



R E S E A R C H
C O R P O R A T I O N

Evaluation

*W.K. Kellogg Foundation Retrospective of K-12
Service-Learning Projects,
1990-2000*

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Executive Summary

The W. K. Kellogg Foundation (WKKF), through its Philanthropy and Volunteerism program area, funded approximately 30 projects related to K-12 service-learning from 1990 to 2000, excluding those grants funded as a part of the *Learning In Deed* Initiative. This report addresses the 18 K-12 service-learning projects in which WKKF had the largest financial investment. These projects were given approximately \$14 million to stimulate activities that would help reach the goal of increasing the quality and quantity of service-learning in the United States.

The purpose of WKKF grantmaking during this period was fourfold:

1. to generate knowledge about service-learning;
2. to develop high quality support systems and infrastructure;
3. to stimulate innovations in practice and replication of effective practice; and
4. to encourage the growth of service-learning as a mainstream part of K-12 education.

Definition of Service-Learning

For this report, service-learning was defined as a teaching and learning method in which K-12 students engage in community service as a means of learning important academic subject matter. The community service provided by the students typically meets an authentic community need and should be closely tied to school curriculum. Most service-learning projects involve young people in planning, service to community, reflection, and celebration.

Purpose of the Retrospective Evaluation

The purpose of this Retrospective evaluation was to describe the collective impact of the WKKF's K-12 service-learning grantmaking in the 1990s, especially with regard to grantees' contributions to service-learning practice and sustainability in the United States. In particular, this evaluation was designed to:

- document the activities of the grants and the populations they served;
- determine the reach of the funded projects;
- capture the lessons learned from the projects especially with regard to service-learning adoption and implementation;
- detail the unanticipated challenges that occurred and the ways in which they were addressed;
- glean the strategies that project directors believed were the most powerful and effective;
- ascertain the degree to which projects were sustained and the factors associated with sustainability;
- describe the longer term impacts of project efforts with regard to the populations the grantees served;
- identify the contributions the grantees made to building the field of service-learning; and
- derive implications for the next stages of service-learning field-building.

Methodology

Using a combination of secondary analysis of existing documents, interviews, and Web site analysis, RMC Research collected and analyzed data to accomplish the purpose of the evaluation. A draft report was generated and shared with grantees to ensure accuracy. In addition, grantees were invited to a convening to discuss their grant activities, the collective impact the grants had on the field of service-learning, and the lessons learned during grant implementation. Those who attended the convening elucidated field-building strategies and contributions and validated the results and impacts reflected in this report. The report was revised to incorporate insights from the convening.

The evaluation had several important limitations. Existing data were of variable quality. Memories of the grantees being interviewed were sometimes faulty. Grantees did not have shared goals, shared timelines, or standardized reports, making aggregation of results more difficult and less trustworthy. To assist in determining validity, grantees reviewed and offered feedback on earlier versions of this report and helped to develop its conclusions.

Results

Grantees' activities were primarily in the areas of outreach and awareness, curriculum development, network development, and infrastructure development. They served K-12 students, K-12 teachers and administrators, parents and community members, college students, and policymakers. More than half of the grantees made special outreach efforts to individuals from economically disadvantaged communities and communities of color. The WKKF service-learning grantees estimated that *they directly reached a total of 236,818 individuals* during the course of their activities. Several projects are still in operation, so this number is likely to increase.

- **The American Youth Policy Forum (AYPF)** used WKKF funds for programming to help policy-makers understand that service is an integral and essential component of positive youth development.
- **Community Educational Services (CES)** promoted a youth empowerment approach in the classroom, teacher training and support, and a youth leadership program.
- **The Institute for Global Ethics (IGE)** investigated the effectiveness of integrating an ethics training component into service-learning programs in order to strengthen and support expected service-learning outcomes.
- **Leadership, Education and Athletics in Partnership (LEAP)** established mentor relationships between young adults and children at high risk of social and school failure to enhance the social and academic development of children and increase the skills and leadership abilities of young adult mentors.
- **Maryland Student Service Alliance (MSSA)** created 16 Youth Representatives Involved in Service-Learning Education (Youth RISE) councils to empower youth in decision making, developing curriculum, and engaging in policy planning.
- **The Michigan School Volunteer Program (MSVP)** created systemic change in Michigan school districts through the development of programs that involved parents, students, volunteers, businesses, and community organizations in education.

- **Murray State University** introduced and cultivated service-learning in both the K-12 and higher education systems in rural western Kentucky.
- **The National Association of Partnership in Education's (NAPE)** Innovative Democratic Education and Learning through Service (IDEALS) project worked with two pilot sites to help integrate service-learning into the curriculum and provided training to teachers to help them become self-sufficient in developing and implementing service-learning in their classrooms.
- **NAPE's Outside the Box** project addressed the need for service-learning and School-to-Work partnerships through a Wingspread conference and an initiative to improve practices and policies for partnerships between businesses and schools.
- **The National Indian Youth Leadership Project (NIYLP)** partnered with 14 K-12 schools in Native American communities in five states, and focused activities on developing an organization and promoting participation in service-learning among Native youth and higher education students.
- **The National Youth Leadership Council (NYLC)** developed model curricula, built capacity within participating pilot schools, formulated and promoted a national service-learning agenda, and engaged in projects that served to advance the quality and quantity of service-learning practice nationwide.
- **NYLC Diversity Project** promoted an in-depth exploration of diversity issues and practices within the service-learning field and provided opportunities for service-learning leaders from diverse constituencies to exchange ideas about inclusion, equity, and social justice.
- **Project del Rio** educated secondary students to become environmental stewards through action research.
- **Quest International** generated national awareness of service-learning as an effective learning modality, developed and provided support services to states and individual schools promoting and using service-learning, and assisted middle and high school faculties to implement and integrate a service-learning curriculum.
- **The Giraffe Project** developed a service-learning and character education curriculum designed to build courage, caring, and a sense of responsibility in children and in the adults and institutions that were touched by the program.
- **Tufts University** built collaborations between schools and communities in five school districts to promote service-learning as a tool for teaching and learning and as a method of addressing unmet community needs.
- **The University of Minnesota** promoted the inclusion of service-learning into core academic curricula and educational reform by developing a peer consulting system in 24 states.
- **The Young Men's Christian Association of Greater Seattle (YMCA)** prepared youth and leaders of youth-serving organizations to improve their communities through service-learning.

Impacts

Benefits for Participating Organizations

Retrospective participants articulated a large number of benefits that their organizations derived as a direct result of receiving the grant funds. All of the project directors felt that the projects taught them a great deal about the field of service-learning. During the course of the project, all organizations expanded staff, and at least six projects found permanent positions for these staff

members in their organizations. Four organizations established long-term, sustainable partnerships. Several organizations developed related longer term projects that helped build capacity. Eight of the organizations said that they were able to use the WKKF grant to leverage funds.

Benefits for Participating Youth

All of the directors of projects that directly served youth (16 of the 18 projects) articulated benefits for participating youth. Benefits accrued in the areas of personal and social responsibility, self-efficacy, motivation to learn, improved academic skills, leadership skills, avoidance of risk behavior, interpersonal skills, and connection with heritage.

Benefits for Participating Teachers

All of the projects that provided services directly to teachers reported that participating teachers had benefited by gaining additional skills and shifting their instruction so that instruction became more student-centered. Teachers were more likely to feel confident that they could serve as positive influences on young people. Teachers reported that there was improved classroom management and discipline in the classrooms where service-learning was implemented. Teachers reported that they viewed students more positively and saw them as important contributors to the community. Teachers expressed greater satisfaction in teaching and working with youth. Finally, teachers were more likely to view schools as collaborative communities.

Benefits to the Community

Each of the directors from projects that served specific communities stated that their projects met authentic community needs. Stronger collaborative relationships were forged between several grantee project participants and their communities.

Contributions to Field Building

Grantees served to help the field develop a distinct identity, standard practice, knowledge base, membership and leadership, information exchange, resources, and committed stakeholders and advocates.

Sustainability

All but one of the projects was sustained over time.

Factors That Served to Facilitate Progress

The factors that served to facilitate progress were typically systems factors. The factors identified by grantees were:

- Adequate levels and duration of funding to accomplish the work;
- Ability to leverage association with WKKF;

- Assistance from WKKF staff;
- Human resources within the projects;
- Support from “parent” organizations;
- Growing interest of educators in service-learning;
- Development of tools and materials;
- Convenings to promote information exchange; and
- Development of strong external technical assistance systems to support clients.

Factors That Served to Impede Progress

Grantees mentioned only a few factors that served to impede progress. They were:

- Staff turnover;
- Lack of a strong research base showing the academic impact of service-learning;
- Narrowing of K-12 curriculum to emphasize teaching only what state tests measure; and
- Lack of acknowledgement of service-learning as a teaching and learning method for mastering academic subject matter.

Unanticipated Challenges and Outcomes

During the interviews, 16 of the project directors described unanticipated challenges and outcomes. The projects were able to meet most of the unanticipated challenges in positive ways. All of the reported unanticipated outcomes were positive.

- AYPF was surprised how difficult it was to gain political acceptance for service-learning.
- CES did not realize how difficult working in public schools would be.
- IGE did not anticipate that teachers would not implement the *Building Decision Skills* model the way they were taught to implement it during professional development sessions.
- LEAP was surprised that participating counselors internalized their lessons about community responsibility, service, and social change.
- MSSA did not anticipate that geography would be so much of a barrier in their project.
- MSVP was surprised at how difficult it was to conduct training and do fundraising simultaneously.
- NAPE did not realize how difficult it would be to help people from School-to-Work programs identify commonalities with those interested in service-learning.
- NIYLP found that staff turnover and difficulty in building a critical mass for service-learning in a school building presented large unanticipated challenges.
- NYLC was surprised by the amount of time it took to introduce service-learning into schools.
- The NYLC Diversity Project leaders were surprised that youth were not more adept at technology and online communication.
- Project del Rio did not anticipate that teachers would desire so much structure.
- Quest International reported that they did not expect the enormously positive effects that service-learning had on youth considered to be at risk.
- The Giraffe Project was surprised at how much effort was needed to recruit role models from the corporate and university worlds.

- Tufts University found that sites did not anticipate the expectation that they integrate service-learning with the Massachusetts Curriculum Framework and other educational reform issues.
- The University of Minnesota was surprised by how difficult it was to implement a peer consulting system, particularly the youth system.
- YMCA did not anticipate the challenges presented by the “bottoms-up” design of their organization.

Contributions to the Knowledge Base on Adoption, Implementation, and Institutionalization of Service-Learning

Interviews with the grantees yielded a number of lessons learned about adoption, implementation, and institutionalization of service-learning. The lessons were as follows:

Adoption of Service-Learning

Retrospective participants pointed out that introducing the concept and practice of service-learning into public education was ambitious work. They believed it was important to provide a clear picture of the practice of service-learning.

Adoption of service-learning was more likely when service-learning was framed within the context of educational reform and/or youth development and when service-learning was linked directly with stakeholders’ strongly held values. Service-learning was also more often adopted when the service-learning sponsor, project leaders, or project partners were perceived as having strong credibility and cachet, and when there were onsite champions from a variety of stakeholder groups.

When individuals expressed initial interest, service-learning was more likely to be adopted if there was a rapid response in the form of presentations, materials, answers to questions, and examples of quality practice. Finally, adoption of service-learning was more likely when incentives were provided to participants.

Implementation of Service-Learning

Service-learning was implemented more readily when there was an organization-wide culture for support and with greater quality when there was long term, multifaceted professional development that was consistent and responsive to the needs of the audience. Implementation was more effective when service-learning projects started small and grew slowly, and when staff paid attention to quality and depth of practice. Implementation was smoother when peers were used to recruit the undecided.

Effective service-learning initiatives helped educators overcome their resistance to community involvement. Retrospective participants also noted that the climate for educational reform strongly influenced service-learning implementation. Participants felt strongly that service-learning practitioners should increasingly involve and empower young people during implementation. Participants noted that there was no single pathway to effectiveness that applied to all service-learning programs.

Institutionalization of Service-Learning

Retrospective participants recognized that it took different skills and messages to envision and stimulate the adoption and implementation of service-learning than to sustain service-learning. Grantees noted the need to cultivate long-term community partnerships if institutionalization was to be achieved, and the need for leaders to start working on sustainability at the beginning of a project.

Institutionalization was more likely when projects found funding for a “permanent” staff position. Further, Retrospective respondents believed that institutionalization was more likely when the service-learning project had tangible, positive results and when grantees engaged in continuous improvement. Service-learning was more likely to be institutionalized when service-learning practice was directly connected to educational reform, and when support from leaders and Advisory Boards was maintained.

Conclusions

1. WKKF grantees put service-learning on the educational map.

Before 1990, there was sparse evidence of service-learning as a school-based practice. As a group, the WKKF grantees generated awareness of service-learning and action to support school-based service-learning among educators, policymakers, and the public.

2. WKKF grantees developed two generations of service-learning leaders.

During the ten year implementation period, covered in this report, two generations of leaders for service-learning were developed as individuals purposefully brought others on board. The grants helped leaders bring the projects to scale and to promote service-learning as an educational reform vehicle. Many of the early leaders nurtured a new generation of leaders through mentoring and project participation, and many members of the new generation are current leaders in the field.

3. WKKF grantees created a large assortment of field-building tools.

Tools included model curricula, resource guides, job aids, common language and definitions, quality indicators, and strong advocates.

4. The decade of grantmaking facilitated intellectual maturation within the field of service-learning practice.

The grants helped service-learning practitioners learn about service-learning and the conditions under which service-learning practice can be optimized. Grantees learned and shared many valuable lessons about effective change strategies that improved the ways that the grantees implemented their projects. Sharing information and bringing others into the field led many to adopt systems thinking. Projects began to mobilize resources and leverage funds. Conversations evolved to promote quality along with scale.

Recommendations

For Grantmaking Associated with Service-Learning:

1. Recommend that grantees explicate the theoretical foundations of their work, and particularly the learning theories being used to drive the formulation of their service-learning professional development and student learning plans and strategies.
2. Fund research on the effects and impacts of service-learning, particularly in the area of academic performance.
3. Continue to fund initiatives related to service-learning quality that can bring maturity and tangible results to the growing field of service-learning.
4. Continue to focus simultaneously on top-down and bottom-up approaches to the support of service-learning.
5. Continue to work within the public education arena.

Organization of This Report

This report is organized into two sections. Section I presents the background of the study, the methodology used, limitations of the evaluation, collective activities and contributions of WKKF-funded service-learning projects implemented during 1990-2000. Project implementation issues, including facilitators and impediments to progress, and unanticipated challenges and how they were met, are addressed. This section also includes description of the collective impacts of the projects on the grantees' organizations, youth, teachers, and community, and the contributions of the grantees to building the field of service-learning. Lessons learned for adoption, implementation, and institutionalization of service-learning derived from grantee interviews are then presented. Project goals, activities, and results are described and conclusions and recommendations are presented.

This section is followed by a bibliography and an appendix that includes a copy of the interview protocol and the agenda for the convening of grantees.

Section II includes profiles of each grantee.

Section I

BACKGROUND

The W. K. Kellogg Foundation (WKKF), through its Philanthropy and Volunteerism program area, funded approximately 30 service-learning projects related to K-12 service-learning from 1990 to 2000, excluding those grants funded as a part of the *Learning In Deed* Initiative. This report addresses the 18 K-12 projects in which WKKF had the largest financial investment. These projects were given approximately \$14 million to stimulate activities that would help reach the goal of increasing the quality and quantity of service-learning in the United States. Through strategic investments, WKKF grants were intended to:

- *Generate knowledge* about service-learning, specifically service-learning practice, effects, and sustainability, leading to greater adoption and “scale”;
- *Develop high quality support systems and infrastructures* in the form of professional development, curricular materials, organizational capacity building, peer support networks, research, and leaders, encouraging higher quality practice;
- *Stimulate innovations in practice and replication of effective practice* for multiple demographic groups, generating knowledge about what works best under what conditions; and
- *Encourage the growth of service-learning* as a mainstream part of American education, creating service-learning opportunities for all K-12 students.

WKKF played an important strategic role as a key funder for service-learning activities at the beginning of the decade of the 1990s. As the Corporation for National and Community Service (CNCS) assumed form and provided more funding starting in 1993-94, WKKF assumed a role as a catalyst for bringing the practice of service-learning to scale, deepening concepts of quality, and maintaining momentum for adoption, implementation, and sustainability of service-learning toward the end of the decade.

Near the end of the decade, WKKF funded an initiative called *Learning In Deed*. The goal of *Learning In Deed* was to increase the scale and foster the institutionalization of service-learning in K-12 schools. The *Learning In Deed* Initiative was based in part on the needs that emerged from the experiences of the 1990s grantees. The *Learning In Deed* grants were not included in the study reported here.

Definition of Service-Learning

For this report, service-learning was defined as a teaching and learning method in which K-12 students engage in community service as a means of learning important academic subject matter. The community service provided by the students typically meets an authentic community need and should be closely tied to school curriculum. Most service-learning projects involve young people in planning, service to community, reflection, and celebration. During the 1990s, project leaders grappled with service-learning definitions, and did not purposefully use a single set of constructs to drive their activities or understandings.

Evaluation Purpose

The purpose of this evaluation was to describe the collective impact of WKKF's service-learning grantmaking in the 1990s, especially with regard to grantees' contributions to service-learning practice and sustainability in the United States. In particular, this evaluation was designed to accomplish the following goals:

- document the activities of the grants and the populations they served;
- determine the reach of the funded projects;
- capture the lessons learned from the projects especially with regard to service-learning adoption and implementation;
- detail the unanticipated challenges that occurred and the ways in which they were addressed;
- glean the strategies that project directors believed were the most powerful and effective;
- ascertain the degree to which projects were sustained and the factors associated with sustainability and institutionalization;
- describe the longer term impacts of project efforts with regard to the populations the grantees served;
- identify the contributions the grantees made to building the field of service-learning; and
- derive implications for the next stages of service-learning field-building.

Methodology

Projects Included in the Retrospective Study

Eighteen projects conducted by 16 organizations were selected for inclusion in this evaluation. These projects were selected because they met three criteria:

1. The amount of funding received from WKKF was relatively large (over \$50,000);
2. The project had a clear service-learning focus; and
3. The project was focused on K-12 populations.

Data Collection

This evaluation used a combination of secondary analysis of existing documents and primary data collection through interviews and a face-to-face convening with grantees to discuss collective impacts.

Existing documents included project proposals, annual reports, evaluations, products, and other written materials submitted to WKKF as part of the grant requirements. These documents were analyzed and synthesized into a draft profile for discussion with the Service-Learning Retrospective Team, a group composed of WKKF project staff, CenterPoint Institute staff, Compass Institute staff, and RMC Research staff. The team discussed the desired content for a Retrospective and reviewed potential areas of investigation for inclusion in the interviews. The resultant variables identified during the conversation were translated into interview questions. A copy of the interview protocol may be found in the Appendix.

Interviews were conducted with directors of each of the 18 projects. Most interviews were about 90 minutes in duration and all followed a standard format. Although all respondents were instructed to refer the interviewer to other knowledgeable individuals if they felt they were unable to answer any of the questions, only one project director suggested an additional person to be called. As a result, 19 interviews were conducted with grantees.

A *Web search* was conducted and Web sites were analyzed for each of the grantees. This analysis provided supplemental information to use for the analysis of sustainability.

Project directors reviewed profiles developed for each of the projects, and their feedback was used to correct any inaccuracies. A *grantee retreat* was held in October 2001. Representatives from all projects in the study, along with individuals connected with *Learning In Deed* and SEANet, were invited to attend the meeting. Those who attended were asked collectively to reflect on their projects and the contributions the 1990-2000 WKKF grantees made to the growth and quality of service-learning, review an early draft of this report, offer suggestions for additions and improvements, and develop and/or validate lessons learned. A copy of the agenda for the convening may be found in the Appendix of this report. Grantees were loquacious: candid in discussing their grant activities, effusive in their praise, and forthright in stating the challenges that occurred. Grantees expressed a responsibility to contribute to the knowledge base of the service-learning field. The information yielded from the convening was then used to validate, deepen, and expand this evaluation report.

Limitations of the Evaluation

This evaluation has limitations that affected the results presented here. First, part of the Retrospective evaluation relied on secondary analysis of existing data, including project evaluation reports, to understand and document impact of the projects. While the data were very useful, there was considerable variability in the quality of the individual evaluations conducted by each of the projects. Many project evaluations provided good evidence of impact in some areas, but few of the evaluations addressed all of the project objectives. The vast majority of evaluations relied primarily on self-report data collected via surveys, interviews, or focus groups. In several cases, the response rate was rather low. Six of the 18 projects used a pre-/post- design, which allowed them to make inferences about change over the course of the project. Four of the projects made use of a comparison group, which gave them greater confidence that the results that were found were more directly associated with the activities of the projects. However, none of these four projects used random assignment to construct the comparison and treatment groups, though one project director expressed plans to use random assignment in the future. Nearly all of the projects used an outside evaluator. Standardized data forms were not used, so data were not comparable across the projects.

Second, the interviews that were used as the primary data collection method for the Retrospective had multiple limitations. Some project directors no longer worked in the grantee organizations, and others had changed positions within the grantee organization. As a result, memories were sometimes faulty or influenced by events that happened in subsequent years. Some respondents, particularly those who were still working on the same projects, had a difficult time separating their experiences during the years that they had received WKKF funds from other years. Collecting data in some of the areas of interest was difficult and occasionally the

data collected were contradictory. In some cases, the analysis of documents was helpful. However, some information of interest, such as reach, was not uniformly reported in the WKKF files available for analysis or verifiable from examination of Internet pages, project documents, or evaluations. In those cases, information from interviews was used as the best available data.

Finally, because these service-learning grants were not necessarily related to each other, the projects did not have shared goals. The lack of shared goals posed a challenge for the evaluation because the projects were rather different, making aggregation across projects difficult.

COLLECTIVE ACTIVITIES AND CONTRIBUTIONS OF WKKF FUNDED SERVICE-LEARNING PROJECTS, 1990-2000

Prior to 1990, service-learning was used only occasionally as a teaching and learning method in K-12 schools. While few reliable statistics exist, service-learning leaders recall that the national debate centered on community service for adults and the role of national service. While many schools valued community service as an after school activity, few had connected service with learning in any formal way. Some early service-learning leaders, most notably at NYLC, the University of Minnesota, and several service and professional organizations saw the potential for linking service and learning, but there were few programs, fewer curricula and supporting materials, poorly funded support networks, and few formal plans for helping individuals in schools to adopt, implement, and sustain service-learning activities. WKKF became an early, consistent, and critically important catalyst for building support for the practice of service-learning.

...the Kellogg investment catalyzed special organizing, training, and preparation that created in-depth programs; more importantly, allowed development of a network that then could strategically be engaged in the political process.

– James Kielsmeier, NYLC

The combined efforts of the WKKF funded projects had an impressive array of results. In this section of the report, a general description of the Retrospective projects as a group is presented. This description includes an overview of the funding levels, project focus, populations served, and estimated direct reach of each of the projects. This description is followed by a discussion of the typical activities and strategies that were employed by the grantees. The next section discusses the factors that served to facilitate the progress that was made, the impediments to success, and what was done to address the unanticipated challenges. The direct benefits of the projects and the differences the grantees collectively made in terms of their impact on service-learning is then discussed, along with the contributions that the WKKF grantees collectively made to building the field of service-learning.

Summary Description of WKKF Service-Learning Grantees

Exhibit I-1 shows the length and amount of funding, project focus, categories of people directly served, and estimated reach for each funded project. It also indicates whether the project has been sustained over time. As Exhibit I-1 demonstrates, the length of the grants ranged from two years to over nine years. WKKF distributed a total of \$14,131,814 to these 18 projects. Funding awards ranged from \$51,200 to \$3,569,742.

Projects typically had multiple foci. Most activities can be described as either outreach and awareness, curriculum development, network development, or infrastructure development.

Outreach and Awareness

Outreach and awareness activities were undertaken by all grantees. At the national level, systems were developed for awareness and support activities. These included:

- Forums and field trips for legislators and policymakers to become aware of the potential of service-learning as an important teaching methodology, a means for increasing civic engagement, and a means for effective school reform (American Youth Policy Forum [AYPF]);
- Peer consulting systems to provide mentors and coaches for those interested in adopting service-learning or improving their service-learning practices (National Youth Leadership Council [NYLC] and the University of Minnesota);
- Nationally distributed service-learning program materials emphasizing particular outcomes such as prevention of risk behaviors (Quest International), development of character and democratic ideals (The Giraffe Project), and ethical decision making (Institute for Global Ethics [IGE]);
- National service-learning conferences and journals sponsored by National Indian Youth Leadership Project (NIYLP) and NYLC;
- Research articles on service-learning impacts such as the Middle School Service-Learning Impact study and the Seven Portraits of Service-Learning study by NYLC;
- Diversity forums such as those sponsored by the NYLC Diversity Project and those provided by Quest International, NIYLP, Project del Rio, and several other projects at national conferences; and
- Publications and newsletters that featured articles about the projects such as those by the Young Men’s Christian Association of Greater Seattle (YMCA), NYLC, and the Maryland Student Service Alliance (MSSA).

We don’t do service-learning, we educate about it.
 – Sarah Pearson, AYPF

Two grantees emphasized outreach and awareness activities at the state level:

- MSSA implemented Youth Representatives Involved in Service-Learning Education (Youth RISE) councils to involve more youth, enhance quality programming, and promote youth empowerment as a way to strengthen results of Maryland’s newly adopted mandatory service requirement; and
- The Michigan School Volunteer Program (MSVP) assisted with organizational development and helped to strengthen the quality and quantity of service-learning in the state of Michigan.

The Kellogg grant supported the development of youth leaders. Students were recruited to become leaders in school by doing service projects and supporting teachers who were implementing service-learning. This all happened at a time that was leading up to the first graduating class in Maryland that was required to do service-learning.
 – Luke Fraizer, MSSA

EXHIBIT I-1: Summary Data for the WKKF Retrospective Grantees

Grant Recipient Program/Organization Name	Length of Funding	Focus				Populations Served									Estimated Direct Reach*	Sustained?
		Outreach and Awareness	Curriculum Development	Network Development	Infrastructure Development	K-12 Teachers	K-12 Students	Parents	K-12 Administrators	Community Members	College Students as Mentors	Policy Makers	Low SES	People of Color		
American Youth Policy Forum	1/93-4/02	X		X	X							X			15,300	Yes
Community Education Services-Revitalizing Education and Learning	10/92-12/99	X	X			X	X						X	X	1,957	Yes
Institute for Global Ethics	10/94-11/98	X	X			X	X						X	X	2,259	Yes
Leadership, Education and Athletics in Partnership	12/98-12/01	X	X		X		X			X	X		X	X	5,930	Yes
Maryland Student Service Alliance-Youth RISE	12/94-12/97	X		X	X	X	X		X	X		X	X	X	2,880	Yes
Michigan School Volunteer Program	4/95-4/99	X			X		X	X		X					1,226	Yes
Murray State University-Project CONNECT	4/98-4/01	X	X			X	X						X		2,120	Yes
National Association of Partners in Education-IDEALS	2/94-2/96	X		X		X	X		X	X			X	X	5,000	Yes
National Association of Partners in Education-Outside the Box	6/96-6/00	X		X		X			X	X		X			11,000	No**
National Indian Youth Leadership Project-Turtle Island Project	4/95-5/99	X	X	X	X	X	X	X	X	X			X	X	9,695	Yes
National Youth Leadership Council National Service-Learning Initiative	9/90-3/01	X	X	X	X	X	X			X		X	X		100,000	Yes
National Youth Leadership Council-Diversity Project	2/00-11/01	X	X	X	X		X			X	X			X	336	Yes
Project Del Rio	2/96-12/98	X	X	X		X	X		X	X	X		X	X	4,000	Yes
Quest International	1994-1998	X	X	X	X	X	X		X	X			X		3,700	Yes
The Giraffe Project	3/93-3/99	X	X	X	X	X	X		X		X				25,000	Yes
Tufts University Lincoln-Filene Center	5/94-6/97	X	X	X	X	X	X			X	X	X	X		10,205	Yes
University of Minnesota	1994-2001	X	X	X	X	X	X	X	X	X	X	X	X		10,600	Yes
YMCA of Greater Seattle-YESC	12/91-4/00	X	X	X	X	X	X			X	X		X	X	25,610	Yes
Total		18	13	13	12	14	16	3	8	13	7	6	13	9	236,818	17 yes, 1 no

*Estimated direct reach determined through interview and profile data. **Program will complete two publications in 2001-2002

At the regional level, outreach and awareness activities included:

- Regional centers where pilot programs were developed and tested and where technical assistance could be sought, such as those provided by NYLC; Project del Rio; NIYLP; Leadership, Education and Athletics in Partnership [LEAP]; Murray State University; Tufts University; and YMCA.

Hardly anyone had ever heard of service-learning – teachers and so on. So it [the Kellogg grant] gave us a chance to really bring a knowledge base as well as a confidence base as well as excitement to lots and lots of different people.

– Roger Weis, Murray State University

Curriculum Development

Thirteen grantees developed or enhanced a curriculum as a key project activity. Curricula served as both the basis for training and for bringing more quality to the practice of service-learning. Standardized service-learning curricula developed or enhanced during this project contained many connections to service-learning. Primary emphases were as follows:

Connections to Academic Content

- *LEAPing into Water*, by LEAP, focused on motivating students’ academic success through the use of hands-on activities, reading assignments, and community service projects;
- *Generator School Curriculum*, by NYLC, was developed to pilot a service-learning approach tied to curriculum; and
- *Customized service-learning academic curricula* were developed by Tufts University and the University of Minnesota Peer Consulting Initiative for use at local sites.

I wrote a curriculum called “Ethics and Service.” It takes the service learning cycle and the ethical decision making cycle and combines them into one integrated approach.

– Patricia Born, Institute for Global Ethics

Connections to Personal/Social Development

- *Building Decision Skills* and *Ethics and Service: A values-based approach to community service-learning*, by IGE, promoted the development of ethical decision making among high school students;
- *Skills for Action* was developed by Quest International as a comprehensive program to learn life and citizenship skills through service-learning; and
- *Standing Tall* and *Giraffe Heroes*, by The Giraffe Project, was geared toward building courage, caring, and a sense of responsibility in young people.

Kellogg provided funding for the development of the Skills for Action curriculum, which was created in collaboration with NYLC and the National Association of Secondary School Principals. The evaluation process showed us what is required to bring a group of people who know virtually nothing about service-learning from the level of initial implementers to master teachers. Skills for Action helps make that transition possible.

– Susan Keister, Quest International

Valuing Culture and Diversity

- *Turtle Island Project*, by NIYLP, showed participants how to design quality service-learning projects and how to link service-learning with Native American traditions; and
- A training curriculum, by the NYLC Diversity Project, was designed to help young people and adults understand the concept of “cultures of service” and how service-learning relates to effective and culturally-sensitive service-learning practice.

Planning and Implementing Service

- *Youth Empowerment Approach*, by Community Education Services (CES), was designed to help youth learn how to construct a vision of their ideal classroom and community and formulate strategies to translate the vision into reality;
- *Project CONNECT* curriculum, by Murray State University, taught students how to develop and implement service-learning projects; and
- *Earth Service Corps* curriculum, by YMCA, focused on preparing students to improve their communities.

Network Development

Twelve of the projects specifically developed networks as part of their grant. Networks typically were formulated as communication vehicles and affinity groups for individuals who occupied similar roles. For example, AYPF developed a loose network of policymakers and their staff who could

[The first phase of the Kellogg grant] created an opportunity for NYLC to develop a network of colleagues and collegial organizations around the country, including the National Indian Youth Leadership Project, National Drop Out Prevention Center, Project Service Leadership and the Pennsylvania Institute for Service-Learning...The idea of a national training and technical assistance network that supported each other became the model we sold to the Corporation for National Service: the National Service-Learning Cooperative/Clearinghouse. Kellogg’s investment thus became a prototype for funding by Corporation for National Service for service-learning training and technical assistance...since 1993 a federal investment of over \$7 million.

– James Kielsmeier, NYLC

potentially work together to support service-learning and formulate service-learning policy. MSSA formed youth networks through the Youth RISE Councils. The University of Minnesota formed peer consultant networks. NIYLP developed affinity groups among the Turtle Island Projects. YMCA formed national networks to encourage adoption of service-learning in all after school YMCA programs. The National Association of Partners in Education (NAPE) Innovative Democratic Education and Learning through Service (IDEALS) project, NYLC, Tufts, and Project del Rio formed networks among schools or projects using the same service-learning program design. Quest International formed networks with many partners to support service-learning activities.

Infrastructure Development

Twelve sites used funds to help develop an infrastructure for support of service-learning within their own organizations or within the context in which they were operating. NYLC, for example, utilized some funds to restructure its management and budgeting process so that its organization could become more efficient. YMCA was able to develop a permanent staff position to promote and oversee its service-learning programs. AYPF supported part of a staff position and centralized service-learning as part of its youth development work.

Populations Served

K-12 Students

As can be seen in Exhibit I-1, nearly all of the projects directly involved and served K-12 students. Direct involvement meant that the students were engaged in service-learning activities and/or taught others about service-learning. The two that did not directly involve students were primarily projects focused on convening particular adult populations to educate them about K-12 service-learning.

K-12 Teachers and Administrators

Most of the projects directly involved K-12 teachers either through the provision of professional development, outreach and awareness to educate teachers about the existence and benefit of service-learning, or implementation of the project activities. Administrators were directly involved in about half of the projects, again through participation in training, awareness, or implementation activities.

[Service-learning integration] worked well in local sites because we engaged students, teachers, administrators, community members, businesses, etc. in the process. We documented how we went about engaging these people in a handbook that we used in our training sessions. Our trainings were interactive sessions on this process of engaging these groups in integrating service-learning into K-12 curricula..

– James Pitofsky, NAPE IDEALS

Parents and Community Members

Parents and community members were specifically and directly served in only a few of the projects, although they were indirect participants in nearly all of the projects. Direct participation meant that these constituencies were active participants in the project. Indirect participation meant that the parents and/or community members were aware of and supported the project but did not necessarily participate in its activities. Indirect participation included receiving materials, approving their child's participation in service-learning activities, providing transportation, and engaging in other activities that indirectly helped the students participating in the projects.

College Students as Mentors

College students were counted as populations served in this Retrospective only if they participated as mentors and not if they participated as students. This Retrospective was focused on K-12 service-learning and thus did not examine the participation of students in higher

education settings unless they had a specific relationship to the K-12 populations. Readers interested in the impact of WKKF funding of service-learning in higher education are referred to the report, *How Service Works*, a WKKF publication that focuses on service-learning in higher education. In seven of the projects, higher education students worked specifically in teacher/mentor roles. For example, The Giraffe Project involved college-aged students from fraternities and sororities. Murray State University utilized some of its undergraduates. NIYLP partnered with neighboring colleges to help with curriculum delivery. LEAP trained young adults aged 16 to 21 to counsel and mentor children aged 7 to 14.

Policymakers

Six projects directly targeted policymakers for services. AYPF, NYLC, and the University of Minnesota provided information, face-to-face meetings, and/or activities for national policymakers and their staff. MSSA, NAPE, Tufts University, NYLC, and the University of Minnesota focused efforts on state policymakers.

Services to Economically Disadvantaged Populations and Communities of Color

Thirteen projects in the Retrospective specifically focused on and served students from economically disadvantaged populations.

Quest International, for example, emphasized activities for at risk youth, focusing on preventing adolescent risk behaviors. Murray State University provided services for youth in primarily economically disadvantaged sections of rural western Kentucky. Tufts University focused primarily on high poverty areas in Massachusetts. LEAP specifically targeted high poverty, at risk youth.

The status of community service back in 1987 was optional classes for honors students. We were, of course, the group to say that community service can be a mandatory part of the classroom experience...it was based on the feeling that all the benefits that youth get from participating..the low achieving youth of color weren't being allowed to have these experiences.

– Darin Ow-Wing, CES

Several projects were focused on communities of color. The Turtle Island project by NIYLP served primarily Native American populations. Project del Rio focused primarily on Hispanic students. The majority of participants in the CES project were from communities of color, and the majority spoke English as a second language. Over 95 percent of youth participants in LEAP were African American or Latino. IGE examined the effectiveness of their *Building Decision Skills* curriculum in an ethnically diverse high school in Los Angeles. The NYLC Diversity Project was comprised of students and adults from many racial and ethnic backgrounds and specifically addressed diversity issues.

Estimated Direct Reach

Reach is defined as some form of contact with individuals. The WKKF service-learning grantees estimated that *they directly reached a total of 236,818 individuals* during the course of their activities. Several projects are still in operation, so this number is likely to increase. This estimate is most likely an underestimate since it does not include the numbers of people who

received copies of publications or downloaded information from the World Wide Web. The number also does not include those who were reached indirectly through the participants.

IMPACT

This section describes the collective results of the Retrospective projects and the benefits for participating organizations, youth, schools, and communities. The collective contributions of the grantees to building the field of service-learning, and the replicability and sustainability of service-learning in the projects is also discussed. The reader is advised to refer to individual profiles, presented later in this report, to review individual project impacts.

Benefits for Participating Organizations

Retrospective participants articulated a large number of benefits that their organizations derived as a direct result of receiving the grant funds.

- **All of the project directors felt that the projects taught them a great deal about the field of service-learning.** During interviews, they said that they learned how to make individuals aware of service-learning, how to implement quality service-learning programs, strategies for addressing challenges, and lessons for implementation and sustainability. A summary of what they learned is presented later in this report. About two-thirds of the project directors expressed at least some of what they learned in final reports, newsletters, and other publications disseminated to their constituents. Several of the project directors said that their current service-learning work is considerably different and more effective because of the experience and learning received from their participation in the WKKF funded grant.
- **During the course of the project, all organizations expanded staff, and at least six projects found permanent positions for these staff members in their organizations.** NYLC, for example, permanently expanded the number of staff working on service-learning projects. YMCA added permanent staff positions to continue helping local YMCAs implement service-learning. AYPF hired a part time staff member to continue operating its program and expanding its reach. MSVP, NAPE, and The Giraffe Project also have permanent staff.
- **At least four organizations established long-term, sustainable partnerships.** NYLC, Quest International, The Giraffe Project, and LEAP established partners and marketing processes that provide longer term income for their projects.
- **Several organizations developed related longer term projects that helped build capacity.** For example, NIYLP developed the Clearinghouse for Native American Service-Learning Programs and the *Journal of Native American Service Learning* to serve as platforms for information dissemination and exploration of issues directly related to Native American communities and schools. NYLC developed an annual service-learning conference with increased participation by youth and adults each year. The University of Minnesota operated a National Clearinghouse for Service-Learning until recently, and MSVP reorganized and added several service-learning projects to broaden its reach.

One of the major contributions that NYLC has made has been to the understanding of National Service as not just a single program design but as a developmental concept whereby a person of any age can be an active citizen by making a contribution. They don't have to be AmeriCorps age.

– James Kielsmeier, NYLC

- **Eight of the organizations said that they were able to use the WKKF grant to leverage funds.** Project directors said that the credibility derived from having received funds from WKKF helped them to obtain other grants. In addition, during the grant period, two respondents obtained matching funds from other sources.

[LEAP's expansion was] in part because of the actual dollars that Kellogg gave us, but also because of the leverage that having Kellogg dollars gave us and the reputation...that brought.

We wanted to give kids something to say yes to...the kids need to decide what needs fixing. This has a huge amount of power for them. They design their own project that meets a need they care about. That's what's transformative.
 – John Graham, The Giraffe Project

Benefits for Participating Youth

As can be seen in Exhibit I-2, all of the project directors of the 15 grants that directly served youth articulated benefits for participating youth. Specific data collected to show how benefits were measured and the degree of impact are presented in the project profiles. It is possible that other benefits were derived from participation, but only those reported in evaluations or interviews are presented here.

EXHIBIT I-2
Benefits to Participating Youth *

Grantee	Personal and Social Responsibility	Self-Efficacy	Motivation to Learn	Improved Academic Skills	Leadership Skills	Avoidance of Risk Behavior	Interpersonal Skills	Connection with Heritage
CES			X	X	X		X	
IGE	X						X	
LEAP	X	X	X		X		X	
MSSA	X			X	X		X	
Murray State University	X	X	X					
NAPE-IDEALS	X	X	X					
NIYLP			X			X		X
NYLC	X	X	X	X		X	X	
NYLC Diversity								X
Project del Rio	X	X		X				
Quest	X		X			X	X	
Giraffe	X	X					X	
Tufts University	X		X	X				
University of MN					X		X	
YMCA	X	X	X		X		X	
Total	11	7	9	5	5	3	9	2

*AYPF, MSVP, and NAPE – Outside the Box did not directly serve youth.

Personal and Social Responsibility

Eleven projects reported that youth became more personally and socially responsible as a result of their participation. Students from The Giraffe Project, for example, were more likely to take action to solve community problems.

YMCA and Project del Rio students were more likely to become environmental stewards.

There were attitude changes: more of a sense of caring, which should in turn reduce school violence, more of a sense of courage, which is related to prevention and refusal skills, and taking responsibility.

– John Graham, The Giraffe Project

Self-Efficacy

Seven projects reported a gain in student self-efficacy, that is, students feeling that they can make a difference. Self-efficacy was most often reported in projects that dealt with the environment. LEAP students, for example, developed self-confidence and organizing skills that they used to improve their neighborhoods.

Motivation to Learn

Nine projects demonstrated that students were more motivated to learn. NIYLP and Quest International participating students, for example, increased their attendance at school and were less likely to drop out. Students in NYLC Generator School projects tried harder to achieve in school. Students and teachers at IDEALS schools reported that students were more interested and excited about school.

The impact was most dramatic for the students who were previously identified as slow or disruptive. These students had been disengaged and had bought into those labels. But, with this new approach to teaching, these students revealed that they were neither disruptive nor slow when they understand the application of the teachings and were engaged more actively.

– James Pitofsky, NAPE IDEALS

Improved Academic Skills

Five projects demonstrated that students had improved academic skills. Students that participated in the CES project, for example, improved their reading and writing skills and mastered service-related content. LEAP youth participants improved their analytic and organizing skills and their school readiness skills. MSSA participants improved their grades. Project del Rio participants were more able to understand causes and effects of environmental problems and to make connections between their experiences and global issues.

Acquisition of Leadership Skills

Five projects reported that students acquired leadership skills. MSSA students, for example, gained important skills through their work on the Youth RISE Councils. University of Minnesota youth peer consultants became leaders and mentors for other students. Acquisition of leadership

There were advisory boards, or they were created, and now there are youth on those advisory boards, and in fact, in Frederick County, the advisory board on service-learning is strictly youth run... That wouldn't have happened without Youth RISE and this grant.

– Alison Limoges, MSSA

skills was most often reported when students directly interacted with peers to facilitate decision making.

Avoidance of Risk Behaviors

Three projects reported a decrease in students' likelihood to engage in risk behaviors. Quest International participants, for example, reported that they used their leisure time more wisely and were avoiding risk behaviors. NIYLP students were less likely to engage in substance abuse and violence.

Stronger Interpersonal Skills

Nine projects reported that students developed stronger interpersonal skills. For example, NYLC students saw the value in teamwork, developed stronger relationships with adults and peers, and maintained or increased their concern for others. University of Minnesota youth peer consultants learned mentoring and helping strategies. CES students got along better with others, worked as a team, and learned communication skills.

Connection with Heritage

Two projects, NIYLP and the NYLC Diversity Project, reported that students felt more strongly connected with their cultural heritage.

We helped people to realize that this is culturally compatible, it works, and it helps kids learn better.

Benefits for Participating Teachers

All of the projects that provided services directly to teachers reported that teachers had benefited by gaining additional skills and shifting their instruction so that it became more student-centered. A few of the projects measured impact on teachers. Specific results are reported in the profiles. General trends included:

- Teachers felt more confident that they could have a positive influence on students;
- Teachers felt that classroom management and discipline improved;
- Teachers viewed students more positively;
- Teachers were more likely to feel satisfaction in teaching and working with youth; and
- Teachers were more likely to view their schools as collaborative communities.

Benefits to the Community

While community impact was not measured by very many of the projects, each of the projects that served specific communities stated that they met authentic community needs. LEAP, for example, reported that it had made tangible contributions that benefited communities, including cleanups, issue

The training of trainers program brought community members and teachers together... Through this, networks were formed and service-learning became deeper.

– Patricia Barnicle, Tufts University

awareness campaigns, job fairs, and linkages between community members and local resources. NIYLP showed that community members were enthusiastic about the contributions that students made and their reconnection to traditional ways and values. Adult Native Americans felt more hopeful about the future of the young people in their communities. Communities involved in the Tufts University project were able to forge stronger collaborative relationships.

WKKF GRANTEES' CONTRIBUTION TO BUILDING THE FIELD OF SERVICE-LEARNING

The work conducted by the WKKF grantees served to help build service-learning into a “field.” According to Fine (2001), a field “is an area of specialized practice that encompasses specific activities carried out by trained practitioners in particular settings.” Practitioners within a field share a common language to describe activities and their intended results. Field-building is a necessary precursor to having a practice become sustained.

Kellogg helped take this work to places it would not have gone or it would have gone a lot more slowly – so focused resources helped get this out into places or in ways much more quickly.
 –Kristin Johnstad, YMCA

A review of the literature by Fine (2001) indicates that a “field” has distinct components. Exhibit I-3 describes these components and the ways in which the WKKF grantees contributed to each.

EXHIBIT I-3 WKKF Contributions to Building the Field of Service-Learning

Field-building Component and Definition	Contribution by WKKF Grantees
<i>Distinct Identity:</i> Specification of clear, differentiated, and recognized activities that can be described.	In the early 1990s, definitions of service-learning did not appear in many of the grantees’ applications. By the middle of the decade, all grantees specified definitions and all of the definitions either resembled the definition formulated by the CNCS or slight variations of that definition that placed greater or lesser emphases on meeting authentic community needs, reflection, and linkage to curriculum. By the end of the decade, definitions of service-learning among grantees were almost completely aligned, with nearly all grantees adopting the CNCS definition.
<i>Standard Practice:</i> Creation of criteria for quality practice known to be linked with the achievement of desired outcomes and the contextual, developmental, and cultural conditions that foster the outcomes.	WKKF grantees were instrumental in the formulation, dissemination, and promotion of standard practice in service-learning through the development of quality indicators and Essential Elements; model programs; development of curricula; creation of job aids and other tools for planning and reflection; and development of a system of training and technical assistance to help individuals, schools, and programs to initiate, develop, and refine service-learning practice. Several of the grantees were involved in the Alliance for Service-Learning and Education Reform (ASLER), a group that defined an initial set of <i>quality indicators</i> . Experimentation with the ASLER standards among the grantees and others eventually led to the development of the Essential Elements, a group of standards widely used to define quality practice in the field, developed and funded with WKKF assistance. <i>Model programs</i> to encourage standard practice were also developed by many of the grantees including NYLC, NIYLP, and NAPE. <i>Service-learning curricula</i> were developed by 13 grantees. Most of the projects, through intentional evaluation efforts, discovered the contextual, cultural, and developmental conditions necessary to optimize success.

Field-building Component and Definition	Contribution by WKKF Grantees
<p><i>Knowledge Base:</i> Establishment of a cumulative foundation of research and practice that identifies results connected to activities and the conditions necessary to achieve desired outcomes.</p>	<p>Several of the WKKF grantees conducted research to investigate the outcomes and impacts of their service-learning efforts, and the program elements associated with variation in effects. IGE examined the effectiveness of their ethical decision making curriculum in combination with service-learning as compared with service-learning alone. NYLC, conducted systematic research on its Generator Schools to discover which program elements were necessary for success. NAPE IDEALS, YMCA, CES, and The Giraffe Project had strong evaluations that they used to improve their programs. In addition to research and evaluation, many of the projects shared information about program practices, their strengths, and the challenges associated with implementation during conferences, informal meetings, and networking conversations.</p>
<p><i>Leadership and Membership:</i> Identification of practitioners who are prepared and are supported by organizational structures, including those that offer professional development, to advance the quality of practice and to credential practitioners.</p>	<p><i>Leadership:</i> Through its strategic early investments, WKKF catalyzed the service-learning leadership that already existed through NYLC, Quest International, the YMCA, NIYLP, The Giraffe Project, the University of Minnesota, and many others. Then WKKF invested in additional groups and nurtured the development of a new generation of leaders for the field. This group included individuals associated with AYPF, the leadership of <i>Learning In Deed</i>, and others that could add synergy to the field. In addition, leaders from communities of color, often underrepresented in the field, were carefully selected and nurtured so that additional models of exemplary practice could be established. Examples included Project del Rio for Latino students along the Rio Grande; the NIYLP for Native Americans; LEAP for African Americans and Latinos; MSSA Youth RISE, YMCA, CES, and NAPE IDEALS for all communities of color; and the NYLC Diversity Project, designed specifically to develop new models for inclusion.</p> <p><i>Membership:</i> Each group provided support to increase its membership and the participation of educators, students, and community members in service-learning. For example, CES provided training and support for teachers to use their service-learning approach. MSSA provided training on service-learning to teachers and community-based organization (CBO) staff. MSVP conducted presentations, training sessions, consultations, and conferences. Murray State University created a manual and trained educators on service-learning methodologies. NAPE IDEALS provided intensive technology assistance to their two pilot sites, and then widely disseminated the lessons from the pilot sites through training sessions for teachers, students, administrators, service-learning coordinators, volunteer coordinators, and representatives from CBOs and businesses nationwide.</p>
<p><i>Information Exchange:</i> Formation of communication avenues for disseminating knowledge.</p>	<p>WKKF grantees formed many communication vehicles for exchange of information. NYLC established a national conference; and MSSA, MSVP, NAPE, Quest, and others hosted or took part in state- and regional-level conferences. The University of Minnesota established the peer exchange system to disseminate information and provide one-on-one technical assistance and mentoring for service-learning leaders and practitioners. AYPF developed a series of forums. YMCA established regular communication channels. Tufts University brought its subgrantees together to discuss progress. Multiple grantees developed newsletters, Web sites, brochures, and other outreach avenues.</p>

Field-building Component and Definition	Contribution by WKKF Grantees
<p><i>Resources:</i> Development of structures and organizations that facilitate collaboration between and among practitioners and allies.</p>	<p>As mentioned previously, most grantees formed vehicles for communication that helped them to foster collaboration. In addition, several grantees established partnerships with other WKKF grantees and/or other organizations active in service-learning. For example, the University of Minnesota’s peer consultant network was active in multiple states and partnered with NYLC and many other grantees. Quest used NYLC curriculum and materials. AYPF utilized leaders from several of these groups as speakers for its forums. YMCA established a National Resource Center and six regional support centers. Most of the groups contributed to the Service-Learning Clearinghouse that was operated by the University of Minnesota.</p>
<p><i>Committed Stakeholders and Advocates:</i> Presence of individual and collective support from practitioners, researchers, administrators, policymakers, clients, influential leaders, and others to sustain activities and ensure continued support of key stakeholders.</p>	<p>Nearly every grantee conducted outreach and awareness. Other activities focused on generating sustained support from stakeholders. Examples include the policymakers’ forums conducted by AYPF, administrators’ meetings held by Tufts University, MSSA’s participation in Maryland’s state legislative agenda, YMCA’s garnering of top administrators’ support for a permanent position, NYLC’s activities to inform state and federal policymakers about the benefits of service-learning and the need to formulate policy to sustain its practice, and the work of NAPE Outside the Box and other grantees to link the practice of service-learning with other funded efforts such as the School-to-Work legislation.</p>

Replication and Sustainability

Without exception, grantees reported that their materials were in wide circulation and that many sites have replicated the service-learning models that the grantees developed. All but one of the WKKF grantees sustained their projects over time, though not always at the scale achieved during the period of time when grantees were receiving WKKF funds. Some projects, such as The Giraffe Project, were able to partner with organizations that specialized in marketing. This partnership led to a large increase in the adoption of *The Giraffe Heroes Program* curriculum. Others, such as Quest International, were able to secure funding from multiple organizations and foundations. A few, such as NYLC and NIYLP, continued to receive WKKF funds to support extensions of projects or new projects related to service-learning. Still others, such as several of the Tufts University sites and Murray State University, received support from line items in local budgets. The project that was not sustained did not have many funds and primarily focused on materials development. All but one of the leaders of the WKKF projects were still active supporters of service-learning.

[The WKKF grant] allowed us to..take what we had created as a very small model to scale across Connecticut and so instead of being just a small New Haven program, we were able to become a five city program in Connecticut.

– Brad Williams, LEAP

The model of the peer mentoring system we used is the dominant model in the country right now...The whole technical assistance exchange is based on this and many states use this model for their own training.

PROJECT IMPLEMENTATION: Facilitators and Impediments to Progress

Project directors, both in the interviews and during the convening, identified a number of factors that served to facilitate and impede the progress they were able to make as they implemented their projects. This section describes facilitators and impediments, and the unanticipated challenges and outcomes that developed as a result of project implementation.

Factors That Served to Facilitate Progress

The factors that served to facilitate progress were typically systems factors. When asked to identify the factors that served to facilitate the effectiveness of their projects, project directors mentioned the following as being most important.

- **Adequate levels and duration of funding to accomplish the work**

Grantees mentioned that the amount and duration of funding was critical to helping them accomplish their goals. Most of the grants were for multiple years of funding and of an amount sufficient to support at least a half time project director to manage the projects. The funding

The word exploration keeps coming to mind – most of us were allowed to do some exploration because we had these grants.

– Ann Medlock, The Giraffe Project

enabled projects to devote more time and energy to the tasks during the project and helped them to convince their clients that service-learning was not a “one-shot” program, but rather an enduring educational reform strategy. Grantees that received five or more years of funding discussed the fact that if funding had been for a shorter duration, they were unlikely to have been able to sustain their projects. They felt that the length of time necessary for change was at least five years, particularly when working with public school systems. In addition, multiple years of funding gave the grantees opportunities to build the capacity of their own organizations to be able to sustain their projects over time.

- **Ability to leverage association with WKKF**

Over half of the respondents mentioned that the “Kellogg name” served to help them establish their credibility and a sense of

Service-learning is a movement that is not to be denied; and the W.K. Kellogg Foundation has provided bold, steady leadership each step of the way.

– Michael Buscemi, Quest International

urgency to accomplish activities and goals, and further provided an attractive reason for their clients to affiliate or participate in the project. WKKF enjoys a very positive reputation in the field of service-learning, and being funded by WKKF brought a certain amount of cachet to the grantees that they were able to use to attract other funds.

- **Assistance from WKKF staff**

More than half of the projects said that the help that they received from WKKF project liaisons strongly impacted their ability to be successful. Respondents reported that assistance with

strategic decision making and with making connections to other service-learning organizational leaders were most helpful.

- **Human resources within the projects**

About a third of the sites mentioned that their own staff members were the keys to success. While many projects experienced a large amount of staff turnover, most projects retained their leaders and senior staff persons.

These leaders developed considerable expertise and gained experience particularly in marketing service-learning programs and approaches and helping local sites implement programs.

It is amazingly easy to find really, really good staff when you have really, really good work to offer.

– Rick Jackson, YMCA

- **Support from “parent” organizations**

Several project directors believed that a critical factor for success was support from the parent organizations in which their projects were housed. Some project directors regularly consulted leaders and other staff within their organizations not connected to the service-learning project who were able to offer important and meaningful advice. Other project directors said that the leaders of their parent organizations were able to help them leverage support and gain easier access to schools and client populations.

- **Growing interest of educators in service-learning**

A few project directors noted that the increased prevalence and interest in service-learning among K-12 educators facilitated their project’s ability to implement their programs. Toward the end of the 1990s, many educators became more familiar with service-learning and its benefits, primarily through efforts of the CNCS and several national WKKF projects, such as NYLC and the peer consulting initiative. The increased visibility and use of service-learning in teacher education programs also facilitated the success of projects because new teachers were more aware of service-learning and the ways in which service-learning could be implemented in schools.

- **Development of tools and materials**

The curricula, standard definitions, Essential Elements, and other guides and tools described in the previous section served to accelerate progress for grantees. Having a standard approach allowed grantees to describe their work

more accurately to potential clients, ensure greater fidelity of implementation of service-learning approaches and models, build capacity at every implementing site, and bring logic to the system

We wanted to take a look at a model that would go from national awareness to the development of tools...to really spread the knowledge base about service-learning. We reached out to about 28 conferences, large gatherings of people in 26 different states. Along with that, we wanted to test what would happen if after gathering people in these conferences we were to provide them with tools, specifically curricular and training tools.

– Susan Keister, Quest International

since different implementation variables could be assessed in terms of their contributions to outcomes. The fit within the education arena was also improved because written materials and tools allowed teachers, for example, to address ethics (IGE), to plan service-learning programs (Quest International, NYLC, NIYLP, and others), to teach democratic values (The Giraffe Project) and the value of diversity (NYLC Diversity Project, CES, and others), and to tie to curriculum (Project del Rio, LEAP, and others).

- **Convenings to promote information exchange**

Many of the projects discovered that bringing a large number of people together helped to motivate participants to explore and adopt service-learning as an educational practice, stimulate innovation and sharing of ideas, and develop or maintain networks. At most

We learned so much from the connections we made during the grant period, and it informs everything we're doing now. We are much stronger and clearer, the materials are better, we know how to talk about them, and we know how to make them useful to people all because of that exploration.

– Ann Medlock, The Giraffe Project

convenings, examples of good practice were shared, and opportunities for interaction and information sharing occurred. All of those who sponsored convenings showed a growth in participation over time. For example, the National Service-Learning Conference attracted many service-learning participants and grew substantially every year, with 2,600 people attending the conference in 2000. Quest International brought people together at the state level, and participation in convenings increased every year. AYPF conducted forums to discuss service-learning policy and practice, and the attendance at these forums grew over time. NAPE Outside the Box convened key stakeholders to develop a briefing paper on linkages between service-learning and school-to-work. This convening resulted in a publication that was disseminated to an estimated 11,000 individuals and organizations.

- **Development of strong external technical assistance systems to support clients**

Many of the grantees developed technical assistance teams or had individuals who served to provide considerable expertise in service-learning to the grant participants.

Having this expertise available and responsive to the individuals implementing service-learning meant that most people who needed help had access to a readily available source. For example, Tufts University had liaisons working with each site to help them to

Youth are very effective when they serve as consultants to other youth. They are less effective in working with adults. Projects need to strengthen youth roles within teams so that they work with both youth and adults from the very beginning of the program.

– Robert Shumer, University of Minnesota

plan and implement service-learning projects and to solve problems, such as how to gain access to the community. Murray State University had mentors who provided expertise to sites experimenting with service-learning. NYLC had individuals who supported the Generator Schools. The entire University of Minnesota Peer Exchange System was based on the notion of peer support to plan, implement, and evaluate activities, and their work was critical to the support of service-learning at multiple sites in many states.

Factors That Served to Impede Progress

Grantees mentioned only a few factors that served to impede progress. The following were common among the grantees.

- **Staff turnover**

While the leadership of the Retrospective grantee organizations tended to remain stable over time, staff turnover was experienced by many of the grantees. For some grantees, turnover led to discontinuity. For other grantees, turnover led to “refreshing” the staff and creating more momentum.

- **Lack of a strong research base showing the academic impact of service-learning**

Several grantees mentioned that the emerging emphasis in K-12 education on accountability and testing toward the end of the decade served as a barrier for progress. Because there was a limited amount of research to show academic impacts of service-learning, some projects had difficulty convincing teachers to adopt or maintain service-learning programs.

- **Narrowing of K-12 curriculum to emphasize teaching only what state tests measure**

Several grantees mentioned that the current emphasis on accountability in schools led to devaluing other important functions of education. The narrow vision meant that personal and social benefits of service-learning

It got a lot tougher for us. In the early 90s, there was more receptivity for trying new things with kids. Character education and service-learning were little blips on the horizon...In 1996-97, things began to shift. There was more emphasis on ‘Oh no, our kids aren’t as good in math as the Japanese.’ More money was thrown into the three Rs, testing, at risk kids, those having trouble learning. This wasn’t necessarily a bad thing, but it had a negative effect on us. We were regarded more as, not a frill, but darn, we have to get the math scores up first...There is some support again now for service-learning and character education. The connection with civic education will be good because many of the same people who want to see the three Rs would also like to see schools foster good citizenship.

– John Graham, The Giraffe Project

no longer helped grantees to make the case that service-learning was important to schools.

- **Lack of acknowledgement of service-learning as a teaching and learning method for mastering academic subject matter**

A few projects mentioned that service-learning was not understood as a ‘serious’ academic endeavor. Instead, service-learning was viewed as service to the community, not as a tool to promote content learning. While grantees lauded service, they felt that service-learning suffered from a lack of a common definition and inadequate understanding of the role of service-learning as a powerful tool for engaging students to learn challenging academic subject matter.

Unanticipated Challenges and Outcomes

During the interviews, 16 of the project directors described unanticipated challenges and outcomes. The projects were able to meet most of the unanticipated challenges in positive ways. All of the reported unanticipated outcomes were positive.

- **AYPF was surprised how difficult it was to gain political acceptance for service-learning.**

While many constituents expressed initial interest, enthusiastic support was less forthcoming. AYPF found that deeper conversations, more direct contact with sites where service-learning was being implemented, and exposure to experts with strong credibility helped to engender more support for service-learning.

We were surprised at how few people knew about service-learning...all are on the same steep learning curve.

– Sarah Pearson, AYPF

- **CES did not realize how difficult working in public schools would be.**

Many of the CES staff left because public school work was so hard. Developing strong relationships with individual teachers or administrators in the schools and developing clear materials that explained the service-learning project helped to meet the challenge.

...a CBO can represent a steady outside force pushing for something, for change in that school. The way schools work, they may not maintain their own momentum.

– Darin Ow-Wing, CES

- **IGE did not anticipate that teachers would not implement the *Building Decision Skills* the way they were taught to implement it during professional development sessions.**

Although all of the participating teachers were enthusiastic about the program, IGE estimated that as many as two-thirds of the teachers did not maintain fidelity to the curriculum. Project directors learned that appointing one person to be in charge of each site helped to meet this challenge to some extent.

It's very hard to do research in a classroom. Teachers didn't always do what we asked...At our three pilot sites we had to make a number of revisions: clarify teacher instructions for delivering the survey, modify the survey instruments, and put one person in charge of each site.

- **LEAP was surprised that participating counselors internalized their lessons about community responsibility, service, and social change.** Counselors incorporated service-learning values into their own lives and became more effective role models for the youth they served. In addition, all LEAP students came to expect service-learning to be integrated into all of their LEAP experiences. The increased expectations of students and skill levels of counselors led to the implementation of more ambitious service projects.
- **MSSA did not anticipate that geography would be so much of a barrier in their project.** Transportation between sites in Maryland where youth were to meet from various sites across the state proved difficult. MSSA shifted its priorities to the development of school-based councils, encouraged more flexibility with regard to time and place of meetings, and

ultimately worked with fewer councils, encouraging more depth rather than breadth in the project.

- **MSVP was surprised at how difficult it was to conduct training and do fundraising simultaneously.** Leaders responded by distributing tasks and expertise more broadly.
- **NAPE Outside the Box did not realize how difficult it would be to help people from School-to-Work programs identify commonalities with those interested in service-learning.** They worked hard to facilitate understanding of work intersections among these populations.
- **NIYLP found that staff turnover and difficulty in building a critical mass for service-learning in a school building presented large unanticipated challenges.** Staff turnover resulted in difficulties with site relationships and interruptions in service. Building a critical mass for service-learning in the school was necessary to engender support, but took more time than anticipated. Teachers felt overwhelmed with the amount of work they already had to do and had to be convinced of the value of the service-learning project before they would agree to consider implementing service-learning. However, NIYLP found that once teachers implemented service-learning, they became enthusiastic supporters and continued to use service-learning as an important teaching method in their classes.
- **NYLC was surprised by the amount of time it took to introduce service-learning into schools.** NYLC found that because service-learning typically had no set curricula, teachers had more difficulty than anticipated grasping the essence of the approach and understanding methods of implementation. NYLC realized that teachers would be more likely to adopt service-learning if it was infused into existing curricula and that demonstrating tangible results was necessary to sustain programs.
- **The NYLC Diversity Project leaders were surprised that youth were not more adept at technology and online communication.** They found electronic networking difficult to implement so they reverted to more traditional face-to-face vehicles for communication. They were also surprised at how long it took to implement their strategies. They were trying mightily to be action oriented, but were finding it difficult to go beyond the awareness stage during the meetings they convened. Part of the problem was a lack of common language. Other unanticipated challenges were the difficulty in cultivating new leaders, setting priorities and deciding on decision making processes.
- **Project del Rio did not anticipate that teachers would desire so much structure.** As a result, project leaders kept their emphasis on constructivist learning, but provided more structured curriculum materials and more one-on-one support.
- **Quest International reported that they did not expect the enormously positive effects that service-learning had on youth considered to be at risk.** As a result, the staff targeted more of their efforts to at risk adolescents. They were also surprised that there was so much variability in expertise and knowledge at the state and local levels. This variability required differing levels of technical assistance effort and, in some cases, varying interventions. Quest International staff came to recognize that adoption of service-learning was developmental and required a long term process.
- **The Giraffe Project was surprised at how much effort was needed to recruit role models from the corporate and university worlds.** As a result, The Giraffe Project changed its strategies to target more efforts directly to schools and districts. They also learned how difficult it was to engage in entrepreneurship in the form of marketing, so they partnered with an outside marketing group.

- **Tufts University found that sites did not anticipate the expectation that they integrate service-learning with the Massachusetts Curriculum Framework and other educational reform issues.** Local site directors complied with the expectations and found that their programs were strengthened. The project as a whole was also stronger than anyone had anticipated, and community service-learning surprisingly became a hallmark of Tufts University.
- **The University of Minnesota was surprised by how difficult it was to implement a peer consulting system, particularly the youth peer consulting system.** Unanticipated issues arose concerning liability, parental anxiety, time commitments, distance, recruitment and training, and confusion over the content of work. Resolution of these issues took longer than anticipated, but eventually the challenges were overcome by redesigning the youth peer consulting system so that groups of youth rather than individuals worked with sites interested in service-learning, and youth traveled with adult peer mentors rather than by themselves.
- **YMCA did not anticipate the challenges presented by the “bottoms-up” design of their organization.** Local control occasionally undermined the integrity and results of the YMCA service-learning approach. Project leaders found that it became more important to emphasize quality and depth than to scale up quickly to multiple sites.

I can point to a lot of A or A+ service-learning programs in YMCAs across the country. Because the YMCA is governed from the bottom-up, quality depends on local community leadership.

– Rick Jackson, YMCA

LESSONS LEARNED:

Contributions to the Knowledge Base on Adoption, Implementation, and Institutionalization of Service-Learning

Even though service-learning has educational roots that go back to John Dewey, the practice of service-learning is generally perceived among educators as an innovation that requires a change in instructional practice in schools (Billig, 2001; Hergert, 2000). Even when presented with compelling evidence of the need for change or the benefits that a change can bring, educators often resist altering their instructional approaches because change takes time, effort, and a shift in thinking and routine (Elmore, 1996; Fullan, 1993; 1999; Murphy & Schiller, 1992).

Participants in the Retrospective study experienced and overcame most of the challenges associated with educational change. During interviews, participants reflected deeply on their experiences and the advice they would provide to others who would like to promote service-learning in schools. The guidance offered by participants is organized according to the stages of change model articulated by Rogers (1995). These stages are:

- *Adoption Stage*: Educators must become aware of an innovation and its benefits and make a decision to try the new practice.
- *Implementation Stage*: Educators must learn how to use the innovation and experiment with it in their schools and classrooms.
- *Institutionalization Stage*: Once implemented, the innovation must become a part of the teachers' regular practice and must be embedded within the culture of the school and/or district in order to be sustained over time. The institutionalization stage is often referred to as *sustainability* since the innovation is said to endure over time. The terms institutionalization and sustainability will be used interchangeably in this report.

Adoption of Service-Learning

Rogers (1995) defined adoption as a decision to make full use of an innovation as the best course of action available. This decision can be made by an individual, by a group that is using a consensus approach, or by a few individuals who have the power to decide for the group (Lowry, 1996). An important feature of adoption is its reversibility: "Such decisions can be reversed at a later point; for example, discontinuance is a decision to reject an innovation after it has previously been adopted" (Rogers, 1995:21).

Rogers (1995) pointed out that adoption of an innovation depends on individuals' perceptions of five attributes:

1. The innovation's relative advantage as compared with the status quo;
2. The innovation's compatibility with the individual's existing values, past experiences, and needs;
3. How simple or complex it will be to implement the innovation;
4. The degree to which one can experiment with the innovation on a limited and safe basis; and
5. The degree to which results of implementing the innovation are visible to others.

According to Bateson (1972), the adoption process depends on perceptions not only of the individual end users, but also of others who are a part of his/her universe.

Retrospective participants reflected on their own experiences with adoption of service-learning practice. Their thoughts echoed many of the same issues identified in the research as being important, yet there were clear implications for the adoption of service-learning as a particular innovation. The following represents a summary of the lessons they learned about adoption of service-learning and the advice they would give to others.

1. Retrospective participants pointed out that introducing the concept and practice of service-learning into public education was ambitious work. They believed it was important to provide a clear picture of the practice of service-learning.

Participants said that asking schools to adopt an innovation such as service-learning that impacts instruction, scheduling, use of materials, and role relationships between teachers and students and between schools and communities was daunting and difficult. Convincing educators to adopt service-learning took an enormous amount of time, involved highly strategic planning and action, and required persistence in the face of obstacles. Because service-learning involves the intellect and the emotions, initial presentations on the concept of service-learning evoked both positive passion and skepticism among educators. In addition, because service-learning features a diversity of program designs and a language and culture of its own, many educators had a hard time understanding the components of service-learning and how service-learning was practiced in schools.

... We didn't realize coming into this that this is a really ambitious undertaking...I am trying to introduce a paradigm shift from traditional to constructivist. People vary in their readiness to do that. Some come with 'administrative baggage.'
– Lisa LaRocque, Project del Rio

2. Participants believed that adoption of service-learning was more likely when service-learning was framed within the context of educational reform and/or youth development.

Grantees on the national, state, and local levels agreed that there was greater receptivity and more cachet if service-learning was represented as a vehicle for doing what the adopting entity already wanted to do. Respondents recommended that

...progressive education is out there, experiential education is out there, a lot of other reform movements were out there. School-to-work was out there, but none of them took hold, I don't really think, in the way that service-learning has and has actually pulled those all in and said, 'Here are our similarities. Here's what we're doing that's alike.' I think service-learning has a passion to it, has a caring part that the others didn't have and that's what pulled a lot of people in.

– Alison Limoges, MSSA

service-learning advocates build upon linkages to standards-based education, school-to-career, character education, and other federal and state initiatives by positioning service-learning as a method that could help achieve the aims of these programs.

3. Adoption of service-learning occurred more often when service-learning was linked directly with stakeholders' strongly held values.

Adoption of service-learning was more likely when it was viewed as being clearly compatible with the values and/or philosophy that the individuals and/or organizations held dear. Policymakers were more receptive to service-learning when the practice of service-learning was seen as being consistent with their basic political beliefs about citizenship and the role of schools. Educators were more interested in adopting service-learning when it was directly related to student achievement and research on how students learn. Community members were most receptive to adopting service-learning when it was seen as a way to stimulate attachment to cultural traditions or history.

4. Service-learning was more often adopted when the service-learning sponsor, project leaders, or project partners were perceived as having strong credibility and cachet.

All grantees discussed the importance of receiving funding from WKKF and other credible sponsors such as the U.S. Department of Education or the CNCS. Those respondents who had leaders or partners who were well known and highly regarded, particularly at the national level, were able to leverage reputations into greater receptivity and legitimacy.

We had trouble getting people to buy into our program. It's so complex and multi-layered, comprehensive...No one gets it. It's hard to explain to funders. Only after a school of education partnered with us did enough funders come on. Now it looks better and we will keep working on it.
– Darin Ow-Wing, CES

5. Adoption of service-learning was more likely when there were onsite champions from a variety of stakeholder groups.

Retrospective respondents said that adoption was far more likely when there was an individual or core group onsite who could serve as a strong advocate for service-learning. Adoption was further enhanced if advocacy came from multiple stakeholder groups, in particular, administrators, community members, teachers, and students. Onsite champions served to harness the energy and passion of local individuals. They built trust and provided leadership, and ultimately developed a critical mass that supported service-learning adoption. They said that while service-learning could be introduced as either a top-down or bottom-up process, adoption required the “buy-in” of both top leaders and frontline workers. Top leaders were most effective in establishing a vision, allocating funds and staff, advocating among key stakeholder groups, addressing thorny implementation issues, and establishing supportive policies. Frontline workers were helpful in formulating and defining day to day operations and expectations, troubleshooting, and laying the groundwork for implementation. Together these groups harnessed energy and directed the momentum that was built.

When we find extremely successful service-learning, we also usually find a knowledgeable champion is giving it legs and leadership, and the school principal is totally engaged.
– Michael Buscemi, Quest International

6. When individuals expressed initial interest, service-learning was more likely to be adopted if there was a rapid response in the form of presentations, materials, answers to questions, and examples of quality practice.

Adoption was far more likely when service-learning advocates quickly responded to signals of interest. Retrospective participants also said that it was important to facilitate conversations and provide numerous examples of service-learning using the same approaches and behaviors that they were asking people to adopt. They recommended that interested parties be introduced to service-learning by participating in a service-learning activity. They advised service-learning advocates to model collaboration, joint planning, listening to all constituents, joint decision making, customization to fit local conditions, and meeting an authentic need.

7. Adoption of service-learning was more likely when incentives were provided.

As a way of addressing the large amount of time and effort needed to learn and implement service-learning, participants recommended that schools provide some sort of incentive for educators to participate. Incentives could come in the form of information that met needs, skill building, financial reward, increased visibility, and/or opportunity to link up with interesting people. At the school level, small monetary incentives such as mini-grants to schools or stipends to teachers were effective motivators, and served as a way of providing seed money, recognition, and a means for promoting responsibility and accountability.

Implementation of Service-Learning

Implementation refers to routinized use of service-learning in schools. During the implementation stage, individuals typically focus on increasing the quality and achieving the desired effects of the innovation. Maher and Bennett (1984) and Yeaton and Sechrest (1998) show that resource availability is particularly important for implementation to occur. Their research showed that the following types of resources influenced implementation:

- human resources (number, type, and expertise of staff);
- informational resources (policies and procedures, professional development, examples of best practice);
- financial resources;
- technological resources (materials and equipment); and
- physical resources (facilities).

In addition, these studies showed that clearly articulated roles and responsibilities, well defined and specified sequences of activities, and an understanding of permissible variation affected quality of implementation.

Retrospective participants reflected on their implementation experiences and once again, articulated thoughts that often paralleled those apparent in the implementation research. Their experiences showed that service-learning implementation had some unique influences. Their reflections and guidance included the following:

1. Service-learning was implemented more readily when there was an organization-wide culture for support.

According to the Retrospective respondents, service-learning took root best when there were commonly held beliefs about the viability and/or importance of service-learning to achieve valued outcomes, when there were norms and rituals surrounding its use, and when tangible results were apparent.

Grantees believed that the need for community building should not be underestimated and that when a whole school adopted service-learning, implementation was smoother and met less resistance. A climate of warmth, concern for safety, and support facilitated implementation.

One of the things we learned about the model was that we found it really is much better if you can get an entire school district. Individual teachers just really seem to need a lot more support.

– Susan Keister, Quest International

2. Service-learning was implemented with greater quality when there was long term, multifaceted professional development that was consistent and responsive to the needs of the audience.

Grantees believed that many teachers needed more than an orientation to service-learning in order to implement quality practices. Teachers required advanced training and/or time to share expertise and discuss plans for implementation. When a particular curriculum or program design was implemented, project leaders and facilitators had to be clear about what must be standardized and where there was latitude. In most cases, theory and philosophy had to be translated into concrete application. In-depth training was most effective when it allowed for learning and practicing knowledge and skills, developing networks and interpersonal relationships, formulating strategies, creating and nurturing partnerships, and engaging in joint problem solving.

3. Implementation was more effective when service-learning projects started small and grew slowly, and when staff paid attention to quality and depth of practice.

Retrospective participants noted that it was important to be strategic about where time and effort were invested. Many initiatives made the mistake of working with too many sites at once or scaling up too quickly. Several found that they needed to back away, stop supporting some less successful sites, and deepen the support for those with greater promise.

Bring people together and dialogue in a safe space. Take what they have told you and do something about it. Report back, get feedback, and devise the next steps. Take your time.

– Joy DesMarais, NYLC

4. Service-learning implementation was smoother when peers were used to recruit the undecided.

While strong, well known, charismatic leaders served to inspire individuals to explore service-learning, implementation more often required peer influence and support. Peers gave greater credibility to the process. Policymakers, administrators, teachers, parents, students, community members, Board of Education members, and others wanted to talk with individuals who understood their roles and had “walked in their shoes.” In addition, it was important to invite critics to become part of the process of improvement since their inclusion promoted insight and respect and modeled appropriate problem solving. Participants said that sometimes the inclusion of critics resulted in developing new allies.

5. Effective service-learning initiatives helped educators overcome their resistance to community involvement.

Many Retrospective participants described the need to show educators the benefits of strong community partnerships. Educators needed to be encouraged to express in depth their concerns to the community partners. Grantees recommended that stakeholders develop joint solutions and take joint responsibility for success. Respondents found that implementation was easier when there were strong interpersonal, interdependent relationships with community members.

Everybody recognized that it was really a traditional concept. That was a major selling point...Service-learning reconnects the school to the community.
– McClellan Hall, NIYLP

6. Retrospective participants noted that the climate for educational reform strongly influenced service-learning implementation.

When schools, districts, or states were in trouble due to low test scores or teachers’ inability to cover curriculum, it was

hard to maintain service-learning, especially if service-learning practitioners could not show a direct payoff in measured academic achievement. Respondents advised service-learning practitioners to pay attention to the educational reform trends and to make the case that service-learning contributes to the outcomes that educators want to reach.

We’re looking at studying the most popular Comprehensive School Reform Design models like America’s Choice, Success for All, Roots and Wings, Modern Red Schoolhouse, and we’re looking at 12 areas of possible compatibility between what the CSRD models are doing in schools and how that really fits with or is compatible with service-learning. The purpose behind the study is to kind of do a little ‘ah-ha’ and say we’re really on the same track here. Is there an alignment between service-learning and the larger movement of school reform that hasn’t been recognized?
– Sarah Pearson, AYPF

7. Participants felt strongly that service-learning practitioners should increasingly involve and empower young people during implementation.

Grantees acknowledged and evaluation data showed that the greatest transformations in teaching and learning came when young people took strong roles in every aspect of service-learning implementation and when adults supported their increasing leadership. When students were given more responsibility, ownership, and choice, they worked long and hard and recruited others to engage in service-learning. However, adults' skepticism and unwillingness to trust ambiguity often impeded change. Respondents reported that this was often due both to the lack of experience and models and the pressure of accountability and responsibility conferred on the adults by the educational system.

Create cadres of community agencies and schools who want to develop curriculum and work with kids. There is a lot of resistance about students as caretakers of their own education. Work with them on this issue.

– Patricia Barnicle, Tufts University

8. Participants noted that there was no single pathway to effectiveness that applied to all service-learning programs.

Retrospective participants noted that in most cases, implementation was messy, and no two situations were exactly alike. Variations in service-learning design occurred, whether sites were following a published curriculum or not. Variation in design was both a strength and a huge challenge for service-learning implementation.

One of the most important things was what is necessary for it to be service-learning, figuring out what I couldn't be flexible on. What are the core pieces that cannot be comprised?..Identify those and then anything else goes. Let sites be creative and innovative.

– Kristin Johnstad, YMCA

Institutionalization of Service-Learning

Institutionalization of any innovation means that its practice has become normative. The innovation is embedded within the culture and is supported by policies and procedures, structures, and belief systems (Senge, 1990; Nardi & O'Day, 1999). An innovation cannot be sustained, according to Schneider, Brief, and Guzzo (1996), unless the innovation results in an alteration of the fundamental psychology or “feel” of the organization to its members.

Nearly all of the service-learning projects in this Retrospective were sustained over time. Participants in the Retrospective project reflected on the factors that they believed were critical to institutionalizing service-learning in schools. Their experiences and advice are:

1. Participants recognized that it took different skills and messages to envision and stimulate the adoption and implementation of service-learning than to sustain service-learning.

Unlike earlier phases of adoption and implementation, sustainability necessitated fundraising; development of more permanent structures such as the formulation of policy, support networks, forums for sharing; and increasingly advanced professional development. Many of these tasks required different skill sets than those possessed by the original visioning team and leaders. During the institutionalization phase, fundraising had to be separated from project direction. It was too hard to do both well, and when leaders tried to do both, neither fundraising nor project direction was as effective as when the leaders focused on one or the other.

2. Retrospective participants noted the need to cultivate long-term community partnerships if institutionalization was to be achieved.

Retrospective respondents said that for institutionalization to occur, they needed to carve out meaningful roles in the service-learning projects for community partners. Leaders often found multiple ways for partners to work together to maintain momentum and engender long term commitment.

3. Retrospective respondents learned that leaders needed to start working on sustainability at the beginning of a project.

Respondents believed that leaders should build a marketing plan, media campaign, and business plan early in the life of the service-learning project if institutionalization was a goal. Grantees also said that institutionalization was more likely when service-learning leaders spread the word about their long-term growth plan and engendered early support among partners and potential funders. Retrospective respondents advised service-learning practitioners to attract both social capital and venture capital during the early stages of their projects.

4. Institutionalization was more likely when projects found funding for a permanent staff position.

According to Retrospective participants, a permanent staff position helped to institutionalize their projects. Dedicated staff, in turn, helped to keep a project on the radar screen within larger organizations.

5. Retrospective respondents believed that institutionalization was more likely when the service-learning project had tangible, positive results and when it engaged in continuous improvement.

For most respondents, institutionalizing service-learning meant that participation in service-learning projects had to show positive impacts on teachers and students. Project staff should track results and steadfastly work on improvement, in essence helping the project become a learning organization. Project staff should address any areas of weakness immediately by involving all stakeholders in formulating and implementing a plan for improvement.

6. Service-learning was more likely to be institutionalized when service-learning practice was directly connected to educational reform.

The influence of educational reform was found not only on service-learning adoption decisions, as indicated previously, but also on

institutionalization of service-learning.

Retrospective participants noted that the focus of educational reform changed several times during the last decade. In

order to become institutionalized, service-learning practitioners had to pay attention to these reforms. Service-learning had to be seen as a key strategy for reaching valued outcomes.

We found in several states that we're working with is that when you go through that Department of Ed and you actually go through the school reform agenda, for example, you actually get service-learning written right into the statewide standards. I mean that's making our job very easy. And it only happened because of these long term relationships.

– Susan Kiester, Quest

7. Institutionalization was more likely when support from leaders and Advisory Boards was maintained.

Retrospective participants found that maintaining strong relationships with leaders and Advisory Boards, including Boards of Education was critical to sustaining service-learning.

Communicating regularly, providing leaders and Board members with frequent updates of progress, and inviting potential stakeholders to visit and/or become a part of the service-learning project helped to institutionalize the practice of service-learning.

CONCLUSIONS

The W.K. Kellogg Foundation invested over \$14 million in K-12 service-learning projects during the 1990s, excluding their funding in the late 1990s for the *Learning In Deed* project. The investment yielded multiple results. More than 236,000 individuals, including K-12 school administrators and teachers, youth workers, students and their parents, community members, and policymakers were directly impacted. This section summarizes the collective progress and impact made, implementation issues, and sustainability. Conclusions are followed by recommendations for WKKF to consider in the upcoming decade.

A Decade of Progress

The collective contributions of the WKKF grants made from 1990 to 2000 were enormous. Discussions of the report by the WKKF grantees during the convening in October 2001 led to the development of the following conclusions about the collective progress made by the WKKF grantees and their impact on the field of service-learning.

1. WKKF grantees put service-learning on the educational map.

Before 1990, there was sparse evidence of service-learning as a school-based practice. As a group, WKKF grantees generated awareness of service-learning and action to support school-based service-learning among educators, policymakers, and the public. Significant efforts were put forth to help the practice of service-learning become known and inform educators, community members, and educational decision makers about the value of service-learning. The grantees' projects led to significant growth in service-learning practice as an educational endeavor, and their work served to stimulate thinking and adoption of service-learning as an important approach to building character and fostering career exploration through linkages to character education and School-to-Work initiatives.

In many venues, grantees also stimulated a change in the nature of the dialogue about teaching and learning such that there was more discussion about student-centered learning, constructivist learning approaches, and the acceptance of young people as educational planners and decision makers. The grantees' work helped to promote the concept of a community of learners, with people other than teachers serving important instructional roles. Grantees stimulated dialogue about where and how "deep" learning occurs, generating the understanding that significant learning can occur both outside of the school and outside of the school day. This way of thinking represented a large shift in the ways that schools were accustomed to thinking. Grantees capitalized on several educational reform trends. The service-learning strategies they promoted were found to be consistent with research on "brain-based learning" and other cognitive theories, such as multiple intelligences. Secondary schools during this time displayed remarkable willingness to try alternative methods of instruction to re-engage students, particularly those who were not responding well to traditional modes of instructional delivery, in academics and the life of the school.

2. WKKF grantees developed two generations of service-learning leaders.

Because the grants were implemented over a ten year period, two generations of leaders for service-learning were developed as early leaders purposefully brought others on board. Initially, the grants boosted the visibility and credibility of the particular project leaders and the projects themselves. Oftentimes, it was important to invest in the individual as well as his/her organization. Many of the particular individuals associated with the grants were themselves well known and/or highly regarded for their leadership and values. The grants helped leaders bring the projects to scale and promote service-learning as an educational reform vehicle. Many of the early leaders nurtured a new generation of leaders through mentoring and project participation, and many of the new generation are current leaders in the field.

3. WKKF grantees created a large assortment of field-building tools.

Since service-learning was relatively unknown during the early 1990s, many of the projects developed curricula and instructional materials for teachers to use in their classrooms. These materials served as important levers for teachers to understand the essence of service-learning and gave them concrete steps to use in initiating service-learning in their classrooms or in after school programs. Projects developed professional development materials for teachers to learn more about service-learning. These materials were widely copied and emulated throughout the country. The number of service-learning advocates grew, and passion for the concept emerged among educators. Service-learning practice started to become standardized, and service-learning became widely understood as a concept with parameters and distinct identity. Collectively, the projects spawned models for effective practice and standards for quality. Several of the projects conducted research to build a body of evidence of what works and with what impact. The formation of tools and venues for information exchange led to adoption by others, increased quality of practice, an attitude toward continuous improvement, and greater recognition of service-learning as a legitimate school-based and community-based activity. A few of the grantees held conferences and developed communication networks to disseminate and share information. Communication efforts enabled the spread of information, sharing of materials, and greater consensus about the essence and components of service-learning and what it meant to engage in quality practice.

4. WKKF grantees informally established a norm and culture for collaboration and partnerships to improve service-learning practice.

Because service-learning is a collaborative activity, its practitioners often value and favor collaborations. Expectations for collaboration, both as a value and as an informal norm modeled by WKKF, led to both formal and informal network formation. Organizations with similar missions and goals formed partnerships and were able to reach far more individuals and to come to quicker consensus on the standards that constituted quality. Norms facilitated information sharing. The culture promoted openness and joint problem solving. The norm also nurtured internal field

[A benefit of partnerships is the] ability to disseminate information through bigger and broader networks. It takes time to develop relationships, but it's worth it.

– Sara Melnick, Nape Outside the Box

coordination, resulting in many shared materials and curricula, promotion of one another's ideas, and connections to various stakeholders that led to greater support over time.

5. The decade of grantmaking facilitated intellectual maturation within the field of service-learning practice.

The work of the projects helped service-learning practitioners learn about service-learning and the conditions under which its practice can be optimized. Grantees learned and shared many valuable lessons about effective change strategies that improved the ways that the grantees implemented their projects. Sharing information and bringing others into the field led many to adopt systems thinking. Projects began to mobilize resources and leverage funds. Conversations evolved to promote quality along with scale.

Projects also identified larger scale strategies and met with larger scale challenges. Grantees and WKKF promoted the formation of more partnerships between schools and communities and between organizations with similar missions and goals. Projects identified the next steps for field maturation including the need for more work on the national level. All of this activity served to lay the groundwork for the *Learning In Deed* initiative that had the potential for centralizing service-learning in schools.

Project Implementation

Project leaders identified several key factors associated with the success of their service-learning projects. WKKF played an important role in facilitating success. The credibility of the Foundation helped projects to gain legitimacy and attract additional funding and support, and the staff in some cases played important roles in facilitating decision making and connecting projects to supportive peers and partners. Parent organizations, internal project staff, and collaborative partners also helped the projects become more successful, along with development of tools and materials, convenings for information exchange, internal and external human resources for technical assistance, and the climate for educational reform.

Grantees also identified barriers to progress. Common impediments included staff turnover, the lack of a strong research base to show the academic impact of service-learning, and misunderstanding of service-learning and its potential academic impact on participants.

Grantees faced unanticipated challenges in their efforts to spread and implement service-learning, but were able to overcome most of the barriers to success. Several grantees slowed their pace and emphasized depth over breadth of work. Grantees learned to distribute expertise and build capacity at local sites. A few grantees overcame difficulties with logistics such as transportation of youth and school liability issues. Many grantees learned the value of marketing and the need to garner administrative support. Some grantees learned that for policymakers, teachers, and students alike, service-learning was best marketed through engagement in service-learning itself. Several grantees found out that it was important to pay attention to the context for educational reform, particularly to linkage to curriculum and standards.

Project evaluation was uneven in terms of quality. Though a few grantees used their project evaluations to improve, many of the evaluations were seen as having little value.

Sustainability

All of the WKKF grantee projects but one were sustained over time. Organizations found support either within their existing organizations or from other sources. Most project leaders continued to play a lead role in supporting service-learning even when they no longer were directly involved with service-learning projects.

In summary, the \$14 million investment by WKKF in service-learning yielded substantial return in the form of contributions to building the field of service-learning and strengthening existing support structures, programs, and practices. The investment also laid the foundation for service-learning needed to establish its legitimacy and credibility as a K-12 school-based academic learning method. The lessons learned by the grantees should serve as valuable information for the organizations and individuals engaged in actions designed to scale up service-learning practice or other initiatives with similar goals.

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Appendix

Interview *Agenda for the Convening*

Interview Protocol for Retrospective Project – March 29, 2001

Please use this interview protocol flexibly and skip questions that do not seem to apply or that are answered when asking other questions. (E.g., if there was no staff turnover, skip those questions)

Hello, my name is ----- and I am from RMC Research. We are working on an evaluation for the W.K. Kellogg Foundation that will serve as a Retrospective of the accomplishments and sustainability of many of the service-learning and related grants that the Foundation made from 1990 to 2000. We hope to develop an indepth profile of each of the grantees and to discover impacts and key lessons to understand what helps to improve breadth, depth, and longevity in service-learning. We have already gathered and read reports about the grant that you received and are now looking to supplement and extend the information that we have.

This interview will take about 60 minutes or so. If you cannot answer one of the questions, please suggest to us the name and phone number of someone who may have the answer. There are a lot of questions, so I will ask you to be relatively brief in your answers. Do you have any questions? Ready to begin?

Information About Grantees

Connection to the Organization

1. What was the connection of this grant to your organization's mission? How did this grant link to other projects within the organization?

Staffing

2. What was the level of staffing for the grant? What proportion of the organization did this represent?
3. Who served as leaders for the project? What were their positions within the organization?

Goal Attainment

Grant Evolution

4. What changes did you make, if any, during the course of the grant? What prompted those changes?
 - a. In what ways, if any, did evaluation data play a role in your project's evolution?
 - b. In what ways, if any, did other grantees' experiences or feedback play a role in your project's evolution?
 - c. In what ways, if any, did staff turnover play a role?

- d. Did changes in educational policies or the reform “climate” influence evolution in any way? If so, please explain.
- e. Finally, did changes in your organization influence the evolution of the project? If so, please explain.

Flexibility

- 5. How would you characterize both the need for flexibility and your organization’s ability to be flexible for this grant?

Effectiveness of Strategies

- 6. Which of your strategies worked the best? Why?
- 7. Which were less successful than you had hoped? Why?

Facilitators and Impediments to Progress

- 8. What factors served to facilitate progress?

Probes:

- a. financial health of the organization
- b. organization’s “placement” nationally, in the state or locally
- c. stability in staff
- d. types of skills staff members had

- 9. What factors served to impede progress? How were these factors addressed? Were you successful in overcoming them? Why or why not?

Probes:

- a. financial health of the organization
- b. organization’s “placement” nationally, in the state or locally
- c. staff turnover
- d. types of skills staff members were lacking

Collaborations

- 10. What partnerships or collaborations did you form during the course of the grant? Did WKKF play any role in facilitating these collaborations?
- 11. What were the advantages and disadvantages to forming collaborations?

WKKF Role During the Funding Cycle

12. Please describe the role that WKKF played during the funding cycle.
- a. In what ways, if any, did they contribute to the conceptual development of the grant?
 - b. In what ways, if any, did they provide technical assistance, implementation coaching, or assistance with problem solving?

Results

13. What were the effects of your grant on your intended audience?
- a. What would you estimate as your reach to an audience, that is, how many people did you impact with your grant activities?
 - b. Did you expand or reduce the numbers impacted over time, or did they remain at approximately the same levels? To what extent would you say that you had a “repeat” audience?
14. How did the service-learning work reach and support disadvantaged and/or minority groups?
- a. How were young people, teachers, neighborhoods, and others involved?
15. How successful do you think your grant was in *promoting* service-learning?
- a. Which strategies do you think were most successful in producing awareness?
16. How successful do you think your grant was in *stimulating adoption* of service-learning in new locations?
- a. Which strategies do you think were most successful?
17. How successful do you think your grant was in *producing depth or quality* in service-learning practice?
- a. Which strategies did you use, if any, to help audiences master essential knowledge and skills associated with service-learning and/or help your audiences develop deepened understandings of service-learning?
 - b. Which strategies do you think were most successful?
18. To what extent did the grant create new opportunities for teachers, administrators, and others to develop their leadership skills?
- a. Are these leaders still working in the field of service-learning?

19. To what extent has the work that you have done been replicated by others in the field of service-learning?
20. To what extent have you been able to help develop new approaches or new venues for service-learning?

Effects on Grantees

21. What effects, if any, did the grant have on the following organizational factors?
 - a. Financial stability/instability, changes in financial structure
 - b. Change in priorities, decision making, policies, mission
 - c. Leadership development, professional development of staff, staff turnover
 - d. Reputation of organization in the field of service-learning.

Funding

22. In what ways, if any, were you able to access funds or leverage funds from other sources to help your grant?
 - a. Did these other sources have similar goals? If so, what were they?
 - b. What role, if any, did WKKF play in helping you to identify other sources of funding?

Information About Post-Grant Activities

Project Continuation

23. (IF GRANT HAS ENDED) What have you done to continue your project work after the grant funding period was over?
 - a. What were your goals?
 - b. What were your activities?
 - c. What partnerships or collaborations did you form?
 - d. What financial resources did you obtain?
 - e. How work changed as a result of what was learned from the grant?

24. How successful do you think your grant was in producing sustainability for service-learning practice?

a. What strategies did you use?

b. Which strategies do you think were most successful?

Lessons Learned

25. What were the biggest surprises?

26. What would you do differently if given another chance?

Future Plans

27. Please describe any future plans you have connected with the grant.

Thank you very much for your participation. We will use this information to generate a profile about your grant which we will share with you. You will have an opportunity to correct any errors we make. We will also endeavor to develop trends across grants that we will share with you during the convening. At that time, we hope you will offer feedback and deepen the understandings that we try to develop. We will look forward to seeing you during the Retrospective convening! Thanks again.

Retreat Agenda

*W. K. Kellogg Foundation
 K-12 Service-Learning Retrospective,
 Phase II:
 A Three Day Immersion
 in Learning, Reflection, Networking, Service, and Action*

Date and Time	Agenda Item	Location	Purpose
Tuesday, October 2			
1:00 p.m.	Welcome.	Augusta 1 and 2	Greet participants; overview of the Retrospective Project; walk through the agenda, outcomes, and facilities.
1:30 p.m.	Establishing our Community	Augusta 1 and 2	Team building and introductions.
2:30 p.m.	Break.		
2:45 p.m.	Overview of the Evaluation Phase of the Retrospective.	Augusta 1 and 2	Provide background for discussion.
3:00 p.m.	Taking the Pulse of the Service-Learning Field: A Critical Analysis of Where We Are.	Augusta 1 and 2. Breakouts in Augusta 1 and 2 and Pinehurst 1 and 2.	Create a context for the retreat discussions; develop a practical focus for the use of the Retrospective.
4:45 p.m.	Overview of the Communication Phase of the Retrospective.	Augusta 1 and 2	Foreshadow Thursday morning's discussion.
5:00 p.m.	Break.		
6:00 p.m.	Informal reception and group dinner.	South Atrium	
7:30 p.m.	Taking the Pulse of the Service-Learning Leader: How We Sustain Ourselves.	Augusta 1 and 2. Breakouts in Augusta 1 and 2 and Pinehurst 1 and 2.	Dialog and choice of activities focused on how service-learning leaders sustain themselves in their work.
9:00 p.m.	End of this Day's Program.		

Notes:

Date and Time	Agenda Item	Location	Purpose
Wednesday, October 3			
8:00 a.m.	Breakfast.	Marsalis II	
9:00 a.m.	Review the Day's Agenda and Outcomes.	Augusta 1 and 2	
9:30 a.m.	Discuss the Evaluation Report.	Augusta 1 and 2 Breakouts in Augusta 1 and 2 and Pinehurst 1 and 2	Participants help to refine and extend the report through reactions; interpretation; feedback about the findings.
11:10-11:20 a.m.	Break – refreshments available throughout the morning.		
11:20 a.m.	Continue Discussion of the Evaluation Report.	Augusta 1 and 2	
11:50 p.m.	Sign up for Open Space Topics.	Augusta 1 and 2	Participants identify topics for Open Space discussion at 5:00 today.
12:00 p.m.	Working Lunch.	Lakeside Patio	
12:30 – 2:00 p.m.	Continue Discussion of the Evaluation Report.	Augusta 1 and 2 Breakouts in Augusta 1 and 2 and Pinehurst 1 and 2	
2:00 p.m.	Break.		R and R.
5:00 p.m.	Open Space / Participants' Agenda Items.	Meet in Augusta 1 and 2	Participants convene and lead discussions of their choice. Networking.
6:00 p.m.	Assemble for Transportation to Geneva.	Lobby	
6:15 p.m.	Reception and Dinner.	Mill Race Inn, Geneva, IL	
9:00 p.m.	End of this Day's Program.		

Notes:

Date and Time	Agenda Item	Location	Purpose
Thursday, October 4			
8:00 a.m.	Breakfast.	South Atrium	
9:00 a.m.	Review the Day's Agenda and Outcomes.	Augusta 1 and 2	
9:30 a.m.	Communication Strategy for the Retrospective Project.	Augusta 1 and 2	Provide background for discussion.
9:45 a.m.	Discuss Communication Audiences, Messages, and Media/Vehicles.	Augusta 1 and 2	Participants help frame communication products to highlight what was learned in 10 years of WKKF grant making and how these products can highlight their organizations.
	Break - refreshments available throughout the morning.		
12:00 noon	Closing Session.	Augusta 1 and 2	Reflection; community closing.
12:30 p.m.	Lunch and departure.	Augusta 1 and 2	

Notes:

Section II

Project Profiles

AMERICAN YOUTH POLICY FORUM (AYPF) January 1993-April 2002

Project Goals

- Develop a diverse and carefully orchestrated professional development program on issues including national and community service, and service-learning as integral components of school improvement and youth development.
- Produce a cadre of better-informed and more sensitive policy aides at federal and state levels with greater receptivity to a wider range of educational reform options involving service and service-learning.

Project Activities

AYPF uses WKKF funds for programming to help policy makers understand that service is an integral and essential component of positive youth development. The target audiences for AYPF's programs are congressional aides, officials in various federal agencies, policymakers from national nonprofit associations and advocacy organizations, and local government officials. AYPF conducts numerous events annually to educate these audiences about service and service-learning. Ideas, information, and experiential, hands-on learning are presented through speakers' forums and field trips. Information on these events is captured in the form of forum briefs and trip reports posted to the AYPF Web site, www.aypf.org. AYPF programs showcase activities that appear to make a positive difference in young people's lives and in their communities. Because AYPF regards youth service as an invaluable ingredient in any prescription for comprehensive and optimal youth development, it builds service-related perspectives into many of its seminars, field trips, and publications.

The Forum's mode of operation is collaborative. AYPF plans and executes its programs in partnership with other organizations as a way to increase its professional expertise and to broaden its outreach to the national policy community.

Results

Reach

- Over 2,000 people per year attend AYPF events. About 40 percent of the audience has attended AYPF sessions in the past.

Impacts

- AYPF created a reasonably cohesive community of policymakers and practitioners in the youth policy arena. Through participation in the network, diverse groups such as congressional staff and community-based members of legislative committees developed professional ties and communicated around a common agenda of interest.
- Visibility and understanding of national youth service and service-learning issues increased.

- AYPF is a respected reminder to Congress and the Executive Branch that professional development for senior officials should be as important in federal government as it is in other sectors of society.
- Ninety-two percent of participants rated the forums and events as either very or somewhat useful in the performance of their professional responsibilities.
- Respondents made extensive use of the information and interactions from AYPF events in both work responsibilities and professional development. For example, participants used AYPF information to inform constituents; write reports, grant applications, speeches, and newsletters; and to draft legislative proposals. Participants also used the information from AYPF to enhance performance at work, develop broader perspectives around youth policy, and for networking and making new contacts.
- AYPF's Web site grew substantially in its popularity over the course of the grant period. For example, in 1998, the Web site received approximately 8,000 hits in a one month period. In 2001, Web site hits had grown to over 200,000 in a one month period.

Project Institutionalization

- AYPF will continue to receive funding from WKKF until April 2002.
- All project activities are ongoing.
- Sources for additional funding are being explored but prospects are not encouraging as service-learning is not a funding priority for many foundations.

Lessons Learned

- **Invest proactively in the professional effectiveness of those who will influence policy.** AYPF has found that few policymakers are aware of and understand service-learning. As a result, outreach needs to be aggressive to meet the steep learning curve involved.
- **Be aware of current trends in the policy world and respond quickly.** AYPF found that it was helpful to be able to respond to the “topic of the day,” such as testing, standards and assessments, “systemic school reform,” community schools, and other topics.
- **Use outreach strategies that show an understanding of the target audience.** The mechanisms employed by the Forum (one or two-day field trips, lunchtime speakers' forums) work because they fit the schedules and lifestyles of busy policymakers, provide valuable learning experiences, and substantive information that is clear and easy to read.
- **Advocates who are not in for the long haul are unlikely to be successful.** AYPF found that sustained work was necessary with their population because the issues change so rapidly, staff changes on Capitol Hill are ongoing and new staff must be introduced to service-learning, and federal budgets change frequently back and forth between deficit and surplus.

**COMMUNITY EDUCATIONAL SERVICES (CES)
REVITALIZING EDUCATION AND LEARNING (REAL)
October 1992-December 1999**

Project Goals

- Revitalize classrooms by training teachers, students, and youth leaders to use a youth empowerment approach that connects academic learning to students' experiences and concerns and makes education more participatory, relevant, and connected to communities.
- Develop and advance the personal leadership skills of youth and involve them productively in their communities through a youth leadership development component called REAL Leaders. This youth leadership development component was initially called the Kellogg Koshland Youth Leadership Program (KKYLP).

Project Activities

REAL, formerly called Learning Through Serving (LTS), was comprised of three main components: the youth empowerment approach in the classroom, teacher training and support, and the REAL Leaders youth leadership program.

REAL's youth empowerment approach involved students in the process of reinventing schools. Students and teachers worked in partnership with REAL to construct a vision of their ideal classroom and to make that vision a reality. Each spring, through service-learning projects called Student Empowerment Projects (StEPs), students used the skills they learned through this process to make a change in a community they cared about. Students identified a problem through a community needs assessment. After analyzing the social, political, and economic implications of the problem, they designed and carried out a project to address it. Through participation in REAL, students became partners in their own education and contributed to positive change in their schools and communities.

REAL provided training and support for teachers to use the youth empowerment approach, which required them to make fundamental changes in the way they taught. Teachers who implemented the youth empowerment approach used a variety of tools that created a sense of community in the classroom, provided opportunities for students to become partners in their education, and contributed to social change. Teachers were trained and supported in the use of these tools through a summer retreat, teacher training and support days, and a weekly planning meeting.

REAL Leaders was a leadership program for youth of color ages 16 to 21 who aspired to work in education. REAL Leaders participated in an intensive summer training program that prepared them to work with teachers in classrooms to implement the youth empowerment approach. The REAL Leaders were a source of in-class support for teachers using the youth empowerment approach. The teachers served as mentors for the REAL Leaders, who planned to pursue careers in education. Through their collaboration, teachers and REAL Leaders modeled youth-adult partnerships for the students.

Results

Reach

- Eleven hundred students and 27 teachers participated in LTS.
- Over 800 students participated in REAL.
- Eight to ten teachers participated each year in REAL.

Impacts

Impact on Students

- Ninety-five percent of students demonstrated increased motivation to learn.
- Ninety percent of students learned subject and service related content.
- Ninety percent of students improved their reading and writing skills.
- Ninety percent of students showed improvement in their interpersonal skills. These students were better able to get along with others, communicate, work as a team, and show leadership qualities.

Impact on Teachers and Classrooms

- One hundred percent of teachers made significant shifts toward student-centered practices in the classroom.
- All of the REAL classrooms used student-run committees to implement improvements to the curriculum, class management, and support systems in their classrooms.

Project Institutionalization

- REAL continues to train both teachers and students to use learning processes to help youth develop a greater sense of responsibility for their education. Through their participation in REAL, students continue to be involved in service-learning projects.
- The University of San Francisco's School of Education is partnering with REAL staff to train teachers who received emergency teaching certifications to use the youth empowerment model. REAL is also providing concurrent in-class support for these teachers to help them to empower students.

Lessons Learned

- **Teachers need training and support to implement the program.** A number of teachers had difficulty integrating the youth empowerment approach into their curriculum. In response to this difficulty, CES staff provided intensive training and mentoring both during and outside of class.
- **Framing the program in the fields of youth development and school reform was useful.** This approach was an effective way to communicate REAL's mission to fundamentally change the way students experience school.

- **Service-learning can create transformative outcomes for classrooms and students when there is a strong classroom community and true youth empowerment.** Students were able to envision and implement reforms. These reforms were more effective than reforms adults working alone could have enacted.
- **Creating a feeling of warmth and safety within schools can have an important impact.** Students involved in REAL consistently reported that relationship and community-building were the most important differences that REAL made in their classrooms. Positive school communities can promote academic and life skill development.

INSTITUTE FOR GLOBAL ETHICS (IGE) October 1994-November 1998

Project Goals

- Advance students' ability to make ethically defensible decisions (ethical fitness) using the ethical decision making framework of the *Building Decision Skills* curriculum developed by the Institute.
- Demonstrate that the effect of service-learning on students' moral and social development is greater when ethical decision making activities are integrated into the service-learning programs.

Project Activities

The grant funded a pilot study and a continuing study that investigated the effectiveness of integrating an ethics training component into service-learning programs in order to strengthen and support expected service-learning outcomes. The ethics training component, the *Building Decision Skills* curriculum, was integrated into existing service-learning programs in four high schools. These schools were selected because they met certain criteria that included: strong, established leadership; openness to new ideas; an already established school-community connection; and a service-learning program already in place. Students who were exposed to the integrated service-learning and ethics curriculum were compared with a group of students who participated in service-learning only and with a group who did not experience any service-learning or ethics training. Pre- and post-test data were collected for students in all three groups.

Twelve teachers and 425 students participated in the pilot study which took place in two high schools. The continuing study investigated the effectiveness of the program at one of the high schools from the pilot study and two additional high schools. Twenty-two teachers and over 1,800 students participated in this study. The results reported below are from the continuing study.

The grant also supported the development of another curriculum and workbook entitled *Ethics and Service: A values-based approach to community service-learning*. The purpose of *Ethics and Service* was to fully integrate service-learning and ethical decision making approaches.

Results

Reach

- Twelve teachers and 425 students participated in the pilot study.
- Twenty-two teachers and over 1,800 students participated in the continuing study.

Impacts

Students who experienced the *Building Decision Skills* curriculum in addition to service-learning were significantly more likely than students in the other two groups studied to:

- interpret a situation as having an ethical dimension;
- take personal responsibility for solving a situation;
- analyze a situation from the perspective presented in the curriculum;
- develop a sense of responsibility to their school; and
- rank three values – honesty, community, and responsibility – higher than other students.

Project Institutionalization

- The three pilot sites are still using the curriculum. The school located in Los Angeles included service-learning and character education in its charter. The curriculum is being taught to all ninth graders.
- IGE has developed and is currently distributing ethical decision making curricula for a variety of grade levels, including a middle school curriculum entitled *Ethics and Service*.

Lessons Learned

- **Important work takes a long time.** This project, which took five years to complete, provides evidence in support of integrating ethics training into service-learning programs. However, more work is needed to develop a solid research base for this approach.
- **Conducting research in schools is difficult.** Many teachers and schools did not follow through. For example, there were problems with getting teachers to teach the program as indicated and report outcomes. Communication was also a challenge.
- **Implementation and quality are important.** The effects of the program were greatest when the *Building Decision Skills* curriculum was implemented as it was designed and when it was paired with a high-quality service-learning program.

**LEADERSHIP, EDUCATION AND ATHLETICS
IN PARTNERSHIP (LEAP)
December 1998-December 2001**

Project Goals

- Improve the academic and social circumstances of the young children it targets, ages 7 to 14, and the teens and young adults, ages 16 to 21, who serve as counselors, mentors, and tutors.

Project Activities

LEAP is based on the idea that mentor relationships between young adults and children at high risk of social and school failure can enhance the social and academic development of children and increase the skills and leadership abilities of young adult mentors. Since the early 1990s, LEAP has employed a curriculum stratified by gender and age and focused on community service-learning. In LEAP's program, community service-learning is designed to blend the academic support provided to children during structured morning classroom sessions with afternoon community involvement experiences.

During the first year of program implementation (1998), LEAP's staff created a curriculum that enabled counselors to guide children through LEAP's service-learning curriculum as part of LEAP's regular academic enrichment programming. The curriculum emphasized research, planning, and completion of a service project in each semester of LEAP's program. The second year of implementation focused on helping children become more aware of the dynamics of their community and their responsibilities as citizens. The curriculum for the summer of 2000, *LEAPing into Water*, motivated students to improve their academic skills by utilizing a variety of water-related, hands-on activities, reading assignments, and community service projects.

An important component of LEAP's work is the intensive two-week training session for LEAP counselors. This training includes intensive curriculum and child development training sessions, workshops, panels, and motivational speakers to present a comprehensive view of community service. Training sessions teach counselors how to assess the needs of each child and map out simple goals for them. Training also includes sessions on classroom management skills and understanding the needs of communities. Interactive workshops guide discussions about diversity and its challenges. The workshops encourage counselors to appreciate the cultural differences of the people with whom they live, work, and interact. Finally, counselors receive service-learning training. In this session, the meaning of service-learning within LEAP's curriculum is discussed, and the linkages between service-learning and the rest of the curriculum's components are explained. Counselors review a series of model service-learning projects that they will replicate during the summer.

Children work in small age- and gender-matched groups with a pair of LEAP counselors – one college and one local high school student. During the summer, the college-age counselors are required to live in donated apartments in the children's neighborhoods, which allows them to build relationships with the children's families and neighbors, to influence the children's home learning environments, and to be active citizens in the children's communities. The curriculum

seeks to involve children and their counselors in service experiences that meet real community needs, provide structure and reflection, and invite young people to apply new skills and knowledge to real life problems.

Each LEAP group implements a service project as part of the curriculum. Projects are aimed at improving the quality of life in their communities and raising awareness about important local community issues. Many groups engage in projects that are designed to complement the themes in *LEAPing into Water* (e.g., beach cleanups, water conservation, public health awareness campaigns). End of session exhibits and shows, called “expositions,” provide opportunities to celebrate children’s service work.

Results

Reach

- Over 1,400 children in 13 neighborhoods have participated in LEAP.
- LEAP employs approximately 300 counselors per year.

Impacts

Impact on Children Who Participated

- LEAP’s *Youth Community Service Initiative* (YCSI) motivated children and youth to develop analytical and organizational skills, and strengthened their ability to serve as agents of social change and community renewal.
- LEAP’s academic and personal enrichment program helped children maintain their academic level over the summer and improved school readiness skills.
- Children developed self-confidence and organizational skills that allowed them to act as agents of change in their own lives and work collaboratively to improve their communities.
- Children engaged in multiple projects such as creating neighborhood plans, taking “community pledges,” and writing safety pamphlets that promoted critical thinking about their own community responsibilities.

Impact on Counselors

- Counselors were trained to be social change educators and mentors for the LEAP children, fostering leadership skills and self-esteem.
- LEAP’s YCSI strengthened the counselor’s skills as educators and organizers for social change through intensive training and successful project experiences with the children.
- Counselors learned to think critically about pressing social and community power dynamics.
- Counselors were required to develop and articulate their personal values to the LEAP children in support of community service, thus promoting their own personal development.

Impact on Parents and Communities

- Parents expressed satisfaction with LEAP’s YCSI and found LEAP’s diverse spectrum of enrichment activities to have a positive impact on their children’s behavior and aspirations.

- The YCSI improved communities through tangible contributions such as community cleanups, job fairs, issue awareness campaigns, and celebratory expositions of the children's work.
- Community members and local resources were linked to one another via LEAP children's projects and activities.

Project Institutionalization

- LEAP will continue to receive funding from WKKF until December 2001.
- All project activities are ongoing.
- Sources for additional funding are being explored.

Lessons Learned

- **Preparing counselors to successfully implement curricula requires multifaceted training.** LEAP found that counselor training needed to teach about how to be a good tutor and mentor as well as cover practical information about the service-learning curriculum.
- **It is important to establish strong relationships with collaborators.** LEAP was successful because it was able to establish strong community networks and obtain the energetic support of collaborators. LEAP counselors established strong relationships with parents, businesses, neighborhood groups, and other community organizations. These relationships helped them to initiate community service projects.

**MARYLAND STUDENT SERVICE ALLIANCE (MSSA)
YOUTH REPRESENTATIVES INVOLVED
IN SERVICE-LEARNING EDUCATION (YOUTH RISE)
December 1994-December 1997**

Project Goals

- Create well-trained middle and high school age youth ambassadors to be the student voice for service-learning in Maryland.
- Have Youth RISE members learn the skills to be successful in their council roles.
- Increase student/teacher collaboration and communication about service-learning in schools that Youth RISE members attend.
- Increase the quality of service-learning in local school districts.
- Increase student voice in service-learning decision making statewide.

Project Activities

Sixteen Youth RISE councils were created to complement the three that were already active before the grant period. Each fall, the Youth RISE councils recruited new student members who reflected the diversity of their school populations. Councils varied in size from a few members to more than 50. Students in the councils were supported through retreats, creation of newsletters, and other information vehicles such as Web sites and awards. Thirty student-designed service-learning projects were funded throughout the state.

Students were selected and trained to serve as interns for the councils. These students served as participants in curriculum writing/revision, policy planning, and staff training. They also advocated for service-learning before the state legislature and served on MSSA's Board of Directors, as keynote speakers for service conferences, and in study circle groups with teacher fellows. They collaborated closely with several organizations such as the Governor's Commission on Youth Service. These students and their advisors also received training in service-learning leadership and grantsmanship skills and used these skills to review and fund service-learning mini-grants.

Teachers and community-based organization staff received training on service-learning, and students served on service-learning advisory boards at the local level. Some students were reviewers for Learn and Serve applications; many presented at national, state, and local conferences on service-learning; and several received awards for outstanding service and/or leadership.

Two hundred fifty key players in service-learning in Maryland including students, teachers, administrators, and Connector Corps members attended combined retreats to solve problems and increase the quality of their service-learning programs. Fellows and advisors attended a second retreat to train new people; share information, updates, and quality project ideas; and to plan activities.

A statewide conference for service-learning was created and convened annually. Attended by more than 1,400 people in 1997, the conference included a service fair with 40 exhibitors. Students acted as judges and presenters. Four Youth RISE councils held retreats. The public information program was created and actively distributed information through Web sites, conferences, and other means.

Results

Reach

- Youth RISE had 1,230 student participants. These students performed over 11,000 hours of service.
- Two hundred-fifty students, teachers, administrators, and Connector Corps members attended combined retreats.
- Fourteen hundred people attended the 1997 annual statewide service-learning conference.

Impacts

To investigate the impact of Youth RISE, students who participated in Youth RISE were surveyed. The results of the 73 surveys that were returned are detailed below.

Academic Impact

- Sixty-seven percent of students surveyed agreed that service-learning had a positive impact on their attendance at school;
- Seventy-nine percent enjoyed school more as a result of service-learning; and
- Sixty-nine percent stated that service-learning had a positive impact on their grades.

Community Involvement

- Ninety-five percent reported that participation in service-learning enabled them to make a positive contribution to their community;
- Eighty-nine percent believed that they made a contribution to the state of Maryland; and
- Ninety-six percent felt that they would remain actively involved in service activities after high school.

Acquisition of Skills and Knowledge

- Ninety-two percent believed they had gained skills and knowledge that helped them to solve problems in their communities;
- Seventy-five percent felt more confident as public speakers;
- Eighty-eight percent gained skill and practice in working in teams;
- Seventy-one percent gained skill and practice in problem solving;
- Sixty-six percent gained skill and practice with leadership skills; and
- Eighty-five percent took on greater responsibilities in the clubs and activities in which they were involved.

Student-Teacher Collaboration

- Eighty-two percent felt that they had a strong and positive relationship with their service-learning teachers and advisors;
- Ninety-two percent were satisfied with communications with their advisors; and
- Eighty-five percent had the opportunity to work with teachers to improve the quality of service-learning in their school district.

Quality of Service-Learning

- Eighty-nine percent felt that Youth RISE councils had a positive impact on the quality of service-learning in their schools; and
- Eighty-four percent were satisfied with the quality of service-learning in their school districts.

Student Voice in Service-Learning

- Eighty-two percent attended a state or regional service-learning conference or retreat, and 44 percent were involved in the planning;
- Thirty-seven percent were active on a regional or districtwide service-learning board; and
- Eighteen percent won a regional, state, or national service award.

School Involvement

- Eighty-two percent were active in other clubs and activities at school;
- Forty-four percent had run for or had been elected to student government; and
- Ninety-three percent had voted in a school election.

Educating Others

- Thirty-eight percent wrote about Youth RISE and/or service-learning for their school newspaper or yearbook;
- Sixty-five percent made presentations about Youth RISE and/or service-learning to either a school board, a PTA, a civic club, a community-based organization or to the legislature; and
- Seventy-one percent made a presentation to either elementary, middle school, or high school students.

Project Institutionalization

- Youth RISE chapters continue to operate. However, Youth RISE chapters are initiated, sponsored, and sustained locally, rather than by MSSA.

Lessons Learned

- **Middle and high school students will work long, hard hours and recruit others to do so** if they believe it is for a worthwhile cause and can see how it connects to the realities of their world.
- **Significantly integrating student voice and involvement in school policymaking is slow and ongoing.** MSSA found that adults were not quickly convinced of the merits of including students as advisors, trainers, and leaders. Adults had to see students in these roles first hand over a period of time.
- **Invite critics to the table when planning ways to change/improve a project, policy, or event that includes or impacts youth.** MSSA found that critics provided important insights and ideas. By giving critics' voices a thoughtful audience, MSSA validated their worth, generated motivation, maintained enthusiasm, and often gained new and powerful support.
- **It is important to prepare for the end of the grant from the very beginning.** Early in the evolution of a project, it is important to think about what will happen when the funding is over and the project has to stand or fall on its own.

MICHIGAN SCHOOL VOLUNTEER PROGRAM (MSVP) April 1995-April 1999

Project Goals

- Create systemic change in Michigan school districts through the development of programs that involve parents, students, volunteers, businesses, and community organizations in education.
- Strengthen the capacity of MSVP's Board of Directors to function effectively and to plan and participate in a process to ensure the long-term sustainability of the organization.

Project Activities

MSVP established a state office staffed by a full-time director and initiated a membership campaign. More than 50 presentations, training sessions, consultations, and conferences were conducted. Existing services were enhanced and expanded to meet the needs of volunteer programs throughout Michigan.

The board development activities consisted of three components: *identification of the strengths and weaknesses* of the board and *development of a plan to address the weaknesses*; *development of the capacity of the board* to address the weaknesses and fulfill needed roles; and *support for ongoing board development* in specific areas of need. Roles of the board members were clarified; and new resources, including publications from the National Center for Nonprofit Boards, The Fundraising School, The Independent Sector, and other organizations, were made available to board members. Plans for professional development were in place and being implemented at the end of the grant period.

Results

Reach

- The total membership in MSVP more than doubled in the first two years of the grant from 101 members in April 1995 to 226 members in August 1997.
- More than 50 presentations, training sessions, consultations, and conferences were conducted.

Impacts

- The majority of survey respondents from schools and districts in Michigan had either used MSVP's services or were interested in getting more information regarding MSVP.
- The Board was energized and committed to the work of the organization as a result of its development activities.

Project Institutionalization

- MSVP changed its name to Michigan Association of Partners in Education (MAPE) to bring itself in closer alignment with its national organization, National Association of Partners in Education. MAPE continues to offer training services.
- The Board of Directors continues to play an important role in fundraising.

Lessons Learned

- **Work should be distributed.** It was more effective to have the board work on fundraising and let the project director work on the training sessions than to have one person try to accomplish everything.
- **It is important to think about sustainability from the very beginning.** MSVP found that waiting until their grant was almost depleted before looking for other sources of funding was problematic. However, having the board take an active role in fundraising was helpful.

MURRAY STATE UNIVERSITY
PROJECT CONNECT
April 1998-April 2001

Project Goals

- Introduce and cultivate service-learning in both the K-12 and higher education systems in rural western Kentucky.

Project Activities

Project CONNECT developed a service-learning manual, trained educators through workshops in service-learning methodologies, and involved educators and students in service-learning initiatives. Twelve workshops were conducted; a total of 205 faculty members attended. The faculty members received a service-learning manual.

Results

Reach

- There were 112 new service-learning projects in which 1,915 K-16 students participated.
- Twelve workshops were conducted; 205 faculty members attended.

Impacts

- Teachers reported that service-learning projects had a positive effect on their teaching methodology.
- Teachers reported that the service-learning projects had a positive effect on their students' ability to learn.
- Teachers reported that service-learning projects had a positive effect on the school's relationship with the community.
- Students reported that service-learning provided them with an opportunity to contribute to the community.

Project Institutionalization

- Service-learning workshops continue to be offered at Murray State University.
- Murray State has adopted a structured service-learning process that includes identifying service-learning classes and providing students with incentives to take these classes and incentives for faculty to teach service-learning classes. The provost assigned one of the deans to spend 25 percent of her time coordinating the service-learning initiative.

Lessons Learned

- **Preparing a service-learning manual was critical to their success.** Workshop participants expressed satisfaction with the manual and reported that it would help them to undertake service-learning in their classes.
- **Give teachers time for reflection.** Project CONNECT found that allowing time for reflection during the workshops was an effective strategy.
- **Provide incentives for teachers to participate.** Teachers were given \$200 stipends for attending the workshops. They also received inservice training credit. Project CONNECT staff felt the stipends and inservice credits contributed to the project's success.
- **Build a research component into the project.** A study that compared attitudes, citizenship, character, and grades of students who participated in service-learning with a control group would have allowed the project to contribute to the research literature on service-learning.

**NATIONAL ASSOCIATION OF PARTNERS IN EDUCATION (NAPE)
INNOVATIVE DEMOCRATIC EDUCATION AND LEARNING
THROUGH SERVICE (IDEALS)
February 1994-February 1996**

Project Goals

- Change the way students are taught by helping teachers make service-learning an integral part of the curriculum.

Project Activities

IDEALS worked with two pilot sites to help integrate service-learning into the curriculum. IDEALS also provided training to the teachers at these sites to help them become self-sufficient in developing and implementing service-learning in their classrooms. The specific nature of the IDEALS' work in the two pilot sites varied. However, in both sites, IDEALS emphasized service-learning as a process rather than a program. The focus was on service-learning as a teaching method and the integration of service-learning into the curriculum. In Calvert County, Maryland, IDEALS staff worked with the pilot schools to help them act on the state mandate to have all students participate in service-learning. In Washington, DC, IDEALS set up a partnership among the GW Neighbors Project at George Washington University, NAPE's Industrial Bank of Japan Global Citizens Project, Dunbar Senior High School, and Scott Montgomery Elementary School. IDEALS also worked with the district service-learning coordinator to train teachers and administrators to incorporate service-learning into their curricula and to count in-class time devoted to service-learning toward the service requirement for the district. Students in the pilot schools participated in a variety of service projects including projects designed to improve the environment, reduce violence in their communities, explore career options, tutor younger students, help at a nursing home, and build a playground.

Results

Reach

- IDEALS worked with schools in two pilot sites.
- IDEALS disseminated the lessons from the pilot sites and provided training to over 5,000 teachers, students, administrators, service-learning coordinators, volunteer coordinators, and representatives from community-based organizations and businesses nationwide.

Impacts

To investigate the impacts of IDEALS in the pilot sites, 116 students from Dunbar High School in Washington, DC and 190 students from Calvert County Middle School were surveyed. In addition, five teachers from Calvert County Middle School and four teachers from Dunbar High School were surveyed and interviewed. The results of these surveys and interviews are detailed below.

Impact on Pilot Schools

- In Calvert County, 80 percent of teachers said that service-learning was part of their instruction for at least one core subject.
- Sixty percent of Calvert County teachers reported that service-learning activities were fully integrated into broader learning goals and were an integral part of their approach to educating youth.
- Service-learning became an important part of the curriculum in all of the Calvert County pilot schools.
- Service-learning was not as fully implemented in the two Washington, DC schools. At Scott Montgomery Elementary School, service-learning activities were somewhat linked to other aspects of the school, such as learning core subjects. Academic credit was not given for service, and service activities were not graded. At Dunbar, participation in service-learning was voluntarily structured as part of a core subject matter course. Some teachers gave grades or academic credit for participation in service-learning.
- Children engaged in multiple projects, such as creating neighborhood plans, taking “community pledges,” and writing safety pamphlets that promoted critical thinking about their own community responsibilities.
- In Calvert County, all teachers reported increased interest in service-learning at the district level at the end of the project.
- All teachers at Dunbar High School reported more positive relationships between the school and the community at the end of the project.

Impact on Students

- Eighty-six percent of students from Dunbar High School and 90 percent of students from Calvert County Middle School reported they were able to relate service-learning to their lives outside of school.
- Seventy-eight percent of students from Dunbar High School and 81 percent of students from Calvert County Middle school reported they were excited about what they were doing in their service-learning projects.
- Seventy-one percent of students from Dunbar High School and 89 percent of students from Calvert County Middle School reported they had talked to others about what they learned in their service-learning classes.
- Sixty-two percent of students from Dunbar High School and 63 percent of students from Calvert County Middle School reported they were likely to be involved in community service activities in the next five years.
- Students reported they had positive attitudes toward energy conservation, public policy, environmental protection, schoolwide problems, concern for other people, pollution and toxic waste, community activism, and recycling.
- All teachers from Dunbar High School and Calvert County Middle School reported they had seen increases in students’ active and constructive involvement in the community.
- Teachers reported increased interest and excitement about learning in general (Dunbar High School, 100 percent; Calvert County Middle School, 60 percent) and within the traditional classroom setting (Calvert County Middle School, 80 percent); concern about others outside the program setting (Calvert County Middle School, 80 percent); sense of pride and self-

esteem related to helping others (Dunbar High School, 100 percent; Calvert County Middle School, 80 percent); and intergenerational relationship building within the community (Dunbar High School, 100 percent).

Impact on Teachers

Teachers reported increases in:

- willingness to look to the community for learning opportunities (Calvert County Middle School, 80 percent; Dunbar High School, 100 percent);
- interest in experiential and/or service-learning teaching methods (Dunbar High School, 100 percent);
- cooperation among teachers/staff (Dunbar High School, 100 percent);
- teachers/staff seeing students positively (Dunbar High School, 100 percent); and
- satisfaction with teaching or working with youth (Dunbar High School, 100 percent).

Project Institutionalization

- IDEALS has become institutionalized within NAPE. IDEALS no longer exists as a project within NAPE, because service-learning has become integrated into NAPE's mission.

Lessons Learned

- **Facilitate, rather than lead, local efforts.** IDEALS created local advisory committees, which helped to foster ownership and responsiveness to local needs so that everyone had a stake in seeing that the efforts succeeded.
- **Different skills are needed to envision a project than to sustain and grow it.** While the visionary qualities of its leaders were useful for envisioning the project, IDEALS staff found that they needed to hone a different set of skills in order to plan for the projects' future.
- **Prioritize.** As more people heard about IDEALS, the project received numerous requests. IDEALS learned not to say yes to every request until they had documented the process and lessons learned from the pilot sites, knew that the process was worthy of expanding to other school districts, and had built their organization's capacity to respond to these requests.

**NATIONAL ASSOCIATION OF PARTNERS IN EDUCATION (NAPE)
OUTSIDE THE BOX
June 1996-June 2000**

Project Goals

- Develop and address the need for service-learning and school-to-work partnerships through two strategies: a Wingspread conference and an initiative to improve practices and policies for partnerships between businesses and schools.

Project Activities

The conference addressed the following issues: the *needs* of attendees' organizations and the field in supporting service-learning and school-to-work partnerships, *opportunities* to improve practices and policies, *action steps* to address these needs and take advantage of these opportunities, and an *evaluation plan*. Leaders from the fields of service-learning and school-to-work were invited to shape the agenda for the conference. Representatives from the nonprofit sector, government, foundations, and corporations attended the conference.

The results of the conference were published in a widely-disseminated briefing called *Service-Learning and School-To-Work: A Partnership for Education Renewal*. With funds from a second grant, NAPE updated, reprinted, and further disseminated the briefing. The second grant funded two additional publications. The first, on the local perspective, was similar to the Wingspread briefing, documenting the thinking of local, regional, and state leaders. The second publication was a compendium of examples of best practices at the intersection of service-learning and school-to-work.

Results

Reach

- The Wingspread briefing was disseminated to over 11,000 individuals, organizations, practitioners, policy experts, businesses, and educators.

Impacts

- Fifty-six percent of participants completed conference evaluations. These individuals indicated that they found the conference relevant and they were satisfied with the action steps that were planned to implement ideas from the conference.

Project Institutionalization

- NAPE is currently completing the two publications funded by the second grant. When these publications are completed, they will be disseminated to an audience similar to the audience for the Wingspread briefing.

Lessons Learned

- **Bringing together individuals from distinctly different fields to identify the areas where their work intersects is difficult.** The conference was an important first step, however more work needs to be done if advocates for service-learning and school-to-work are to value each other and engage in joint work.
- **Developing relationships with partners takes time, but the benefits are significant.** For example, NAPE found that their partnerships enabled them to disseminate their Wingspread briefing through broader networks.

NATIONAL INDIAN YOUTH LEADERSHIP PROJECT (NIYLP)
TURTLE ISLAND PROJECT (TIP)
April 1995-May 1999

Project Goals

- Increase the number and quality of service-learning initiatives taking place in K-12 schools serving Native youth.
- Increase collaboration between institutions of higher education serving Native students and neighboring K-12 schools to enhance service-learning in the schools.
- Increase the number of preservice teachers with experience in Native service-learning models.
- Further NIYLP's ongoing organizational development efforts.

Project Activities

NIYLP partnered with 14 K-12 schools in Native communities in five states, representing various tribal cultures, and 11 colleges that were either tribally-controlled colleges or colleges that served a large Native population. TIP focused activities on three areas: a K-12 service-learning component, a higher education/K-12 collaboration component, and an organizational development component.

The K-12 service-learning component consisted of teacher training, service-learning mini-grants, and local and national dissemination. The mini-grants were based on a local empowerment model. TIP staff provided financial and technical assistance to help school staff and community members design quality service-learning projects that met local needs. Over 100 mini-grants were funded at K-12 schools during the grant period. Service-learning projects included cultural projects, helping the disabled, working with the elderly, tutoring, school and community beautification, environmental projects, school improvement, wellness, and working with businesses.

Most of the efforts in the higher education/K-12 collaboration component focused on service-learning philosophy, curriculum issues, and policy development. TIP facilitated meetings for professors from partnering colleges at national conferences and TIP-funded work groups. Through these discussions, a set of guidelines for service-learning was developed. TIP also worked with the partnering colleges to incorporate service-learning into existing programs for preservice and inservice teachers. An academic journal, *Journal of Native Service Learning*, was started as a platform for discussion and exploration of issues specific to Native communities and schools. Finally, three videos were produced highlighting different aspects of TIP.

The organizational development component of the project consisted of working with a consultant to develop long-term plans for expansion, management, sustainability, and new facilities. This work resulted in a new mission statement, a new management structure, and a vision for future growth.

Results

Reach

- During the four-year period, 6,807 students participated in 79 service-learning projects.
- During the four years of the project, 508 teachers, 118 administrators, 946 community members, and 1,316 parents were involved with service-learning projects.

Impacts

Impact on Schools and Colleges

- TIP expanded the number of trained service-learning educators in Native communities and colleges of education through ongoing training and technical assistance.
- The majority of the K-12 and college sites developed policy supportive of service-learning or reexamined existing policy supporting service-learning.
- Culturally relevant service-learning programs were developed.
- One school saw an increase in attendance.

Impact on Communities

- The majority of community members was enthusiastic about and interested in the service-learning projects. Because service is so much at the heart of traditional Native life, adults particularly felt at long last that their young people were coming home to traditional ways and values.
- Adults who participated in service-learning became hopeful about the future of their people.

Impact on Students

- There was a decrease in the incidence of substance abuse, school dropouts, youth violence, and other forms of self-destructive behavior among youth.
- In many cases, young people earned a respected place in their communities.

Impact on NIYLP

- NIYLP experienced substantial growth since this organizational development took place (e.g., from serving 300 youth annually to over 2,000).
- NIYLP became the Native American Clearinghouse for Service Learning as a result of TIP. NIYLP staff responded to requests for information and technical assistance.

Project Institutionalization

- NIYLP has succeeded in securing continued funding for TIP. The project continues to provide mentoring and technical assistance to help schools and colleges develop, maintain, and expand Native service-learning programs.

- TIP continues to hold conferences, fund service-learning grants, and produce publications focused on promoting and sustaining Native service-learning programs.

Lessons Learned

- **Staff turnover at critical times can really damage a project.** TIP experienced some staff turnover including a project director. Much time and energy was put into dealing with the staff turnover, making it hard to stay focused on the work during the grant period. A lot more work could have been accomplished if they hadn't had this problem.
- **Building on concepts that were already in place when introducing schools to the idea of service-learning was a useful strategy.** TIP asked Native communities to examine their own context and traditions for ideas about service. NIYLP staff built upon these traditional ideas when developing service-learning in the school community. This approach was an effective entry point into the schools. It helped school staff to see that service-learning was not an idea from the outside.
- **Having a critical mass at a school in favor of service-learning is necessary for it to really take off.** TIP invited several people from each school to their annual summer institutes including teachers, administrators, and in some cases, parents. This approach helped build a network of people at each site who could work together and support each other.

**NATIONAL YOUTH LEADERSHIP COUNCIL (NYLC)
NATIONAL SERVICE-LEARNING INITIATIVE
September 1990 – March 2001**

Project Goals

Phase One (1990-1995)

- Build the capacity of participating pilot schools.
- Formulate and promote a national service-learning agenda.
- Advance the quality and quantity of service-learning practice nationwide.

Phase Two (1995-2001)

- Augment and solidify the intellectual foundation upon which service-learning is built.
- Strengthen policies that support service-learning at the state and national levels.
- Strengthen and sustain NYLC as an organization.

Project Activities

NYLC awarded grants to six regional centers to conduct the activities of the National Service-Learning Initiative. Initially, there were three regional centers: Project Service-Leadership, the National Indian Youth Leadership Project, and the National Youth Leadership Council. In 1992, the Partnership for New Education joined the project and functioned as a fourth regional center, The Michigan Center, for one year. The Partnership for New Education was later replaced by the Michigan K-12 Service-Learning Center housed at Michigan State University. In 1993, NYLC received a supplemental grant to add a fifth regional center, the Pennsylvania Institute for Environmental and Community Service-Learning, to the initiative. Finally, a second supplemental award permitted formulation of the sixth regional center, the Southern Regional Initiative, comprised of the National Dropout Prevention Center and the Arkansas Department of Education.

In addition to the regional centers, NYLC formed partnerships with other organizations, including Points of Light and Quest International to develop a curriculum; and the Education Commission of the States, the Corporation for National Service, Youth Service America, and U.S. Department of Education to offer input and support for dissemination. Each partner in the initiative used somewhat different strategies to meet goals. For example, Project Service-Leadership worked with area school districts to weave service-learning into a larger school improvement effort, emphasizing integration of service-learning with authentic assessment. The Pennsylvania Institute for Environmental and Service-Learning established a training of trainers network, hosted numerous conferences, and served as a strong and visible advocate for integrating service-learning into the regular school curriculum. The National Dropout Prevention Center provided training for preservice educators on service-learning approaches.

From 1990 to 1992, NYLC created and implemented the initiative. They developed K-8 curricula and professional development activities to be used by the partners and established 35 Generator Schools to serve as pilot programs for the K-8 service-learning approach. From 1993

to 1995, NYLC continued to support these activities and also worked with Search Institute to measure the impact of the project.

From 1995 to 2001, NYLC developed and distributed a newsletter, funded the Turtle Island Project, and generated the *Essential Elements of Service-Learning* as a way to provide information on quality service-learning practice to practitioners. Concurrent research studies were conducted by Search Institute and Compass Institute to document the effects of service-learning on academic achievement and to identify the key elements of effective service-learning programs. This research resulted in the development of the Middle School Service-Learning Impact Study and the Seven Portraits of Service-Learning Implementation Study. The Impact Study examined authentic instruction, problem solving skills, academic success, parental involvement in schools, school organization, and school caring and support. The Seven Portraits research study examined implementation of service-learning pedagogy and considered outside environment, context for implementation, goals for implementation, and student learning. NYLC also provided seed money to seven Generator Schools to support action research, classroom assessments, and teacher training.

Four regional partners were identified to help develop state plans to promote service-learning policies and integrate them into existing budgets. A fifth regional partner was identified to help spearhead the development of a national tribal service-learning policy initiative.

NYLC worked with a consultant to develop a strategic framework for service-learning and school improvement leadership. The plan called for the creation of a fully operational Youth Department and expansion of NYLC's work into international markets. Special attention was given to strengthening NYLC's management capacity and assuring financial sustainability of the organization's operations and programs. Within three years, an improved fiscal system and fund development plan were in place. Additional grants were obtained, and revenues from the National Service-Learning Conference and sales of products were used to supplement grant funds. The NYLC helped strengthen the sustainability of regional centers and model schools by providing funding for institutional capacity building, staffing, and research.

Results

Reach

- Project leaders estimated that over 100,000 individuals were directly impacted by this initiative. This estimate included teachers who participated in professional development sessions, teachers and students who implemented the curriculum, individuals who attended retreats and symposia, teachers and students in pilot schools, policymakers who were directly contacted, and community members and administrators who received and used materials.

Impacts

Impact on Policy

- Minnesota, Michigan, Washington, and South Carolina created state service-learning plans, and tribal entities created a national service-learning plan. These plans served to help institutionalize service-learning in these states and tribal entities.
- Service-learning was linked to key national education reform agendas (Goals 2000 and School Education) and infused into existing school reform legislation (WA HB 1209; SC Act 135; School-to-Work Transition Act).

Impact on Teachers

- Surveys distributed to Generator Schools revealed that during the first five years of the project, teacher respondents showed an increased interest in service-learning, viewed participating students more positively, and felt greater satisfaction in working with youth. In addition, the school and community formed more positive relationships.

Impact on Students

- Students in Generator Schools reported that as a result of their participation, they had stronger relationships with adults and peers, saw the value of teamwork, felt better prepared to plan projects, reported feeling good when they helped people, became more engaged in academic tasks and in learning, were less likely to participate in at risk behaviors, felt a stronger sense of personal efficacy, and felt more responsibility for others.
- Compared to control groups, students who had more than 30 hours of service-learning, who said they participated in a lot of reflection, and who thought that service-learning motivated them to do better in their classes, increased their belief that school provided a range of opportunities for developmental growth, maintained their pursuit of better grades, and decreased less in their commitment to getting classwork done than comparison students.
- Youth who reported planning, implementing, and reflecting upon their service experiences as a group scored higher on many impact measures, including acceptance of diversity, engagement in school, and intent to serve in the future. This type of involvement in service-learning enabled them to make investments in the success of their projects and feel a sense of accomplishment in having realized goals and met challenges. The absence of reflection resulted in negative attitudes about people.
- Participating youth who were most engaged in risk-taking behaviors or who had higher levels of disengagement from school scored higher than their peers on a number of measures, including engagement in academic tasks and acceptance of diversity. They found classes less boring and more related to their lives outside of school, and they were more likely to believe they had made a real difference in the community.

Impact on NYLC

- NYLC's net assets grew each year. Financial audits were issued with unqualified opinions for each of the last four years. Partnerships included stringent fiscal and program reporting requirements. Internal controls ensured accurate reporting of organizational transactions.

Project Institutionalization

- NYLC has large contracts with the Corporation for National Service and other funders to continue its service-learning training, technical assistance, and advocacy roles.
- NYLC continues to play a large role in promoting service-learning at the national, state, and local policy levels.
- NYLC sponsors an annual conference to disseminate information and promote networking among service-learning practitioners and those interested in learning more about service-learning.
- NYLC continues to disseminate information about service-learning through videos, books, articles, newsletters, and other publications.
- All of NYLC's partners in this project continue to work actively in the field of service-learning through provision of training, technical assistance, and information dissemination.

Lessons Learned

- **Successful service-learning programs at the school level receive support from multiple stakeholder groups.** Evaluation data showed that the most successful service-learning programs had support from school administrators, teachers, students, and parents.
- **Projects need to be designed to achieve maximum effect, and student results should be tangible.** The most successful programs engaged students in meaningful social action. These programs trained teachers and provided them with adequate preparation time. Those who were trained were updated and stretched in their understanding of service-learning. Networking was a crucial source of new ideas on how to improve service-learning efforts. Students benefited from a large role in planning and implementation. Community partners also needed to be well prepared, though this was difficult for many of the programs.
- **A person or core group of people who are willing to work on developing the program is critical to success of the service-learning program.** Research on Generator Schools demonstrated the importance of a cascade model. That is, individuals or groups should receive professional development and then provide service-learning training to staff. Over time, the group should share expertise and emphasize positive accomplishments.
- **Infrastructure development should precede program development.** The National Service-Learning Initiative was more easily implemented in locations that had structures in place such as state law, trained ambassadors, and school improvement councils.
- **State Education Agency (SEA) leadership is an essential factor in developing networks in states.** Service-learning thrived in states where SEAs were able to leverage other educational resources for service-learning and lagged in states that relied solely on Corporation funds.

- **Youth involvement is critical to success.** The more youth were involved in planning, implementation, and evaluation, the greater the positive results of their participation in service-learning.
- **There must be strong policy and credible research if service-learning is to thrive.** Service-learning implementation was facilitated when policies were in place at the district, state, and federal levels. NYLC found that research on the impact of service-learning on participating students and schools was useful for making the case for service-learning.

**NATIONAL YOUTH LEADERSHIP COUNCIL (NYLC)
DIVERSITY PROJECT
February 2000-November 2001**

Project Goals

- The first grant, in three phases, had the following goals:
- Promote an indepth exploration of diversity issues and practices within the service-learning field.
- Provide opportunities for service-learning leaders from diverse constituencies to exchange ideas about inclusion, equity, and social justice.
- Conduct a field-based inquiry on diversity practices within the service-learning field and other related fields.
- Host national leadership forums on diversity/equity.

The goals for the second grant were as follows:

- Support young people in assessing, informing, designing, and promoting cultural diversity goals for the service-learning field.
- Engage young people in examining the philosophy and practice of multiculturalism and inclusion efforts in service-learning and addressing issues of racism affecting the community.
- Examine current challenges and successes of service-learning leadership through the lenses of age and race/culture.
- Deconstruct the ideology of “missionary” service-learning in order to engage all members of the community.
- Increase visibility of emerging national service-learning leaders, especially those from multicultural backgrounds.
- Establish healthy intergenerational and multicultural relationships with elder service-learning leaders.
- Disseminate the process and learning from the initiative to the greater service-learning field.

Project Activities

NYLC hosted a leadership forum at the 2000 National Service-Learning Conference that was attended by 57 people from 19 states and the District of Columbia. NYLC published an article in *Phi Delta Kappan*, participated in a series of national meetings and discussions, and acquired supplemental funding to continue project activities through a youth diversity initiative and the consolidation of the diversity professional development track at the 2001 National Service-Learning Conference.

In 2001, the mission was revised to ensure that the appropriate stakeholder groups were represented in the project. Two initiatives were formulated. For adults, internal and external scans were conducted to determine what is needed to encourage more youth voice. For youth, learning circles were established to help define the notion of “culture of service.” As part of the

youth initiative (DiversityYES!), NYLC developed a training curriculum to help young people and adults understand the concept of “culture of service” and how it relates to effective and culturally-sensitive service-learning practice. Initial ideas of communicating, primarily with technology, were changed since there was less expertise among participants than anticipated.

Results

Reach

- The youth learning circle has nine members.
- About 57 people participated in the leadership forum at the 2000 National Service-Learning Conference. Approximately 170 people participated in the forums at the 2001 National Service-Learning Conference.
- About 100 adults became part of a database, indicating at least some level of continuing interest.

Impacts

- It is too early in the process to determine yield. Early results include increased awareness, trust building, and establishing an infrastructure for the project.

Project Institutionalization

- NYLC will continue to receive funding from WKCF until November 2001.
- All project activities are ongoing.

Lessons Learned

- **The concept of diversity should be expanded to focus on *shared values across communities*.** Participants felt that the field needed to move from an emphasis on race and ethnicity to creating a field that articulates shared values, regardless of race, class, or gender. Such an emphasis on shared values would lead to more inclusivity.
- **A common language that recognizes the multiplicity of community experiences should be developed and used.** The lack of common terms undermined the ability to build on common experiences.
- **There is a need to coordinate on a national level.** People in the field need to know who is responsible for setting priorities and who assures accountability. This coordination will promote more concerted effort.
- **The national effort is often hindered by lack of resources,** both human and financial, and weak national policies.
- **Intentional connections between adult and youth projects should be stronger.** Connections are rarely made without explicit intervention.

PROJECT DEL RIO

February 1996-December 1998

Project Goals

- Educate secondary students to become environmental stewards through action research.

Project Activities

Project del Rio used an educational model developed by University of Michigan's Professor William Strapp of the Global Rivers Environmental Education Network (GREEN). Key components of the model included an interdisciplinary approach, service-learning, authentic learning, constructivism, problem solving, action taking, school-community collaborations, and a watershed-based approach.

Youth participating in Project del Rio came from Mexican and American urban and rural communities bordering 1,900 miles of the Rio Grande River. Over 2,000 students from 60 American and Mexican high schools were involved. These students monitored ten different chemical and physical parameters to create the single largest snapshot of the water quality in the Rio Grande watershed. Using the collective data as a springboard, students were encouraged to pursue service-learning projects where they planned, implemented, and evaluated their strategies to improve the environment and health in their communities. The grant enabled Project del Rio to expand the program from water quality monitoring to a program with community action as a major focus.

Project del Rio formed interdisciplinary teams of teachers, developed a curriculum, and conducted a weeklong conference to train teachers in Year One. During the second year, Project del Rio encouraged more schools to pursue interdisciplinary studies and documented student progress. Project del Rio encouraged community partnerships throughout the project and enlisted the assistance of various resource professionals to help ground the experience for the youth.

Results

Reach

- Approximately 2,000 students were involved in Project del Rio each year.

Impacts

- Project del Rio encouraged students to consider local and global connections, stimulated their sense of responsibility, and provided them with the guidance and opportunity to initiate over 40 community service projects throughout the watershed.

- The students from the U. S. and Mexico felt empowered and united as members of the same watershed. They began to explore how the world works, both locally and globally, and learned how to make a difference in a very challenging world.
- Because of their Project del Rio research, the students involved were able to understand causes and effects of complex environmental issues and their relationships to global problems.
- Student confidence increased substantially.
- There was some evidence to indicate that students were able to effect positive change in the community.

Project Institutionalization

- Project del Rio continues to operate, with approximately 2,000 students participating each year.

Lessons Learned

- **Change takes a long time.** It was not easy to get teachers to change their approaches to teaching. The change process took much longer than Project del Rio staff originally anticipated. Because of this, it was important to look for impacts over the long term.
- **Trying to introduce a paradigm shift from traditional to constructivist teaching is an ambitious undertaking.** Teachers varied in their readiness to change their instructional practices.
- **Professionals working in service-learning can serve as catalysts by assisting school and community partners with pedagogy, networking, and resource support.** Project del Rio found that many teachers had difficulty working in real world settings because they were unfamiliar with the issues and players in their communities. Conflicting schedules also made it difficult for teachers and students to reach community members. Project del Rio's staff served a valuable and necessary role in providing teachers support with these issues.

QUEST INTERNATIONAL 1994-1998

Project Goals

- Generate national awareness of service-learning as an effective learning modality;
- Develop and provide support services to states and individual schools promoting and using service-learning;
- Assist middle and high school faculties to implement and integrate *Skills for Action*, a service-learning curriculum;
- Develop and test service-learning teacher training and curriculum materials; and
- Conduct model research and evaluation of service-learning programs, approaches, and partnerships.

Project Activities

A service-learning high school curriculum, *Skills for Action*, was designed to be a comprehensive program for combining life skills and service-learning in school and classroom settings. *Skills for Action* was developed through a thorough, research-based white paper. Partnerships were formed with key organizations throughout the country, and an advisory panel of interdisciplinary experts was convened to provide feedback on the curriculum, training, and materials that were developed. Extensive media coverage was received and numerous publications were developed. Projects were piloted and implementation assistance was offered through visits, phone consultations, and correspondence. Pilot sites were linked via e-mail, teleconferencing, and other means to help them network.

The *Skills for Action* curriculum had four main parts: Building a Learning Community, Exploring Personal and Social Responsibility, Taking Action Through Service-Learning, and Evaluating and Sharing Service Experiences. The Skill Bank provided 30 essential life and citizenship skills in cultural awareness, interpersonal communication, personal management and responsibility, and study and writing skills. Supplemental units on violence prevention, diversity, ethical behavior, and sexuality were developed, along with leadership team materials and a service-learning promotional video entitled, “Heroes Among Us.”

Quest International sponsored 28 conferences through the grant in addition to collaborative conferences with the Corporation for National Service. Many conferences served to spark interest in service-learning or to launch more aggressive service-learning initiatives. Student, school, and community accomplishments were showcased in three guides and three media pieces. Keynotes, workshops, and presentations at major educational association conferences and conventions, including NASSP, NAESP, AASA, America’s Promise, NYLC, and Points of Light, were made. Partners in 26 states co-sponsored state-level conferences.

Results

Reach

- Thirty five hundred students participated in service, performed 29,000 hours of service, and touched the lives of 12,000 people.
- More than 200 teachers received training in *Skills for Action*, and about 25 percent partially implemented the curriculum.

Impacts

- Students involved in service-learning maintained a low risk of dropping out of school whereas comparison classroom students increased their risk of dropping out as the semester or school year progressed. The beneficial effect of service-learning was stronger for students identified as academically at risk and for those in the twelfth grade.
- Results of measures on use of structured time and scales measuring alcohol and other drug use showed no effects from participation in service-learning. There was a modest program effect for ninth grade students participating in service-learning classrooms. They improved their overall lifestyle dimensions, especially those related to using leisure time wisely.
- Students participating in service-learning showed increases in measures of attitudes about interpersonal competence in helping others and responsibility to their community relative to those in comparison groups. Program effects were limited to those students who had ownership of service project choice and then chose environmental projects, and students with more than 15 hours of service.
- Training was rated as helpful by most participants.
- More than 50 case studies were created.

Project Institutionalization

- Quest International has succeeded in securing funding from other sources and continues to provide curricula, products, training, and services related to service-learning.

Lessons Learned

- **Teachers, administrators, and community leaders need to have a better grounding in the basic philosophical elements of service-learning prior to undertaking comprehensive training.** Introducing the concept of service-learning through a general community orientation that shows the benefits and impact of service-learning (“heart and head”) is an effective way to initiate interest that leads to implementation and integration into the academic curriculum.
- **For service-learning to be effective, it must be implemented by a school system, not just individual teachers.** Team teaching, mentors, and networking were important for successful implementation of service-learning.
- **Different levels of expertise and sophistication at the state-level often dictated the level of involvement with implementing schools.** Schools in states with well organized statewide service-learning programs required different technical assistance interventions than schools in other states.

- **Teacher adoption of service-learning as a school reform process is developmental, and the professional development field should recognize this.** Adoption of service-learning by teachers is a long-term process. All teachers benefit from orientation, understanding, and appreciation of the educational benefits of service-learning. A smaller team can be trained to provide the primary service-learning leadership.
- **Youth should be involved in professional development.** Students should be a part of building service-learning into the curriculum.
- **Service-learning activities need to be connected to other school reform efforts** and to each school's unique culture and values.
- **School and community acceptance of service-learning is a long-term process.** Acceptance will be accelerated when the world is seen as the classroom, both in theory and in practice.
- **The community needs to be motivated, invested, involved, and excited for projects to be successful.**
- **More focus and planning are necessary to reach teachers, administrators, and community organizations.** They need assistance in defining and understanding various terms related to service, community service, and service-learning.

THE GIRAFFE PROJECT Spring 1993-Spring 1999

Project Goals

- Pilot *The Giraffe Heroes Program*.
- Expand *The Giraffe Heroes Program*.
- Create a marketing plan for *The Giraffe Heroes Program*'s sustainability.

Project Activities

The Giraffe Heroes Program (formerly called *Standing Tall*) is The Giraffe Project's service-learning and character education curriculum. The curriculum is designed to build courage, caring, and a sense of responsibility in children and in the adults and institutions that are touched by the program. In addition, *The Giraffe Heroes Program* is designed to give children practical coaching tools to put these qualities to work tackling challenges in their communities. Throughout the funding period, The Giraffe Project worked to perfect the curriculum and design versions of the curriculum that were appropriate for a wide range of age groups. Through storytelling, children learn about "Giraffes," real heroes who "stick their necks out" for the common good. Students then identify Giraffes in their studies, in the media, and in their own communities. Finally, students put Giraffe qualities into action through a community service project that they design to meet a need that they care about.

The pilot project involved collaboration with the National Interfraternity Conference's (NIC) "Adopt-a-School" program. College volunteers taught the *Standing Tall* curriculum to elementary school students in 50 classrooms in Alabama, Ohio, Indiana, and California. The Giraffe Project supplied *Standing Tall* service-learning teaching guides and training to fraternity and sorority volunteers who worked in the elementary schools. The Giraffe Project staff members also helped on an ongoing basis.

The second and third grants supported efforts to expand The Giraffe Project's curriculum nationally through a collaboration with Cities in Schools, now Communities in Schools (CIS). The Giraffe Project formed agreements with seven CIS offices to implement the program. The Giraffe Project supplied materials and trained CIS staff, teachers, and other volunteers to use the program.

These grants also supported an effort to market *The Giraffe Heroes Program*. The Giraffe Project's original marketing plan involved "Giraffe Partnerships." The program focused on businesses as sources of funding and volunteers. Companies would buy Giraffe Partnerships and provide volunteers to facilitate *The Giraffe Heroes Program* in local classrooms. The Giraffe Project would provide all of the materials, training for six to ten people in the company and coaching on every aspect of the program. This approach worked well in a pilot study in Seattle but did not work well on a larger scale. The companies required much more support from The Giraffe Project staff than originally anticipated. As a result, the Giraffe Project lost money on every Giraffe Partnership it sold.

As a result of these difficulties, The Giraffe Project revised its marketing plan. The new plan focused on marketing the program to schools and teachers. It also included an increased emphasis on training. The Giraffe Project also provided advice to schools and districts about how to approach companies for funding and volunteers. This approach was much more successful.

Results

Reach

- With the funds from the first grant, The Giraffe Project worked with 50 classrooms in five cities.
- With the funds from the subsequent grants, The Giraffe Project expanded their work to seven cities.

Impacts

Impact on Students

- Children learned to tell the difference between a celebrity and a hero. The number of children who named sports or media celebrities as their heroes dropped by 50 percent over a 15-month period.
- The number of children who reported that nothing could be done about the problems in their schools and communities dropped by 55 percent over a 15-month period. Twenty-seven percent more children reported on the post-test that *they* would get involved to solve problems in their communities than did on the pre-test.
- Ninety percent of teachers in a formal survey reported “some” or “many” positive attitude and behavior changes in students and particularly noted an increase in self-esteem, caring, teamwork, and problem solving skills.

Impact on Teachers

- Teachers reported being more optimistic and idealistic about student capabilities, and about what they can accomplish with their students, including what they can teach students and the effect they can have on their students.

Impact of Marketing Efforts on The Giraffe Project

- At the time of the final report, The Giraffe Project reported that with the new marketing approach 25 percent of their income was being generated by the sale of Giraffe products.
- Earned income currently makes up about one-third of The Giraffe Project’s funding.

Project Institutionalization

- The Giraffe Project continues to operate. They now partner with a professional marketing and distribution company. Since this partnership was formed, there has been a 700 percent increase in sales of *The Giraffe Heroes Program* curriculum guides.
- The six people who were trained to distribute the program regionally are now regional trainers. These individuals conduct trainings, which help to ensure the program is implemented well.

Lessons Learned

- **Programs like *Standing Tall* work best when the people implementing them are trained, committed, and enthusiastic.** Fostering enthusiasm and commitment, in particular with volunteers, is not always easy. It takes considerable time to get the information across, answer questions, and build enthusiasm and commitment.
- **Introducing new ideas into the educational system is difficult.** The Giraffe Project staff found that it took a lot more time and effort to implement their program in the schools than they had ever imagined.
- **Committed, onsite management and leadership are essential to program implementation for programs dependent on volunteer facilitators.** The very best curriculum, the very best outreach materials, and maximum Giraffe staff commitment to telephone follow up could not do the job alone. It was essential to have someone onsite.
- **Putting a program in place on a college campus is difficult for a small organization to do.** The Giraffe Project staff found college campus life to be chaotic. Committed onsite managers were needed to provide the necessary structure and follow through to make the campus-based service program work.
- **Flexibility is key.** As a field is building, you need to keep trying different things or you'll never know what works.
- **Having an entrepreneurial part of a nonprofit is crucial.** The Giraffe Project found that marketing required specialized knowledge from outside its organization.
- **Stay on mission.** Check to see if marketing strategies fit with the organization's mission before starting. Don't let moneymaking become an end in itself.
- **Create a marketing plan as a new product or service is created.** Don't wait until the product is designed, tested, and refined before planning how to sell it. Don't assume that if a product is good, it will sell itself.

TUFTS UNIVERSITY LINCOLN-FILENE CENTER (LFC) May 1994-June 1997

Project Goals

- Build effective collaborations between schools and communities in five school districts to promote service-learning as a tool for teaching and learning and as a method of addressing unmet community needs.
- Increase the number of young volunteers at each site and ensure the integration of their work into the curriculum by connecting with school change efforts at each site and using community service-learning to maximize these efforts.
- Build community service-learning methods into the curriculum for Tufts students.

Project Activities

The LFC worked with five school districts: Lawrence, Tantasqua, Taunton, Boston, and Quincy. They developed Community Service-Learning Advisory Groups at each site and provided extensive training and technical assistance. LFC helped each site set up a mini-grant program to fund students' service-learning projects. They also worked with the Massachusetts Department of Education to integrate their work and to ensure community service-learning's place in the new Common Core of Learning and the state's Curriculum Frameworks. A great deal of the work focused on youth leadership development activities and efforts to align service-learning with the state curriculum frameworks.

Different activities occurred at each site. In Quincy, for example, high school students demonstrated simple chemistry concepts to middle school students to get them excited about studying chemistry. In Lawrence, community histories were constructed. Tantasqua students worked on school/community communications.

Results

Reach

- Approximately 10,205 teachers and students were touched by this project (over 2,000 at each site).

Impacts

- In three sites, Quincy, Boston, and Tantasqua, the project became self-sustaining. It was connected to school improvement activities and to helping students meet standards.
- A wide variety of professional development opportunities were provided, resulting in a cadre of trainers to assist schools with service-learning implementation, development of curriculum that tied service-learning to curriculum frameworks, and strong support from some key district and school leaders.

- Strong collaborations were forged with the Massachusetts Department of Education, Conservation Commissions, Boards of Health, Park Commissions, and Planning Boards.

Project Institutionalization

- While LFC no longer supports this project, three sites continue to implement service-learning using district- or school-level funds.

Lessons Learned

- **A single method for implementing community service-learning does not work in every school district.** Each school district has its own particular challenges, and it is up to the district to determine the approach that will work best for them. Sometimes leadership comes from the most unexpected places. Community service-learning advisory groups should be made aware of this issue from the onset of the project.
- **Top level administrative support from the beginning is imperative to the success at each site.** However, this support will not ensure success by itself. A district's readiness to change is a very important factor. On the other hand, community service-learning initiatives create synergy when they bubble up from the grassroots *and* have solid support from the top. If only one approach is attempted, they often die out.
- **Packaging community service-learning as a means to the end (school improvement) instead of just another initiative is useful.** Education reform efforts and social reform initiatives need to be closely coupled. One will never succeed without the other.
- **Ventures such as these are *processes*, not projects achieved overnight.** Participants and project managers must regard them as such and allow adequate time for their development. We must honor and respect everyone's participation.
- **Community service-learning systemwide initiatives are very complex and require a large amount of careful planning.** LFC staff found that five school districts were too many to start with in one short time period. Two or three would have made more sense.

UNIVERSITY OF MINNESOTA 1994-2001

Project Goals

- Promote the inclusion of service-learning into core academic curricula and educational reform by developing a peer consulting system in at least 24 states involving at least 600 adult and youth participants.
- Establish a national network of adult and youth service-learning peer consultants.
- Assist state education departments in developing coordinated strategies that build state infrastructure to support the national network.
- Create opportunities for youth to have a significant role and voice in the project, serving as peer consultants whose expertise could be tapped.

Project Activities

Project activities initially were established by region, with six to eight cooperative regional partners establishing peer consultant systems and implementing these systems in a limited number of states. Consultants received training and attended annual conferences, most of which were regional and state level, to share experiences and assist with program development. Over time, the project took on various forms in different regions and states, depending upon existing structures and needs.

In general, the project evolved from being primarily local, with peer to peer interactions in nearby sites, to being statewide and used as a primary training vehicle by Learn and Serve coordinators. In some states, such as Minnesota, strong networks were formed. In other states, such as Wisconsin, existing school reform networks were tapped so that technical assistance providers already working in the field acquired additional expertise.

Peer consultants played a wide variety of roles serving as coaches for new service-learning efforts and technical assistance providers to existing service-learning efforts, trainers, and role models in their own schools. For example, Washington, DC adopted Active Citizenship Today and consultants helped to develop the DC assessment system. California integrated the peer consultant initiative with other state school reform initiatives. Their consultants played large roles in developing strong collaborations with policymakers, community agencies, and higher education. Maryland integrated its peer consultant system with its fellow system, and used peer consultants to provide training, conduct study circles, and produce documents on best practice. South Carolina consultants assisted with reading grants and developed a handbook of funding sources.

Results

Reach

- The peer consultant/mentoring system was implemented in 18 states and involved over 600 adult and youth participants.
- More than 10,000 teachers, administrators, parents, and community-based organization representatives were trained in service-learning.

Impacts

- Many states moved to a large group of youth rather than single individuals for consulting roles. This model eliminated liability issues such as transportation, enrollment in short-term classes, high anxiety of parents and youth, individual time commitments, and so on.
- Various states reported difficulty in implementing the youth portions of the initiative. Some had trouble matching youth and adults due to time commitments and the distance between locations. Some found that matching youth and adults worked best when youth were paired with teacher consultants at their schools.
- Plans were developed by SEA staff, Clearinghouse partners, and peer mentors in at least 18 states to support the peer consultant networks in promoting service-learning as an educational reform strategy.
- Consultants conducted at least 1,000 presentations at the national, regional, and state levels and trained more than 10,000 teachers, administrators, parents, and community-based organization representatives in service-learning.
- Peer consultants generated more than 500 media pieces on service learning.

Project Institutionalization

- Sixteen states currently have peer consulting systems. This project has evolved to become part of the Corporation for National Service's National Service-Learning Exchange.

Lessons Learned

- **Peer to peer mentorship works.** Receiving training and technical assistance from peers was powerful and brought credibility to the experience. More students should be enlisted to serve as peer consultants, and training should be offered. When done well, the system was very effective.
- **State agencies were most successful in establishing strong networks when they were able to combine this initiative with other existing state-level service-learning efforts.** The ability to integrate peer consultants into a state agency's structure helped ensure the long term continuation of the effort.
- **Complexities with transportation, liability, recruitment, training, and concerns about students missing class time made the youth consultant portion of the grant more difficult to implement than anticipated.** These issues should be worked out ahead of time and can be resolved by pairing youth with adults or having groups of youth provide consultation as a team.

- **Articulating clear and realistic expectations for both adult and youth peer consultants, in terms of commitment, reimbursement, and accountability is important.** Adequate funding is needed, along with a well-structured monitoring and accountability system. Working directly with school districts to get consistent protocols in place for getting funds to the consultants was helpful.
- **Roles for young people should be clarified.** Young people were very effective consultants for other youth, but were less effective working with adults. Their roles within teams need to be strengthened so that their ability to contribute is maximized.

YMCA OF GREATER SEATTLE
YMCA EARTH SERVICE CORPS (YESC)
December 1991-April 2000

Project Goals

- Spread YESC and service-learning to YMCAs across the country.
- Use a program model and learning organization approach to shift the YMCA toward high-quality service-learning and positive youth development. Specific goals:
 - Expand YESC to 10 to 20 percent of the YMCAs in the USA.
 - Create an enduring mechanism for effective support and expansion of YESC and service-learning in the YMCA.
 - Make quality programs for youth leadership and service a priority in the YMCA.
 - Incorporate service-learning and youth empowerment in a wide range of programs.
 - Increase the involvement of youth from diverse and low income communities in service-learning and volunteerism.
 - Establish quality, fully implemented, sustainable regional resource centers (RRCs) in each of the six urban YMCAs that served as regional supports for expanding YESC.

Project Activities

YESC is a teen leadership and service-learning program developed by the YMCA of Greater Seattle. The goal of YESC is to encourage and prepare youth and leaders of youth-serving organizations to improve their communities through service-learning.

In the first four years of the grant, the project activities focused on replicating YESC at other YMCAs across the country. A national resource center and four RRCs were created. Resource center staff provided training and curriculum to over 300 YMCA staff. Most of the YESC clubs created were after school clubs located in public schools. The majority met weekly and completed projects or held special events at least monthly. Students were involved in choosing, planning, and carrying out service-learning projects. With additional funds from the Corporation for National Service, AmeriCorps Fellows focused on operating YESC clubs in many low income communities.

In the second phase, YMCA of Greater Seattle partnered with six large, urban YMCAs that would serve as RRCs, each with a full-time director. The RRCs used a variety of strategies to support YESC, including giving out start up grants, highlighting model programs, and providing workshops and resources on service-learning. In addition, they used the YMCA of the USA's huge communication network to spread information about service-learning, and provide visibility, training, and support to local YMCAs implementing service-learning.

The YMCA also focused on involving more youth from diverse and low income communities in service-learning by incorporating YESC into the classroom, increasing the diversity of club

advisors, using pilot funds to start up programs in low income and diverse communities, and relating YESC to employment and career options.

Results

Reach

- The YMCA succeeded in expanding YESC to over 14 percent of the YMCAs in the country.
- During the first four years of the grant, 10,750 youth, 430 youth work staff, and 430 teachers were involved in YESC.
- Over the last four years of the grant, over 2,000 adults and nearly 12,000 youth were involved with YESC resulting in 1.2 million hours of service.

Impacts

Impact on YMCAs Across the USA

- Awareness of service-learning within the YMCA has increased. Between 1997 and 1999, there was a 236 percent increase in local YMCAs utilizing service-learning in their work.
- The YMCA increased its commitment to service-learning as a strategy for positive youth development. This is evidenced by a service-learning staff position at the national office funded by YMCA of the USA. In addition, service-learning language and principles have been incorporated into 80 percent of the YMCA of the USA's program areas and national agendas.
- YESC strengthened the YMCA's capacity to be a learning organization, first appreciating and then adopting best practices in service-learning and positive youth development.
- YESC successfully engaged Search Institute in project evaluation, leading to an ongoing partnership among YMCA of the USA, YMCA of Canada, and Search Institute to promote positive youth development and to provide training on developmental assets.

Impact on YESC Club Advisors

- Advisors developed an increased knowledge of youth leadership, service-learning, community service, and volunteerism.
- Advisors gained an increased awareness of the power of youth/adult partnerships.
- Advisors expanded their knowledge about the environment.

Impact on Youth

- There were positive impacts on youth in the following areas: leadership development, youth empowerment, community involvement, propensity to volunteer in the future, understanding and commitment to environmental issues, and developmental assets.
- Youth who reported engaging in reflection were more likely to report greater impacts of YESC.

Project Institutionalization

- YMCA of the USA continues its commitment to service-learning as a strategy for positive youth development.
- Currently, over 200 YMCAs are involved with YESC.

Lessons Learned

- **Good people are attracted to compelling ideas.** YESC found that it was easy to find good staff because they had good work to offer.
- **It is hard to change big institutions.** Tenacity, focus, and intelligence proved to be useful qualities when trying to change a large institution like the YMCA.
- **A great program does not expand all by itself.** Project staff started with a great program and a lot of enthusiasm and thought that YMCAs would want to participate because it was a great program. Staff found that cultivating and sustaining relationships to get local YMCAs to embrace YESC and service-learning was necessary.
- **Think about sustainability from the very beginning.** It is hard to find the time in the beginning because there is so much to do to get the program going, but it is important to do.
- **Starting programs with staying power results in slower, but more intentional, growth.** It was important to help local YMCAs understand the actual investment required to provide high-quality youth development through service-learning. Developing this understanding was time-consuming but worthwhile as it helped local YMCAs understand what their investment would need to be over the long term.
- **A strong partner in project evaluation makes a big difference.** YMCA contracted with Search Institute to conduct the evaluation of YESC. The evaluation provided useful information and contributed to the creation of a “learning organization” culture at YMCA.