounts**

- Less than $5,000: 0%
- $5,000 to $19,999: 33%
- $20,000 and above: 67%

**LSA Projects with a formal policy regarding commitment to service-learning**

- 50.05%

The PSLA developed a grant initiative called “Youth-Driven Service-Learning Centers” (YDSLC).

Repositories for supplies. The YDSLC model further enhances service-learning sustainability because YDSLCs are student-driven; through the centers, students often build traditions that are passed down to younger students.

Through the YDSLCs, the schools are also better able to leverage funds. For example, four schools have received $240,000 in federal refugee funds to work with refugee students. Other centers have received character education, special education, alternative education, and School-to-Career grants. Pennsylvania has also recently concluded a CHESP grant where college students assisted in the ongoing development of the YDSLCs. In addition, the fact that the centers are youth-driven helps centers leverage funds through Safe and Drug Free Schools sources.

“Digital Miracles” was developed in Philadelphia as part of the Pennsylvania Digital Divide Initiative, and is a joint program of the School District of Philadelphia and the Pennsylvania Service Learning Alliance. Digital Miracles follows a developmental model and involves Philadelphia students in fifth grade through post-graduation. Middle school students learn to repair computer hardware, install software, and use office productivity tools through hands-on activities. They then refurbish computers with the assistance of high school students, who also offer computer classes to community members. Each student who completes the program receives a computer to take home. After graduation, some students work as junior technicians. During the 2003-04 school year, 125 students from six Philadelphia middle schools participated in Digital Miracles. In 2004-05, more than twice as many students from 10 schools will participate.

Digital Miracles requires that students demonstrate excellent attendance, behavior, and grades. Ninety percent of students successfully complete the program, meeting rigorous standards. Additionally, families benefit from access to computers and the Internet. One student reports that, because of the computer, her younger brother does his homework consistently for the first time. Some students’ parents, many of whom do not speak English or did not complete high school, take the computer classes and have since completed their high school education.

Digital Miracles staff love that the project creates a path for middle school students that continues even after graduation. After high school, some students who participated in Digital Miracles in fifth through ninth grades become “Digital Service Fellows” through the Americorps program.

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Digital Miracles

99

growing to greatness 2005
Building Momentum Starting with Students in Poverty

Tennessee, nicknamed the “Volunteer State,” launched a structured service-learning initiative following passage of the National and Community Service Act in 1993. Key strategic partnerships have enabled steady building of momentum for service-learning since the early 1990s.

Tennessee’s 104 Family Resource Centers opened doors for service-learning in many school districts. Focused on the needs of families living in poverty, the centers early understood the potential for service-learning to empower students and to engage community resources. Though no centers currently receive Learn and Serve funds, many feature strong service-learning programs.

In 1996, the Department of Education’s Safe and Drug Free Schools program partnered with the Tennessee Commission on National and Community Service to train and mobilize 76 teams of high school youths. Safe and Drug Free Schools continues to emphasize service-learning as a core strategy.

As teachers experience success with service-learning, interest has spread state-wide. Memphis, with high concentrations of children in poverty, now has 40 service-learning programs. Every high school in Tennessee’s wealthiest district features service-learning. Even the programs for students who have been suspended from school feature service-learning methods.

Building Quality through Teacher Training

When the Tennessee Commission on National and Community Service began in 1994, it invited the state’s Lions Clubs to serve on the Commission Board. The Department of Education soon formed a partnership with Lions that transformed service-learning in the state. In 1995, Tennessee was one of two states to receive a Lions-Quest service-learning grant for a statewide service-learning conference and for 20 high school teams. In 2001, Tennessee’s 104 Family Resource Centers opened doors for service-learning in many school districts.
extended the partnership with Lions, offering intensive two-day teacher training that engaged more than 900 teachers. Lions now embraces service-learning as a state-wide emphasis; all its clubs help with project funding, transportation, and other program hurdles.

Learn and Serve funds also emphasize teacher training. Subgrantees assemble each fall for two days of training. Teachers also pair with experienced service-learning “master” teachers. Each spring, participants share program presentations with fellow subgrantees, Lions and other community organizations, and state education officials. The inspirational presentations range from PowerPoint and video to personal testimony by students and teachers. In addition to Learn and Serve programs, alternative schools with Title IV funding also participate. Tennessee has 10 Learn and Serve subgrantees. Several of these have additional sub-subgrants. Subgrants last for three years to foster institutionalization of service-learning within schools and school districts.

School-to-Work emphasizes service-learning as a core program option. In 2000, the State Board of Education adopted the Success Skills through Service-Learning Curriculum Framework. Every teacher must participate in training, including service-learning to teach the class. Currently, approximately 75 schools offer this one- to three-credit service-learning course.

Many schools deploy AmeriCorps members in support of service-learning, and tutoring and mentoring programs. All AmeriCorps members, VISTAs, and the volunteers they mobilize must participate in thorough training on Tennessee’s strategies to address No Child Left Behind Act requirements.

East Tennessee State University has begun to offer a course in service-learning for its teacher education students.

The Learn and Serve evaluation (2000-2003) documented significant improvement in student attitudes about school and community.

2002-2003 Learn and Serve Funding

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# of SL participants reported: 56,268

Project Funding Amounts:

- Less than $5,000: 0%
- $5,000 to $19,999: 25%
- $20,000 and above: 75%

LSA Projects with a formal policy regarding commitment to service-learning: 3

Ida B. Wells Middle School is an alternative learning center in Memphis, Tenn. Five years ago, the school initiated service-learning for the purpose of engaging youths with behavioral and emotional challenges. Now, eighth grade science students spend every Friday at the Memphis Zoo, where they attend classes in the natural sciences, act as junior docents to visiting school groups, and perform the practical work of zoo-keeping. Students are paired with adult Zoo volunteers, who serve as students’ mentors. In the five years since the program’s inception, the Zoo estimates that the students have contributed $75,000 worth of work. Some students have gone on to become Zoo employees since their participation in the program.

Science and reading scores at Ida B. Wells are above local, state, and national norms, which is particularly impressive for a school where many students enter two to three years behind grade level. The school has also compared the performance of its service-learning classes to a control group of non-service-learning classes at the school. It found that the service-learning students meet or exceed attendance requirements more often than non-service-learning students. One Ida B. Wells student says, “Service-learning has taught me to love school. My attendance... and my attitude about life and learning has greatly improved.” The program’s success has received national attention: last spring, Ida B. Wells students presented information about their service-learning program to officials at the St. Louis Zoo, and in June, 16 Ida B. Wells students made a similar presentation to zoo officials in Washington, D.C.

Contact: Judith Hines (901) 416-3210
Ida B. Wells School

Ida B. Wells Middle School

Growing to Greatness 2005
Approaching Service-Learning in Each Distinctive Place

By long tradition, each school and community in mountainous Vermont has a distinctive culture and character. Thus a rich diversity of approaches to service-learning has grown up from the school and district level. In the mid-1980s, SerVermont seeded and cultivated this richness as service-learning leader Cynthia Parsons traveled the state, speaking and writing on service-learning. Following passage of the National and Community Service Act in 1990, Vermont became a leader state for the federal Learn and Serve program, and thus shared its experiences with the nation.

Through the 1990s, the Vermont Department of Education nurtured local innovation and reflection through a series of subgrants and initiatives funded by the Corporation for National and Community Service and others. One key source was Annenberg support for place-based education grounding teaching and learning in the particulars of a local community. Place-based education has been a recurring theme for these networks as local programs continued to grow. Many schools also integrate service-learning into Safe and Drug-Free Schools, and other state and federal initiatives.

In the 1990s, Vermont involved thousands of local educators, parents, and students in the development of its performance-oriented Framework of Standards and Learning Opportunities. Service-learning is one of Vermont’s frameworks. Vermont continues to support teachers in developing rubrics and other means to assess learning toward these standards. From 1996-1999, Vermont convened seven other states as the National Service-Learning and Assessment Study Group (with CNCS support) to develop guidelines to help teachers develop performance-based assessment strategies that could capture the unique learning environment of service-learning. “Vital Results Through Service-Learning” explains how schools can meet standards through service-learning. “Service-Learning and Assessment: A Field Guide for Teachers” is available online from Vermont Community Works (www.vermontcommunityworks.org).

Networking Local Programs

Several networks of local programs emerged in the 1990s. The Vermont Rural Partnership emphasizes service-learning as a component of civic education for democracy. Shelburne Farms brings together educators around environmental and sustainable education, including service-learning. Joe Brooks built on his service-learning expertise in the Guilford, Vermont, schools to create Vermont Community Works. Vermont Community Works offers an annual summer service-learning institute, program consultation, and a number of useful publications.

In 2001, the Vermont Service-Learning Steering Committee formed to coordinate support to local programs, including Learn and Serve subgrantees, and to seek ways to expand the field. The committee meets three times per year. All five Learn and Serve subgrantees participate in the committee, develop innovative programs, and mentor other Vermont schools. The committee ensures that each subgrantee develops and carries out a plan for high quality service-learning practice. Vermont Campus Compact represents higher education programs as well. The University of Vermont is currently in the process of conducting a thorough evaluation of service-learning in the state.

In the fall of 2003, the Vermont Service-Learning Steering Committee decided to move under the umbrella of Vermont Campus Compact as VCC works with higher education on service-learning. It was thought the resources and capacity would further strengthen service-learning in Vermont.
Vermont’s High School Task Force, launched in 1999, emphasized service-learning among its recommendations to strengthen secondary education, including making stronger civic and community connections. Today, the University of Vermont continues this initiative through High Schools on the Move for Service-Learning. The University manages Vermont’s Learn and Serve subgrants for the Vermont Department of Education, providing training and technical assistance to the five high school subgrantees. With support from the Paul Foundation, the University offers eight additional service-learning mini-subgrants.

Working with Indiana’s Harmony-VISTA program, several Vermont schools utilize AmeriCorps VISTAs to serve as liaisons to the community for service-learning.

The quarterly Community Works Journal supports reflective documentation from the field to share educator insights on service-learning and place-based learning. Connecting Service Learning to the Curriculum: A Workbook for Teachers and Administrators is a planning and evaluation manual for teachers, created by teachers for teachers. Vermont Community Works and the John Dewey Project at the University of Vermont produced “Vital Results Through Service-Learning,” a compendium of research based on Vermont schools (www.vermontcommunityworks.org).

### 2002-2003 Learn and Serve Funding

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| LSA Projects with a formal policy regarding commitment to service-learning | 3 |

Reported Service-Learning Participants: 2,952

Spaulding High School in northern Vermont. Through service-learning, many Spaulding students have made a positive impact in their area. Approximately 50 percent of Spaulding students participate in service-learning projects before they graduate.

Service-learning at Spaulding commonly takes the form of individual student “placements.” For example, one student started a standing column in the local newspaper to report on service-learning at Spaulding, and showed the positive impact of young people in the community. Another student researched restorative justice as an alternative approach to managing student misbehavior. As a result, the school now offers students the opportunity to make reparations instead of suspending or expelling students, and reports that this innovation has succeeded in 11 out of 12 cases.

In addition to individual student placements, some students receive training on teaching English as a Second Language, and tutor and mentor the school’s increasing numbers of immigrant students.

Reflection activities constitute the primary way that service-learning is integrated with Spaulding’s academic curriculum. Students engage in the assessment process by helping evaluate the extent to which their peers link their service experiences with the academic curriculum.

Spaulding’s service-learning director reports that service-learning has become generally sustainable as good teaching practice. Additionally, she reports that the school’s reputation as a source for service has become such that they no longer need to solicit requests for placement sites. Instead, more community requests are made for service-learning students than the program can fill.

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Small towns and granite quarries surround
Most Americans think of service-learning as being planned and implemented in either elementary and secondary schools, or colleges and universities (higher education). In these school-based service-learning models, community-based organizations are often partners in planning and managing the efforts, but they sometimes simply serve as “worksites” where students provide service. As highlighted in previous Growing to Greatness reports, however, there is an important “third leg on the three-legged service-learning stool”: community-based organizations sometimes take the lead in designing and implementing service-learning activities, either on their own or as partners with educators in schools and colleges. We use the term community-based service-learning (CBSL) to describe this model.

The 12 profiles of leading CBSL programs included in “Growing to Greatness 2004,” available online at www.nylc.org, illustrate the scope and variety of CBSL programs. This year, we profile ten additional CBSL programs and agencies, yielding a total of 22. The groups profiled this year include: 4-H, Eco-Education, FirstCall, Girl Scouts of America, National Urban League, National Youth Court Center, PeaceJam, Philadelphia Youth Network, Points of Light Foundation, and Youth as Resources.

The information we compiled about these 22 leading examples of CBSL is summarized in two matrices that can be found at the Growing to Greatness section of the NYLC website, and leads to the conclusions that are summarized below. These agencies and programs provide thousands of service-learning experiences, serving tens of thousands of young people. Since they do not constitute a random sampling of CBSL programs, readers should not generalize from the specific patterns that emerge in our analysis. There is no doubt, however, that the profiles document the richness, vibrancy, and contributions of the CBSL sector.

Scope

Most of the 22 profiled programs and agencies are national in scope; many support service-learning programs in half or more of the states, and some have international affiliates as well. We have included four programs that operate in just one or two school districts to show that many non-affiliated community-based service-learning programs are also promising, however. We believe that developing better estimates of the nature and extent of such programs is a high priority for future research, and that this could lay a foundation for more in-depth studies of this important type of service-learning.

Focus

Community-based service-learning programs have a wide variety of intended outcomes, but youth development appears to be the dominant common denominator. The majority of the profiled programs and agencies make explicit references to youth development objectives, and these objectives

By Lawrence Neil Bailis and Tom Shields, Center for Youth and Communities, Heller Graduate School, Brandeis University, Boston, Massachusetts; and Anna Henning and Marybeth Neal, Ph.D.
are implicit in the others. There are also examples of other important intended outcomes scattered throughout the 22 profiles, including academic achievement, career development, and promoting civic engagement.

Roles of National CBOs

Each profiled national CBO plays numerous roles vis-a-vis local service-learning programs, including facilitator and provider of technical assistance and curriculum developer. Most also monitor and assess the service-learning offerings of their local affiliates.

Use of the Term “Service-Learning”

All profiled agencies and programs meet a broad definition of service-learning; they all combine service with explicit learning objectives and opportunities for reflection. Many utilize the term on a regular basis for at least some of their programs, including Earth Force, KIDS Consortium, YMCA of the USA, Eco-Education, FirstCall, and PeaceJam. While others don’t use the term regularly, we have included them in the profiles in order to make the point that adoption of service-learning approaches has been far more widespread than would be imagined if one simply did a Web-based search on the term.

• CBSL activities are offered in schools, at CBOs, and elsewhere in the community
• CBSL opportunities are offered as one-time sessions and as ongoing activities;
• Assessment of CBSL programs and the accompanying reflection vary in the degree of formality and utilization of explicit written forms; and,
• CBSL programs vary in the degree to which they provide feedback to schools and/or academic credit, meeting graduation requirements, and so forth.

Evidence of Effectiveness

Evidence about the impact of CBSL programs is just beginning to emerge. Several profiled groups studied affiliate programs. More work is needed to increase our understanding of the effectiveness of these programs, and the characteristics which promote quality experiences and positive outcomes, however.

Conclusion

The profiles in this volume provide further amplification of and support for the conclusions contained in last year’s review:

• Schools are not the only institutions that educate our young people, and community-based organizations can be far more than the “stage” that schools use to deliver the service-learning programs that they develop.
• K-12 schooling is only one format for “education” where young people gain the knowledge, skills, attitudes, and aspirations they will need to become successful adults.

In sum, CBOs and CBSL are key elements of the broad range of opportunities facing America’s young people.
Service-Learning in Eco Education

Eco Education focuses on training and supporting teachers in implementing the two environmental service-learning curricula it has created: City Connections and Urban Stewards. The City Connections curriculum emphasizes ecological content knowledge, understanding of values and attitudes towards the natural and urban environment, familiarity with community organizations working for progress in environmental areas, and the development of research and presentation skills. The Urban Stewards curriculum builds on the skills gained in City Connections, and students design and implement action projects in their communities. Eco Education’s “model schools” implement the two curricula in two consecutive years.

Program Coordinator Christopher Feider says that teachers from a wide range of disciplines come to Eco Education because they are interested in environmental education, and/or they are interested in infusing Eco Education’s curriculum into their subject. Most teachers come to the program with enthusiasm for using a curriculum that emphasizes student voice; other teachers are skeptical at first, but become advocates of Eco Education’s student-voice emphasis.

Eco Education asks all teachers to participate for a minimum of two years. Participating teachers receive an intensive training in August, and continuing support and training throughout the school year. Eco Education’s program coordinators meet with participating teachers at least every three weeks, attend classes, and facilitate connections between classes and community organizations.

In return for their participation, teachers receive stipends, resources (including guidebooks and other supporting materials), funding for field trips, and access to mini-grant funding, which students must apply to receive. In the past, Eco Education students addressed habitat restoration, rainwater control, removal of toxic household waste, and other urban environmental issues.

Scope of Service-Learning

This year, 30 teachers from 14 middle and high schools in Minneapolis and St. Paul participated in Eco Education’s programs, involving approximately 1,200 students. Several years ago, Eco Education had to go to schools to recruit new teachers. Today, there is a waiting list for Eco Education programs.

Intended Outcomes

Feider emphasizes the importance of quality in meeting outcome goals. The program is rigorous and requires teachers to try new methods.

While teachers are ultimately responsible for assessing student performance in the program, Eco Education has done pre- and post-tests with students and teachers. Teachers report that students have increased self-confidence, greater ecological knowledge, better understanding of issues confronting their urban environment, increased familiarity with the roles of local nonprofit and government agencies, and better communication skills as a result of Eco Education programs.

Feider says that Eco Education has “found that the service-learning method is an effective way for teachers and students to both learn about environmental education, and take meaningful and lasting action in their communities.” In essence, Feider says, “we use service-learning because it works.”

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Service-Learning in FirstCall

In 1999, at a forum FirstCall held for area volunteers, a group of area youths expressed their wish for a better way to access service opportunities. Because FirstCall also has a passion for making volunteering meaningful, FirstCall responded to their challenge with a service-learning initiative “to promote an ethic of service, foster youth leadership, build community, and enhance education.”

FirstCall began its service-learning initiative in Poudre School District “from the bottom up.” From the start, young people contributed ideas and enthusiasm to the project. As a result, many teachers became advocates of service-learning.

In the development process, FirstCall collaborated with teachers, curriculum specialists, Americorps VISTA volunteers, and the University of Colorado to develop teacher training materials. FirstCall then held three-day teacher trainings, where teachers created standards-based service-learning curricula.

After several years of hard work in the Poudre School District, the district embraced FirstCall’s service-learning initiative. In 2003, the District passed a resolution describing service-learning “as an integral strategy for meeting the educational goals of every school in the district.” For FirstCall, this resolution signals a transition to the school district implementing service-learning projects.

Maddie Snow, FirstCall’s Youth Volunteer and Service-Learning Coordinator, says FirstCall owes its success to its passionate staff and its emphasis on tailoring projects to people’s needs. Snow emphasizes that FirstCall’s Youth Program has never wanted to be only a volunteer referral service; from the beginning, it has advocated for real service-learning, complete with youth-driven projects and in-class reflection.

In its teacher trainings, FirstCall stresses two key service-learning concepts: civic engagement and youth voice. According to Snow, FirstCall’s service-learning initiatives “are all about giving youths a voice to help them develop their full potential.” Ultimately, Snow hopes that FirstCall will help youths become engaged citizens.

Scope of Service-Learning

Many curriculum-based service-learning projects have occurred throughout Poudre School District and across grade levels as a result of FirstCall’s efforts. For example, a 2nd grade class created a play for their community about water conversation, and a 7th grade class made a presentation to their city council about fluoride levels in the city water supply.

Now, with the support of the Colorado Department of Education, FirstCall is beginning to introduce service-learning in nearby Big Thompson School District.

Intended Outcomes

Poudre School District officials believe that its service-learning programs have demonstrated remarkable results. The District’s recent resolution notes positive impacts on students’ engagement in school community life, increases in academic achievement and graduation rates, and enhanced youth civic responsibility as a result of service-learning. For example, at Lincoln Junior High, officials linked increases in students’ graduation rates and test scores to service-learning programming.

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FirstCall is the information, volunteer, and referral center for Larimer County in Fort Collins, Colorado. As the information referral service for all of Larimer County, FirstCall is familiar with its community’s needs.
Although Girl Scouts do not use the term “service-learning,” many of their programs include service projects with key elements of service-learning, including an explicit learning component, and an active role for reflection and youth leadership.

One major way that Girl Scouts serve their communities is through achieving leadership awards at different age levels that focus on community service at different age levels. In order to receive the Girl Scout Gold Award, the highest award in Girl Scouting, high-school-aged girls research needs, connect with the community, enlist and direct the work of others, and complete more than 65 hours in accomplishing their project. Examples of Girl Scout Gold Award recipient projects include establishing a community recycling program or a community library. Girl Scouts of the U.S.A. emphasizes that, in the leadership program, girls should address issue areas that they feel passionate about and/or that they have a career interest in pursuing.

A second way that girls may learn through service is through “destinations” where girls ages 11-17 travel to participate in apprenticeship programs. Through destinations apprenticeships, G.S.U.S.A. emphasizes partnerships with organizations that match the Girl Scout philosophy, such as Outward Bound, which trains girls to challenge themselves and to work with others in the outdoors. Girl Scouts is currently hoping to expand the destinations apprenticeship program to include international organizations and more national service groups.

Girl Scouts also engage in service-learning in other activities, by working with adult mentors to complete projects to earn insignia, by participating in the Girl Scout Cookie® Sale, and through community service projects. Although most activities occur outside of schools, many Girl Scouts coordinate with their schools to satisfy their schools’ service or credit requirements.

The Girl Scouts Research Institute (GSRI) has documented impacts of the Girl Scout program, demonstrating that the activities have an impact on girls, helping them to become happy, resourceful, and involved citizens. In 1997, the Girl Scouts Research Institute (GSRI) conducted extensive pre-testing and focus groups and found that outcomes of Girl Scouts programs include self-reliance, self-competence, social skills, respect for others, feelings of belonging, values and decision-making, helpfulness/concern for the community, teamwork, and leadership. Ongoing research measures outcomes of program participation at different age levels across the country.

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Service-Learning in The National 4-H Council

Don Floyd, National 4-H Council President and CEO, explains that in its simplest form, the 4-H is a “community of young people across America who are learning leadership, citizenship, and life skills.” Part of being community-focused, Floyd explains, is encouraging local programs’ autonomy. Together with the National 4-H Headquarters, the National 4-H Council provides leadership for 4-H programs, but each state, county, and local 4-H club implements its own curriculum and goals.

Although individual 4-H programs design activities and curricula that match their groups’ developmental needs and their local communities’ issues, several commonalities exist across programs. All 4-H programs have youths and adults working together; all focus on experiential learning; and all programs are connected to land grant universities. In addition, all 4-H programs use the 4-H emblem, which symbolizes a “whole person” approach — head, heart, hands, and health — to serving and learning.

While many 4-H programs incorporate elements of service-learning, service-learning objectives are perhaps most obvious in National 4-H Council’s Youth in Governance initiative, in which young people receive training to “become equal partners in leadership and authentic decision-making” in their communities. “I love it when young people and adults can sit at the table together,” Floyd says. “That’s when magic happens.”

4-H in Minnesota

Every year at the Minnesota state fair, 7,000 to 8,000 4-H participants present their work, and are recognized for their efforts. At the state level, Minnesota 4-H has developed best practices, essential elements, and model curriculum for 4-H clubs. The state has also conducted extensive survey research, showing that 4-H participants exhibit fewer risk behaviors and more pro-social behavior than their peers.

Scope of Service-Learning

Participation in 4-H clubs has grown over time. Today, more than 7 million young people in every county in the United States participate in 4-H programs. To date, 4-H programs have developed more than 1,400 different curricula, which are available for all 4-H groups to use.

Intended Outcomes

4-H programs’ primary goal is community-youth or positive youth development. In 1999-2000, 4-H implemented the first national evaluation of 4-H programs, the National 4-H Impact Assessment Project. The Project’s final report presents findings from surveys of 2,467 young people and 471 adults. It concludes that both youths and adults positively reflected all critical elements of positive youth development.

National 4-H Council has also conducted control group studies in various states and has found that 4-H participants have higher perceptions of their competence and life skills than non-participants, and that involvement in 4-H is positively associated with higher scores on communication, leadership, and other skills.

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Service-Learning in the National Urban League

The National Urban League has been involved in service-learning and related youth development programs for more than 15 years. In the late 1980’s, the National Urban League created the National Urban League Incentive to Excel and Succeed program to bring African American youths together in conferences. In 1990, NULITES held its first conference for youths.

Now, NULITES holds an annual four-day National Leadership Summit. Summits are hosted by colleges and provide NULITES participants with leadership workshops, career exploration activities, and opportunities for networking and showcasing their talents.

NULITES chapters are sponsored by local Urban League affiliates and have their own youth officers who develop and implement activities with guidance from adult advisors. While NULITES is grounded in African-American pride and history, young people of many cultural backgrounds now participate in NULITES chapters. All NULITES chapters have a service component, and roughly a quarter of the chapters also have an explicit focus on academic outcomes. Through educational seminars, service projects, and other activities, NULITES participants reach NULITES goals of high achievement, educational and character development, and leadership qualities.

Program example: The NULITES Houston Chapter

The Houston Area Urban League is a model for other NUL chapters. At last year’s NULITES National Leadership Summit, the Houston NULITES chapter won “chapter of the year.”

The 160 Houston “NULITERS” encounter job opportunities as they visit businesses and their state capital. They receive scholarship help and SAT practice. They also design and complete service projects, and receive awards at an annual end-of-year banquet. In order to encourage participants to become well-rounded leaders, John Robinson, Director, Education and Youth at the Houston Area Urban League, explains that NULITES incorporates service projects in order to “build participants’ mindset of being community servants.”

Robinson believes that NULITES should be regarded as the most important program at all National Urban League chapters “because it’s about our future, and it’s about getting our young people to become leaders…The Houston NULITES chapter will have a President of the United States coming out of it soon.”

Scope of Service-Learning

Today, 57 NULITES chapters exist in 26 states. Each chapter looks in its “own backyard” to decide what issue area it wants to address. Chapters address various social or community issues, usually with explicit or implicit learning objectives.

For example, the newest NULITES chapter, in Memphis, Tennessee, formed, in part, because youths wanted to renovate a park in their community.

Intended Outcomes

NULITES’ goals include improving academic achievement, and providing opportunities for personal and leadership development for African American and other urban youths. To ensure that NULITES’ goals are met, all chapters collect information via intake forms and other surveys.

“We are in an era of challenge,” says Renita Carter, National Urban League Manager for the Education and Youth Division. She adds, “In order to become great, young people need to expect greatness of themselves and have goals for their futures. But someone needs to expect [greatness] of them, first.”

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The National Urban League is “the nation’s oldest and largest community-based movement empowering African Americans to enter the economic and social mainstream.”
The concept of youth courts is simple: instead of receiving sentences from adults, youth whose cases are heard in youth court programs are sentenced by their peers.

Youth court programs emerged throughout the United States in the late 1960s, with a handful of programs and few resources. In 1994, the American Probation and Parole Association, with support from the National Highway Traffic Safety Administration and the Office of Juvenile Justice and Delinquency Prevention, began actively supporting youth court programs. In 1999, OJJDP established the National Youth Court Center, which is managed by APPA. Today, with the resources they receive from the NYCC, youth courts are thriving.

Service-Learning in Youth Courts

Although explicit service-learning objectives are not typical in youth court programs, Tracy Godwin Mullins, NYCC Director, says there is a trend toward more explicit service-learning programming. The NYCC encourages youth court programs to develop service-learning objectives. “I think it is only a matter of time before more youth court programs adopt principles of service-learning,” says Godwin Mullins.

No set model exists for youth court programs. Justice system agencies manage some programs, while schools and non-profit organizations operate others. Program models differ, but all successful youth court programs require community partnerships. For example, programs run by justice system agencies often involve schools in recruitment and training. In turn, many youth court programs operated by schools (e.g., as part of a civics course or as an extra curricular program) gain support from community organizations, including law enforcement and justice agency officials.

There is also no specified model for young people’s roles in youth court programs. Youth court participants serve as attorneys, jurors, bailiffs, clerks, and even judges. In addition, young people sometimes volunteer as youth advisory committee members or assist in training efforts.

Service-learning fits within the goals of the youth courts construct. Participants make a substantial commitment, learn about the justice system, and help reduce recidivism. Along the way, youth courts are transforming the traditional view of community service from merely punitive, to something positive that engages young people in meaningful service to their communities.

Scope of Service-Learning

In 1994, approximately 78 youth court programs existed in the United States. Today, with support from OJJDP and NHTSA, the NYCC acts as an information clearinghouse and provides training, technical assistance, and resources to more than 940 youth court programs in 48 states and the District of Columbia. The NYCC estimates that 70,000 or more youth volunteers participate in youth court programs.

Intended Outcomes

Youth court programs teach young offenders about the effects of their actions, with the ultimate goal of reducing recidivism. Youth courts also provide real-world learning experiences for youth volunteers, with the goal that young people learn about the justice system, and improve their leadership and public speaking skills.

OJJDP funded an evaluation of youth courts and found positive impacts, including reduced recidivism, and increased parent and youth satisfaction. The 2002 evaluation report showed average recidivism rates of the four sites studied to be eight percent for youth court participants, compared to rates of 18 percent for control groups.

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PeaceJam

PeaceJam was founded during Denver’s summer of violence in 1996, and was inspired by one founder’s encounter with Denver gang members. These young people embodied a paradox: the gun-wielding youths lived in a culture of violence, yet they highly regarded Archbishop Desmond Tutu, a peace activist and Nobel Peace Prize winner. The founders envisioned leveraging the power of peacemakers’ stories to transform young people and their communities. They traveled to India and presented their ideas to the Dalai Lama, who said he would join their effort if other Nobel Peace Prize winners would also join the cause. Eight years later, this notion is a reality; Nobel laureates now work with young people internationally on peace-oriented service-learning projects.

Service-Learning in PeaceJam

PeaceJam’s program consists of three primary components: 1) a standards-based curriculum for K-12; 2) service-learning projects that students design and implement in their communities; and 3) an annual conference where participants spend a weekend with a Nobel Peace Laureate, learning, sharing, and being inspired.

High school-level PeaceJam participants study the PeaceJam curriculum, focusing on the lives and works of Nobel Peace Prize winners who will attend their region’s annual conference. As part of the curriculum, students plan and implement peace-oriented service-learning projects and then present their projects to the Nobel Laureates at the conference.

In each region of the world where PeaceJam operates, it has a local university affiliate, which hosts and trains college students to be small group facilitators at conferences, and leverages local resources to support the program.

PeaceJam Juniors offers a standards-based educational program for K-6th-grade students. While PeaceJam clubs for older students sometimes exist separately from school programs, PeaceJam Juniors programs are integrated into the school day.

Dr. Cumbo, PeaceJam Foundation Program Director, adds, “PeaceJam is trying to create a new generation of peacemakers who have the civic and leadership skills to make a difference in their local communities. Service-learning plays a crucial role in creating that leadership.”

Scope of Service-Learning

Today, the 13 Nobel Peace Prize winners who work with PeaceJam inspire youths in 21 states and countries throughout the world, including South Africa, Costa Rica, India, Guatemala, Kenya, Argentina, and Mexico. Nearly 100,000 students currently participate in PeaceJam’s high school program, and a growing number of younger students participate in PeaceJam Juniors.

Intended Outcomes

PeaceJam participates in Learn and Serve Colorado’s annual Service-Learning Evaluation conducted by RMC Research Corporation. Results from this evaluation indicate that PeaceJam Juniors participants gain academic, personal, problem-solving, civic responsibility, leadership and social skills as a result of their participation. In addition, 97 percent of high-school-aged conference attendees report that, as a result of their experience in PeaceJam, they will be peacemakers for the rest of their lives.

PeaceJam Juniors teachers report that their students are more engaged as a result of the program, and parents who are typically un-involved in their students’ education often become involved because the PeaceJam curriculum excites them.

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It is possible for students to “advance” in PYN programs, from initial focus on academics, to pre-work experiences in the middle school, to internships in the high school years, to eventual employment and higher education post-graduation.

All participants in YouthWorks, one of PYN’s major program strands, must complete a project as part of their participation, most of which are service-learning projects. All projects are designed to meet the school district’s multidisciplinary project graduation requirement. Youths who successfully complete YouthWorks programs are also eligible for elective credits. In addition to meeting a community need, service-learning projects must meet the district’s academic content standards in two disciplines and their “cross-cutting competency” for citizenship education. Each project must include an “essential question” to guide the work, reflection, and assessment (by the student, and the teacher or mentor). Students also involve the participation of “experts” to lend real-world expertise. Projects must result in tangible products or performances.

PYN promotes service-learning as a best practice and essential component of the continuum of youth workforce development programs it supports. PYN also trains and hires district teachers to assess student projects to ensure that projects meet district standards. “By building a cadre of educators in the schools who understand project-based learning, PYN is seeding pedagogical change,” PYN Vice-President Melissa Orner says.

Serving-learning’s philosophy of youth engagement is reflected in PYN’s Youth Advisory Committee, a subcommittee of the Workforce Investment Board’s Youth Council. The YAC is comprised of past and present student participants, whose voices inform the program’s direction. YAC members learn research methods and conduct customer satisfaction surveys.

Approximately 2,571 PYN students received academic credit for service-learning projects in the past year: 2,167 students through summer-only projects at 14 different organizations, and 584 through year-round programs at 15 organizations. The service-learning projects are as diverse as the partnering organizations. Students created public art, tutored in academic subjects, gardened, taught literacy and computer skills, and addressed public health issues. Students also improved housing, organized age-appropriate activities for children at local parks, served as camp counselors, and assisted with sports leagues.

Intended Outcomes

The following information summarizes outcomes for YouthWorks programs for years 2000-01, 2001-02 and 2002-03. Youths achieving academic goals by earning school credit: 70 percent. Youths achieving work-readiness goal: 78 percent. Youths retained throughout program: 75 percent. Attendance: 82 percent. Worksite quality rated by youths as “good” or higher: 92 percent. Youth satisfied with program experience: 71 percent.

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Founded in May 1990, the Points of Light Foundation and Volunteer Center National Network is a national non-profit organization whose mission is “to engage more people more effectively in volunteer community service to help solve serious social problems.” As part of its mission, the Foundation promotes service programs and service-learning curricula.

Service-Learning in POLF

The Points of Light Foundation and Volunteer Center National Network’s 2004-2009 strategic plan anticipates “a heightened demand for service-learning opportunities” in the United States, which The Foundation’s Youth and Family Outreach department aims to meet by “building the knowledge and skills of organizations and institutions to create meaningful service and leadership opportunities.”

The Foundation has multiple roles in promoting high-quality service-learning programs. It provides technical assistance, training, and products. It also plays an important role in developing “turnkey” programs, which it then can use nationally, across its large network.

The Foundation develops and promotes service-learning partnerships and curriculum through its programs. For example, the Foundation operates a community-based program called Service-Learning Impacting Citizenship Curriculum, which includes issue-based service-learning modules related to social problems such as hunger.

The Foundation’s Patrick Doyle explains that, through this curriculum, the Foundation aims to use service-learning as a springboard for getting students to be active citizens, including teaching them basic civic skills and structures of government.

The Foundation supports the diverse roles community-based organizations can play in service-learning programs with schools and on their own. In the school-agency partnerships model, schools have important roles in driving service-learning programs’ education agendas. Additionally, many community-based organizations incorporate all of the critical elements for successful service-learning with little or no assistance from schools.

The Foundation supports diverse models of community-based service-learning which cover a variety of issues. The Foundation’s Cynthia Scherer says that they have identified commonalities across the varied service-learning models that it promotes. From those identified commonalities, the Foundation has codified critical elements of successful service-learning. While not all offerings are explicitly called “service-learning,” Scherer stresses that effective youth service actually has the benefits of service-learning if it incorporates those same critical elements.

Scope of Service-Learning

Today, more than 350 volunteer centers throughout the United States are members of the Foundation. In addition, 1,200 local Points of Light Youth Leadership Institute trainers have been certified and, in turn, have trained over 15,000 young people in the Foundation’s service-leadership curriculum.

Intended Outcomes

Through its Youth Leadership Institute, Kids Care Clubs, Service-Learning Impacting Citizenship, Youth Ready to Respond, and other programs, the Foundation hopes to instill a “spirit of service and philanthropy” in young people.

In addition to individual program evaluation, the Foundation measures the impact of its efforts by conducting a survey of its network members every other year, measuring the preparedness of the infrastructure that supports service-learning and the engagement, funding levels, participation rates, and number of partnerships with schools. The survey has documented increased participation in service-learning across the Foundation’s network. The survey also shows that youths are the largest group of people participating in volunteer center programs.

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Youth as Resources

The National Crime Prevention Council developed the concept for Youth as Resources in the mid-1980s, and launched a successful pilot program for the YAR model in 1987. In 1995, the Center for Youth as Resources was incorporated as an independent, national nonprofit organization. Today, it operates with a simple mission: Youth as Resources recognizes youths as valuable community resources and engages them as partners with adults in bringing about positive community change.

Service-Learning in Youth as Resources

CYAR is a national-level umbrella organization serving local YAR programs. It promotes a philosophy of engaging young people as resources, and advocates three core principles in its work: youth-adult partnerships in governance, youth-led service, and youths as grant-makers.

Community organizations such as schools and nonprofit organizations host local YAR sites. Each local host organization recruits a youth-adult board, which is responsible for administering grants. For host organizations, benefits of participation include the ability to reach out to their communities through grant-making and service.

Shuan Butcher, CYAR Director, explains that the YAR model has two major strengths: First, its programs are for all young people, including people who are at-risk or marginalized. Second, YAR programs move beyond “picking, planting, and painting,” to address a wide variety of interesting issue areas and types of activities.

CYAR’s role is to provide resources and support to local YAR sites, which implement service-learning programs at the local level, either through partnerships between schools and community-based organizations or solely through community-based organizations.

Scope of Service-Learning

Today, 70 local YAR sites exist throughout the United States and New Zealand. Nationally and internationally, the YAR program model is gaining popularity. To date, YAR has enabled a total of 400,000 young people to serve their communities, and the numbers of participating young people continue to grow.

Intended Outcomes

On the individual student level, CYAR hopes that its service-learning programs increase civic engagement and an ethic of service among young people. On the societal level, CYAR’s goal for its service-learning programs is that they will transform society’s view of youths into a view of youths as assets in their communities.

CYAR certifies and assesses local YAR programs. Through its National Advisory Council and its annual conferences, it has used information from the field to create standards for service-learning, including essential practices and best practices. CYAR requires that all YAR sites meet 100 percent of CYAR’s stated essential practices and at least 50 percent of the best practices in order to maintain their certification.

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character education: Promotes core values, proactive strategies, and practices that help children not only understand core, ethical values, but also care about and act upon them in all phases of school life. (Service-Learning Clearinghouse)

citizenship education: A comprehensive approach aimed at instilling in students the knowledge, skills, and dispositions necessary for effective civic participation — rather than only describing responsibilities of citizenship such as voting. (Education Commission of the States)

civic education: Deepens the experience of service by connecting it to such fundamental American values as liberty, responsibility, and freedom. (Constitutional Rights Foundation, Citizenship Toolkit)

civic engagement: Individual and collective actions designed to identify and address issues of public concern. Can take many forms, from individual volunteerism, to organizational involvement, to electoral participation. It can include efforts to address an issue, work with others in a community to solve a problem, or interact with the institutions of representative democracy. Encompasses a range of activities such as working in soup kitchens, serving on neighborhood associations, writing letters to elected officials, or voting. (The Pew Charitable Trusts)

community service: Service to the community that is not formally linked to the curricular objectives of a school or community-based organization.

community youth development (CYD): A strategy of youth engagement where youths advance community development goals resulting in benefits to both youths and the community.

community-based organization (CBO): An organization that is representative of a community or significant segments of a community, and provides education or other services to promote community well-being.

developmental assets: A research-based framework which measures positive relationships, opportunities, skills, and personal qualities that help young people thrive; avoid a wide range of high-risk behaviors; and become healthy, caring, and responsible members of society.

formal, informal, and non-formal education: A set of terms used to capture the span of learning contexts for acquiring knowledge and skills:

- formal — as in schooling
- non-formal — activities or programs organized outside the school context but directed to educational objectives, as with community-based organizations
- informal — self-directed, lifelong learning activities such as reading, and social contact where, for example, children learn adult roles by observing, assisting, and imitating.

higher order thinking: Thinking that stresses analysis, comparison, interpretation, application, debate, innovation, problem-solving, or evaluation of a line of thinking. (International Reading Association)

meta-analysis: The analysis of the results of a collection of individual studies in order to draw general conclusions, develop support for hypotheses, and/or produce an estimate of overall program effects.

multiple intelligences: A theory by Howard Gardner that describes the broad range of capabilities (intelligences) used by humans in solving problems, and creating things and ideas. Emphasizes the need to recognize learner differences in instructional design. Includes eight intelligences: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist.

service-learning: A philosophy, pedagogy, and model for community development that integrates community service with intentional academic or personal development goals to enhance cognitive and social development, teach civic responsibility, and strengthen communities. Service-learning can be course-based (academic service-learning) or outside the curriculum (co-curricular service-learning).

service-politics: Attempts to connect community service and political engagement in a way that “service” is not seen as an “alternative to politics,” but rather as “alternative politics” that informs, strengthens, and deepens the learner’s ability to make political decisions. (Campus Compact)
Global Vision, Local Roots
NELC’s vision is rooted in programs and policies it originated in Minnesota.

• Convened first statewide service initiative (1994).
• Organized statewide campus initiatives and developed related legislation (1995).

Leadership
• Convenes National Service-Learning Conferences since 1995.
• Influenced federal service-learning legislation with 20 states in 1998 and 1999.
• Successfully utilized collective impact in new regional leaders program.
• Launched first national service-learning project funded by W.K. Kellogg Foundation (1990).
• Participated in White House conferences on philanthropy and adolescent development.
• Presented on service-learning to audiences in 14 countries.
• Provided local leadership and technical assistance for Corporation for National and Community Service (1995-2003).


• Presented lead testimony for National Commission on Service-Learning.
• Co-chairs, with Points of Light Foundation, of 2000 National Youth Summit.
• Leads national partner, with Youth Service America, of National and Global Youth Service Days.

Current Operations
• Publications, training materials, and services.
• New service-learning teacher certification and online courses.
• National Service-Learning Exchange, a technical assistance network with five regional centers and more than 200 peer mentors supported by State Farm Insurance.
• National Youth Leadership Training; an annual, working youth training (since 1985).
• Active Youth Advisory Council.
• National Service-Learning Conference attended by more than 2,500 people from every state and 20 countries.
• Lead sponsor, with State Farm Insurance, of Project Ignition, a national youth-focused safe-driving media campaign and contest for high school students.
• EDRC, an HIV/AIDS initiative funded by the Kellogg and W.K. Kellogg Foundations.

• Facilities
• 40 Developmental Assets™
• 50 assets for tribes, Native American youth, and tribal schools.

National Leadership Council
• National and Community Service.

Friends:
• Corporation for National and Community Service.
• Service-Learning Clearinghouse.
• G2G 2004
• G2G 2005
• G2G 2006

A resource center on volunteering and service learning, including four curricula guides for National Youth Leadership Council and the Service-Learning Leadership Project.
“Growing to Greatness” is an excellent resource for learning about the state of service-learning in the U.S.A. and for getting a bird’s-eye view of the research that is needed for its progress. I hope that we shall read in future issues of G2G that service-learning has indeed become an institution of society, and that its future will be assured as long as we remember that it is not something we do to young people, but by and with them.

Don Eberly
President, International Association for National Youth Service; Founder, National Service Secretariat

The “Growing to Greatness” report is the best available resource on the state of K-12 community service and service-learning in this country. The evidence presented overwhelmingly supports the reach of this work, and includes research findings, policy information, and state and program profiles in clear, easily digestible summaries. K-12 service-learning educators will find this an invaluable resource. Bravo to NYLC!

Associate Director for Service-Learning at the University of Michigan’s Edward Ginsberg Center for Community Service and Learning; editor, Michigan Journal of Community Service Learning

“Growing to Greatness” offers readers essential information to understand and advance service-learning. For long-time practitioners, you will find a sense of pride at the “state” of service-learning. For people new to the field, G2G captures the meaning and value of service-learning for young people and adults, provides encouraging research results, gives you lessons on how to implement service-learning, as well as helpful resources. This publication is a good gift to educators and young people throughout the country. Thank you.

State Farm Companies Foundation and NYLC
Carol Blandy, Ed.D.
Co-founder, National and Community Service, Board of Directors, National Service-Learning Partnership, Glass Board of Directors

An excellent source for up-to-date information on service-learning from across the nation, including information on programs, policies, and research.

Reed Larson, Ph.D.
Director, Center of Excellence in Community Service and Learning, University of Illinois-Urbana

“Growing to Greatness” is a must-read resource for policymakers, practitioners, and any member of the public who is interested in service-learning. It’s practical, highly readable, and full of rich detail about this important and ever-changing field.

Shirley Sagawa
Author; Consultant; Former White House and Congressional staff member; Former Executive Vice President, The Corporation for National Service

Across this country, our youngest citizens are stepping forward to shoulder the responsibilities of active citizenship through service-learning in ever-increasing numbers. Thanks to State Farm and NYLC, this year’s number comes to life through the pages of “Growing to Greatness.” This well-researched and useful annual report series is inspiring, and the results reported are most encouraging.

Harris Wofford
Former U.S. Senator, Pennsylvania; Former CEO, The Corporation for National Service

Engaging youths in the advancement of civil society is a fundamental component of the promotion of positive youth development. This landmark report documents the important contributions being made by community-based, service-learning organizations in enhancing the lives of our nation’s youth and, in so doing, strengthening our democracy and fostering greater social justice and liberty.

Richard Lerner, Ph.D.
Bergstrom Chair in Applied Developmental Science; Director, Institute for Applied Research in Youth Development, Tufts University

“Growing to Greatness” is a marvelous resource for policymakers, practitioners, and any member of the public who is interested in service-learning. It’s practical, highly readable, and full of rich detail about this important and ever-changing field.

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