



**Learn and Serve America
Communicators Institute**

**October 23, 2008
Arlington, VA**

Learn & Serve America Communicators Institute

Background

Corporation for National and Community Service

Created in 1993, the Corporation for National and Community Service manages more than 1.5 million Americans annually in improving communities through service. The Corporation supports service at national, state, and local levels through:

AmeriCorps, whose members serve with local and national organizations to meet community needs while earning education awards to help finance college or training;

Learn and Serve America, which helps link community service and learning objectives for youth from kindergarten through college as well as youth in community-based organizations; and the

Senior Corps, the network of programs that helps Americans age 55 and older use their skills and experience in service opportunities that address the needs of their communities. Senior Corps includes the Retired and Senior Volunteer Program (RSVP), Foster Grandparent Program, and Senior Companion Program.

This manual is offered to further the training and technical assistance supported by the Corporation for National and Community Service under Cooperative Agreement No. 05TAHMD002 with:

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Learn & Serve America Communicators Institute

Campaign Consultation, Inc.

Founded in 1988, Campaign Consultation, Inc. works with individuals and organizations – at the local, state, national, and international levels – to advance community development, fund raising, corporate citizenship, diversity, issue advocacy, media & marketing, public policy, and organizational & business development campaigns.

Campaign Consultation, Inc. has extensive experience in helping people acquire the confidence, skills, and resources to design and advance “out of the box” strategies for goal achievement.

Since 1998, Campaign Consultation, Inc. continues to serve as the training and technical assistance provider for all areas related to resource gathering for the Corporation for National and Community Service. Campaign Consultation is currently providing technical assistance for the Specific Learning Communities and the Resource and Fund Development Initiatives.

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Learn & Serve America Communicators Institute

Welcome ...

This special hands-on learning program is sponsored by the Corporation for National & Community Service (CNCS) and is being held in conjunction with the Learn and Serve America Grantee Meeting, Arlington, VA.

The Institute is designed for those who are working to build public awareness and visibility in order to advance national and community service program goals.

Working with issue experts and peers, you will have the opportunity to explore such topics as:

Telling Your Story: the Art and Science of Powerful Presentations

Refresh and strengthen your story by creating value-based messages which highlight program impact. You will also discover effective ways to deliver your story and message to various target audiences, both internally [within the workplace] and externally [with public stakeholders]. Improve your public speaking and media presentation techniques, as well as learning some “tricks of the trade”.

Building Partner Relations

Learn about how to develop and sustain partnerships with non-profits, for profit organizations and other segments of the community that will benefit your service-learning program and the local community.

Cutting-Edge Media: Social Networking & Web 2.0

Hear about and examine web and internet-based media and marketing applications from a social movement practitioner who uses e-resources.

Material Makeover: Publication & Website Critique Clinic

Learn how to liven up your publications, URLs, direct mail pieces, annual reports, newsletters, and other products during an open, safe critique clinic with a creative design studio executive. Discover what works and ways to make significant improvements to your publications, products and websites.

Branding: Image, Idea & Ideal

Find new ways to distinguish your program from the competition and get both your internal and external, primary and secondary audiences energized, intrigued, reminded, and reinforced by our co-brand.

Communications Action Planning

Review, revise and/or rebuild your current communications plan and use a variety of resources to create synchronized and complementary national and community service messages, events, and promotion programming.

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Media and marketing are powerful techniques to help your national and community service program mobilize volunteers, partners, funding and support.

We look forward to working with you to help you increase your visibility and advance your communications agenda.

–The CNCS and Campaign Consultation Teams

Learn & Serve America Communicators Institute

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Session Evaluation

Service Program (please check the ONE that best applies):

SEA Other K-12 Higher Ed Community-Based Indian Tribes

Other: _____

Please rate the session using the scale below, where 1="strongly disagree" & 5="strongly agree"

1. The subject matter was presented effectively	1	2	3	4	5
2. The trainer was knowledgeable	1	2	3	4	5
3. The trainer responded to questions	1	2	3	4	5
4. There were enough opportunities for discussion	1	2	3	4	5
5. The written materials are useful	1	2	3	4	5
6. The session met its stated learning objectives	1	2	3	4	5
7. As a result of this training I gained new knowledge applicable to my work	1	2	3	4	5
8. I plan to apply what I learned at this session	1	2	3	4	5

Briefly describe significant knowledge and skills you gained from this session:

How will you use the knowledge and skills acquired?

How could this session be improved?

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Learn and Serve America Communicators Institute October 23, 2008 AGENDA

- 8:00 AM **Introductions**
- Amy Cohen, Director, Learn and Serve America
 - Kristin McSwain, Director, AmeriCorps
- 8:15 AM **Address**
- Gerald Walpin, Inspector General, CNCS
- 8:45 AM **CNCS Programming/Communicators' Institute Introduction**
- Amy Cohen, Director, Learn & Serve America
- 9:15 –9:45 AM **Overview**
- Steven Rivelis, CEO, Campaign Consultation, Inc.
- 9:45 AM **Break**
- 10:00–12:00 PM **Telling Your Story: The Art & Science of Powerful Presentations (Session I)**
- Orange: *Crystal V***
- Jonathan Estrin, Constitutional Rights Foundation
 - Arthurine Walker, Campaign Consultation, Inc.
- Blue: *Crystal VI***
- Cathy Berger Kaye, CBK Associates
 - Catherine Blinder, Campaign Consultation, Inc.
- OR*
- Speed Dating: (Session I): *Ballroom A-C***
- Building Partner Relationships***
- Yellow:**
- Jennifer Dorr, Washington Campus Compact
 - Lawrence Dark, Campaign Consultation, Inc.
- Purple:**
- Kate McPherson, Project Service Leadership
 - Amy Kincaid, Campaign Consultation, Inc.
- Cutting Edge Media: Social Networking & Web 2.0***
- Yellow:**
- Stephanie Ross, Campaign Consultation, Inc.
- Purple:**
- La Donna Coy, Campaign Consultation, Inc.

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Material Makeover: Publication & Website Critique Clinic

Yellow:

- Abby Mott, Campaign Consultation, Inc.

Purple:

- Trevor Best, Campaign Consultation, Inc.

Branding: Image, Idea and Ideal

Yellow:

- Kelita Bak, Camp Fire USA
- Danita Rodriguez, Campaign Consultation, Inc.

Purple:

- Donna Gourd, Cherokee Nation
- Liz Burden, Campaign Consultation, Inc.

12:00 – 12:30 PM

LUNCH

12:30 – 1:30 PM

Peer Exchange: Successful Practices from the Field *Ballroom A-C*

- Charlotte Jones-Ward, Ohio Department of Education
- Brian Heinrich, Washington Campus Compact
- Liberty Smith, National Service-Learning

1:30 – 3:30 PM

Telling Your Story (Session II)

Yellow: *Crystal V*

Purple: *Crystal VI*

OR

Speed Dating: (Session II): *Ballroom A-C*

Orange & Blue

3:30- 3:45 PM

BREAK

3:45 – 4:30 PM

Obstacles and Opportunities: Case Studies *Ballroom A-C*

4:30 – 5:30 PM

Communications Action Planning *Ballroom A-C*

5:30 PM

EVALUATIONS & ADJOURNMENT

The end is just the beginning!

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Steven Rivelis

Steven Rivelis is an entrepreneur for social change and serves as chief executive officer of Campaign Consultation, Inc. Founded in 1988, Campaign Consultation is “one of the top 100 inner-city companies in the U.S.” – Inc. Magazine

Mr. Rivelis provides consultation to thousands of community leaders across the nation on successful strategies for organizing and mobilizing their communities to advance and sustain social change. In addition, he coaches civic and business leaders from Central America, Africa, the Middle East and post-Soviet nations on tools and techniques for creating a civil society and building democracy using the “Winning Movements” model developed by Campaign Consultation.

Since 1998, Campaign Consultation has been providing training and technical assistance on behalf of the Corporation for National and Community Service. Under his leadership, Campaign Consultation has advanced the CNCS SustainAbility, Specific Learning Communities, Resource and Fund Development, and MLK Day Initiatives; launched the AmeriCorps Promise Fellows Initiative; created the Entrepreneur Corps Briefcase for Success; organized the VISTA National Summit for Healthy Homes and Stronger Communities in Appalachia and the Rural South; and designed and delivered the National Communicators Institute, National ASK to Sustain Institute, and National Resources Now Institute.

In response to Katrina, he led the effort to create the “Ready Kit: for times of community crisis” and the AmeriCorps*VISTA Building Communities Institute – the framework of which is a set of research-based and field-tested strategic factors for building community, known as The Five C’s: Community, Connections, Control, Cash, and Collective Action.

He has served as the “architect” of a meeting between leaders from forty-five national organizations, resulting in a BLUEPRINT: for a National Multi-Disciplinary Prevention Agenda. He created the TOOL BOX for Collaborative Campaigns, in response to that meeting. And, he served as one of the principal developers of the Institute for Partnership Development, as well as the Recipes for Building Community Institute.

Mr. Rivelis has been an Adjunct Professor at the University of Maryland/School of Social Work, where he also received his Masters in Social Strategy, teaching a graduate class on communities; Adjunct Faculty member at Johns Hopkins University Institute for Policy Studies/Third Sector Project; and faculty member to the Supreme Court of Virginia. He has also hosted a political talk radio program based in Annapolis, MD.

Mr. Rivelis has provided marketing and message development assistance to NASA; strategic action planning to Population Action International; diversity training to the International Monetary Fund; learning transfer assistance to Power UP: Bridging the Digital Divide; as well as community and economic development assistance to urban cities, rural towns and native villages.

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Kelita Svoboda Bak

Kelita Svoboda Bak was recently named Vice President, Advancement for Camp Fire USA, a national non-profit youth development organization serving 750,000 boys and girls across the country in more than 100 communities. Ms. Bak is responsible for development and government relations. Ms. Bak has worked in the field of politics and public policy in Washington, DC for over 10 years and was initially hired as Vice President, Government Relations for Camp Fire USA in 2005.

Prior to her work at Camp Fire USA, Ms. Bak served as the Director of Government Relations for Youth Service America. She has also worked for a private consulting firm, as a lobbyist for the 270,000-member American Motorcyclist Association, and as a political media buyer during the 1996 election.

Ms. Bak earned a Bachelor's degree in Political Science from American University and is currently pursuing an Executive Masters in Business Administration from The George Washington University. She is from Lincoln, Nebraska and currently lives in Washington, DC with her husband.

Trevor Best

A graphic designer at Eye Byte Solutions, LLC, Trevor Best holds a Bachelor's degree in Graphic Design from the Maryland Institute College of Art. Mr. Best specializes in creating highly engaging interactive online tools. His experience in brand identity, interactive media, print design, product packaging, advertising, video production and 3-D animation are also essential to the Eye Byte Solutions team.

Mr. Best played an instrumental role in creating the VISTA Campus and the website for the 2008 National Conference on Volunteering and Service.

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Catherine Blinder

Catherine Blinder has worked for over 25 years, as trainer, facilitator and public speaker, with culturally diverse governmental and non-profit organizations – primarily in the fields of message development, media relations, public relations and marketing.

She has worked with the national press corps around international development initiatives in Washington, D.C.

As the Public Relations Director and spokesperson for both Planned Parenthood of CT, and the CT Permanent Commission on the Status of Women, she was often called upon to respond on-camera to critical legislative issues as well as respond to opposing positions.

She has appeared on the Today Show, McNeil – Lehrer News Hour, Sally Jessy Raphael Show, Inside Edition, CNN, and numerous local and state wide broadcast and radio outlets.

She has managed political campaigns, issue campaigns, and neighborhood public safety and development campaigns.

Ms. Blinder has also worked with First Nation and Native communities – in the areas of message development, the development of effective press relations, and effective board/staff/advisory committee relationships.

Ms. Blinder is also a published writer.

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Elizabeth Burden

Elizabeth Burden is a Senior Associate at Campaign Consultation with 20 years experience working in and with health, arts and culture-related nonprofit organizations. As a staff person, her responsibilities at each agency included developing programs with community partners, and working as part of the fund development team.

For more than 10 years, Ms. Burden has worked as non-profit consultant in the areas of organizational development, strategic/sustainability planning, program planning, and media/public relations. Since 2001, she has been the executive director of Pan Left Productions, a media arts collective that works with other progressive groups to produce and present video and other multimedia works that advocate for social change.

LaDonna Coy

LaDonna Coy is a prevention and virtual learning specialist committed to putting the power of social media to work for prevention and social change. Her focus is on developing virtual community networks and communities of practice that enable prevention peers to connect in new ways. With experience in prevention and systems change, she promotes leveraging face-to-face events with social media and peer learning environments that connect people, practices and supporting learning systems.

Formerly serving as the Technology Transfer Coordinator for the Southwest Center for the Application of Prevention Technologies (Southwest CAPT) at the University of Oklahoma, Ms. Coy's skills and experience include developing face-to-face and online trainings and events, satellite broadcasts, webcasts and webconferences. Ms. Coy holds a Bachelor's degree in Liberal Studies, a Master's degree in Human Relations from the University of Oklahoma and is a certified prevention specialist and certified distance learning administrator/instructor.

On the lighter side she enjoys reading, digital photography and kayaking on the lake where she lives. Most of all she enjoys playtime with two very special little boys, Dylan and Garrett.

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Lawrence Dark

Lawrence Dark is an Associate of Campaign Consultation, Inc. He has a broad range and depth of knowledge on issues of economic and social justice and equity for children, youth and families in urban, rural and suburban communities. He has more than 15 years experience in the not-for-profit sector and higher education in direct service, advocacy and research as an executive director, consultant, board member and volunteer. Mr. Dark has provided training and technical assistance in the areas of leadership development, resource development, the writing, management, selection and evaluation of grants, strategic planning, diversity, workforce development, community development, organizational development and public policy. He is particularly interested in how his work can make a difference in the issues of environmental justice, HIV/AIDS, juvenile justice, kinship care, welfare-to-work, and Rites of Passage Programs in the faith community.

Mr. Dark's community, consulting and professional experience includes work with the Corporation for National and Community Service, American Red Cross National Headquarters and chapters, several Urban League affiliates, programs of the American Bar Association, American Psychological Association, The Peoples' Community Baptist Church, and Columbia Willamette Area Health Education Center. He has worked as an administrator and adjunct faculty member at colleges and universities in South Carolina, Maryland, Oregon, and Washington, D.C. He served as the first Director of the Council on Human Rights appointed by the Governor of Virginia.

Mr. Dark has received acknowledgement of his work as a W.K. Kellogg Foundation National Leadership Fellow, Salzburg Seminar Fellow, Connecting Communities Fellow of Hope in the Cities, Alumni Citation from Denison University, Distinguished Service Award from the University of Oregon and appointed as one of five state delegates by the Governor of Oregon to the President's Summit for America's Future in Philadelphia, Pennsylvania in 1997.

He received a bachelor of arts in political science from Denison University and attained his law degree from Northwestern University in Chicago, Illinois.

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Jennifer Dorr

Jennifer Dorr has served as the executive director of Washington Campus Compact (WACC) since 1995. WACC, hosted at Western Washington University, is a statewide coalition of college and university presidents who have united to further the civic purposes of higher education by:

- Creating academic and co-curricular service opportunities for students to develop the skills and habits of citizenship;
- Encouraging the engagement of faculty in community-based scholarship that addresses societal concerns; and
- Fostering the development of collaborative partnerships among campuses, and with communities.

Under the leadership of Ms. Dorr, WACC has developed and administered multiple statewide programs in the areas of literacy, service-learning, volunteer generation, and student leadership. WACC has been awarded more than \$12 million in federal and state grants for education initiatives that support students to serve in their communities as part of their higher education experience. WACC has provided extensive training and consultation to thousands of faculty, administrators, students, and community partners. Ms. Dorr has been instrumental in developing a national model for regional collaboration in the field of service-learning and community service.

In 1996, Ms. Dorr was appointed by former Governor Mike Lowry to serve on the Washington Commission for National and Community Service—a commission that oversees state-based national service programs. In 1999 and again in 2002, she was reappointed by former Governor Gary Locke to continue serving on this commission; she has served in a variety of leadership roles including chair of the strategic planning committee. She has served on the national board of Campus Compact.

Before joining WACC, Ms. Dorr had extensive experience consulting with businesses to strengthen management and organizational structures and also worked in the nonprofit sector. She holds a Bachelors of Arts degree from the University of Washington and a Masters Degree from Antioch University Seattle.

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Jonathan Estrin

Jonathan Estrin is the President of the Constitutional Rights Foundation, in charge of its strategic direction and responsible for its wide range of civics, history, service learning and law-related educational activities. Immediately prior to this he ran a consulting practice in education, entertainment, and new media opportunities for nonprofit organizations. He was the Executive Vice-President of the American Film Institute, where he oversaw their programs in education, film exhibition, preservation, and new technologies. Before that he was the Dean of the College of Media Arts & Design at Drexel University, where he dramatically expanded the offerings, facilities and enrollment of the college.

Mr. Estrin has been a TV writer-producer, and has created over 100 hours of award-winning television series, movies and miniseries for various broadcast and cable networks. His credits include CAGNEY & LACEY, the HBO film BETWEEN FRIENDS (starring Elizabeth Taylor and Carol Burnett), the Showtime movie JASPER, TEXAS (starring Jon Voight and Lou Gossett Jr.) as well as such series as EZ STREETS, AMAZING GRACE (with Patti Duke), DELLAVENTURA (with Danny Aiello), FAMILY LAW, the pilot SISTERS, and an adaptation of Pat Conroy's novel THE WATER IS WIDE for the Hallmark Hall of Fame/CBS.

Mr. Estrin is also Chairs the Board of Operation USA, an LA based international medical relief and development agency that was named by Worth Magazine as one of America's Top 100 Charities.

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Donna Gourd

Donna Gourd is a graduate of Northeastern State University with a Bachelor of Arts in Communication. Her early career was spent with management and public relations firms in Tulsa, Oklahoma, and Kansas City, Missouri, respectively where she gained experience in advertising, publicity, event planning and promotions. After returning to her home town of Tahlequah, Oklahoma, Ms. Gourd was employed by the Cherokee Nation and has since served her tribe in both Health and Education outreach.

Since 2002, Ms. Gourd has administered the Learn and Serve Program at the Cherokee Nation, making sub-grants to public schools for service-learning projects and supporting a number of special initiatives including curriculum development and youth leadership events.

Brian Heinrich

Brian Heinrich has been with Washington Campus Compact since 2004. His background includes political campaign management, nonprofit fundraising, and public relations. Mr. Heinrich currently works with over 30 colleges and universities in implementing programs, and helping to tell their stories of service and civic engagement. Originally from Colorado, Mr. Heinrich's hobbies including skiing, cycling, and climbing as well his unrelenting search for a good book.

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Charlotte Jones-Ward

Charlotte Jones-Ward is a consultant for the Ohio Department of Education and the Program Director for Ohio's Learn and Serve Program. She has worked with the Learn and Serve program for the past 15 years and has focused on building a strong network of programs locally that are national leaders in the field of service-learning. Many of Ohio's programs have been recognized nationally and statewide for their expertise, receiving awards such as the National Service-learning Leader Schools Award, the Redbook Award, Business Week Award, JC Penney Golden Rule Award, AARP Elder Award and the Ohio's Best Practice Award to name a few. Ohio's comprehensive training program has been used as a model to train folks in many states as well as internationally. Several of Ohio's programs have been invited to other countries to work with teachers and present at international conferences. What's been key to Ohio's success has been the focus on quality service-learning practice, ongoing professional development and utilizing the expertise of successful practitioners to expand service-learning programs in Ohio.

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Cathryn Berger Kaye, M.A.

Cathryn Berger Kaye, M.A., a former classroom teacher and International Service Learning Consultant, is the author of *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* and a new interactive workbook series, *Free Spirit's Service Learning for Kids: How to Take Action*. Her new curriculum, *Strategies for Success with Literacy: A Learning Curriculum that Serves*, is an innovative research-based approach to drop out prevention by addressing literacy, social-emotional development, and civic engagement. Ms. Kay has been assisting groups with and developing varied group processes to increase effectiveness and communication. She lives in Los Angeles and can be reached at cbkaye@aol.com.

Amy Kincaid

An Associate of Campaign Consultation, Inc., Amy Kincaid is part of a select group of nonprofit professionals specializing in training, group facilitation, fundraising, and business development. She has assisted in developing curriculum for the Resources Now Institute for the Resource & Fund Development Initiative of the Corporation for National & Community Service.

Ms. Kincaid works with arts, international, and entrepreneurial organizations, small business owners, and through Campaign Consultation, national services agencies. A dynamic trainer and trusted consultant, she facilitates strategic and fundraising planning, provides one-on-one coaching and technical assistance, and works with staff and boards. Her work emphasizes empowerment, capacity-building, and sustainability in fundraising and management.

A former executive director, development director, non-profit sector career advisor, publisher, grantmaker and lobbyist, Ms. Kincaid has developed programs and raised well over \$65 million for nonprofits and has advised staff and volunteers in hundreds of organizations. She understands the real-life pressures of directing an organization and knows how to raise money for good groups, even with limited resources and capacity.

On the faculty of the Institute for Policy Studies' Social Action and Leadership School for Activists, Ms. Kincaid taught at the USDA Graduate School, and writes occasionally for *Foundation News & Commentary*.

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Suzanne Knizner

Suzanne Knizner is an experienced event and project planner. In her role as Project & Corporate Coordinator, she coordinates all aspects of workshop/training development and delivery; conducts research for proposals and programs, including research for distance learning products; and ensures that tasks are on schedule, budgets are on target, and events run smoothly.

Prior to joining the Campaign Consultation team, Ms. Knizner worked for The Archdiocese of Baltimore Division of Catholic Schools Marketing Office, where she served as the lead agent for multiple large events and created numerous publications.

Ms. Knizner holds a B.A. in Communication from McDaniel College and is currently a member of the St. Rose of Lima School Board and McDaniel College Alumni Council Outreach Committee.

Abby Mott

Abby Mott has worked for over 11 years in the field of creative design. Her experience ranges from hand-drawn signage to branding strategies to cutting-edge web development for various Non-Profit, Corporate, and Government agencies.

Ms. Mott's work has helped distinguish such groups as Sheppard Pratt Health Systems, Habitat for Humanity, The Maryland Food Bank, The Corporation for National and Community Services, The Latin American Youth Center, among others.

She has worked with AmeriCorpsVISTA to develop a wide range of campaigns and products, including the VISTA Campus, launched on July 4, 2008.

In her role as Creative Director, Ms. Mott also successfully led the creation of the registration website for this year's National Conference on Volunteering and Service in Atlanta, GA.

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Danita Rodriguez

Danita Rodriguez is an Associate of Campaign Consultation. She has secured over \$20.5 million in successful grant competitions from private foundations, federal, state and local governments for educational institutions, tribal organizations and not for profit organizations over the last 8 years.

Her expertise includes researching grant and contract opportunities to identify those most likely to succeed. In addition to helping nonprofits streamline the grantwriting process, she coaches staff in the skill and art of writing successful proposals to private foundations and government agencies. Ms. Rodriguez shares her expertise at identifying partners and developing collaborations to increase the likelihood of successfully obtaining foundation and government funding.

Ms. Rodriguez has developed training materials focused on the grants development process which are currently in use by Rural Community Development and Minority Serving Institutions/Organizations supported by the US Department of Education.

Corporately, Ms. Rodriguez is a CEO of a small business and knows the mindset of profit-making entrepreneurs. She has been on the receiving end of solicitation calls and is able to relay firsthand knowledge of what works and what doesn't work in a request for funding. In addition, her company promotes economic stability through important employment for women in her community.

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Stephanie Ross

Stephanie Ross has extensive experience working within the World Wide Web, with a special emphasis on Web 2.0 initiatives. Her primary focus: building online communities and improving usability of social networking tools.

Ms. Ross serves as an e-Project Specialist at Campaign Consultation, working out of our Silicon Valley office. She is responsible for managing the Emerging Technology - National Expert Team [ET-NET]; creating community development and sustainability distance learning products [GIZMOS]; advancing e-driven mobilization, branding and outreach campaigns; as well as Web Watch – an initiative to enhance the capacity of state-wide and community-based organization websites for fund development, volunteer management, business partnerships, and media relations.

Her expertise has been an instrumental component in leading two startup companies from inception to multi-million dollar powerhouses in their fields. Within these efforts, Ms. Ross has worked with eBay, Facebook, Twitter, The Ellen DeGeneres Show, The Grammy Foundation, Good Morning America, Oprah, Warner Brothers, and UNICEF.

In her spare time, you can find her researching new online social networking sites, attending social media events, and contemplating how she can make a huge impact on the world. Some would say she has a slight obsession with the online world. She just enjoys being the “girl geek” that she is. Nothing excites her more than finding new ways to connect with others ... with the goal to literally change the world.

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Liberty Smith, Ph.D.

Liberty Smith, Ph.D., has served as program manager of Learn and Serve America's National Service-Learning Clearinghouse since September 2006. She is responsible for daily operations including staff supervision and development, fiscal management, marketing, outreach, partnership development, and collaboration with the Director on the creative development of the website and Clearinghouse services.

Dr. Smith received her M.A. and Ph.D. from the University of California, San Diego in Literature - Cultural Studies (2003). As well as her recent research in service-learning on trends in and the disciplinary/interdisciplinary makeup of the field, she continues to conduct research and publish on her Ph.D. subject of the relationship between personal relationships, artistic and intellectual collaborations, and political impact in U.S. and Latin American women's and gay, lesbian, bisexual, and queer culture. She has taught on these subjects and in composition at UCSD, Southern Connecticut State University, and Quinnipiac University.

More recently, she completed a master's degree in library and information science at the University of Wisconsin, Milwaukee (2006) and has provided a range of library services at the San Diego County Public Law Library and UCSD. Dr. Smith holds a bachelor's degree in English and Latin American area studies from Kenyon College (1994).

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Arthurine Walker

In her role as Project Specialist for Campaign Consultation, Inc., Arthurine Walker works to advance community development and organizational capacity building, within the national and community service field. Her current projects include the development of two more Communicators Institutes for Learn and Serve America grantees; the expansion of the Martin Luther King Day of Service Initiative; and an e-Tool for AmeriCorps outreach.

Ms. Walker has used her facilitation skills with the Building Community Institute for VISTAs and at the Forum on College Student Volunteering for national service and community organizations. She was part of the development and training team for two Communicators Institutes for a general national service audience and specifically for AmeriCorps programs. Ms. Walker completed a national outreach project for AmeriCorps to identify potential new grantees for the program and worked on the development of an online presentation for Senior Corps programs regarding fundraising compliance with OMB Cost Principles.

She brings to Campaign Consultation twenty years of experience working with non-profits and government, including directing the outreach efforts of the Corporation for National and Community Service for four years. She has experience in community organizing, strategic action planning, program management and replication, facilitation and training. Prior to joining Campaign Consultation Inc., Ms. Walker was an independent consultant doing work as diverse as youth development; professional development; teacher education; cultural exchange and fund raising.

She holds a Bachelor of Business Administration from Baruch College, CUNY and a Master of Arts in Intercultural Management from the School for International Training.

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Kate McPherson

Kate McPherson has over thirty-five years experience and expertise in the field of education and service-learning development. Beginning as a classroom teacher, Ms. McPherson later co-developed the “Walkabout” Program of the New York State Bureau of Cooperative Educational Services. The program was recognized by the National Institute of Education as one of the top forty experiential programs in the country and included internships, community service, life skills and self-directed learning.

Following her work with the “Walkabout” Program, Ms. McPherson elevated her program-development experience by fully designing programs and providing consulting assistance to schools and organizations including Washington DC’s Adopt-a-School; Maryland’s Gifted and Talented Mentorship Program; and Virginia’s 4-H Leadership Program. Ms. McPherson then began providing facilitator training based on the Kettering Foundation’s School Improvement Process and has since trained over 180 School Improvement facilitators in planning, implementing and evaluating school-based improvement efforts.

Ms. McPherson served as the Interim Director of Puget Sound Educational Consortium, where she coordinated the development of a strategic plan for twelve districts and the University of Washington’s College of Education to improve teacher and administrator preparation.

Most recently, Ms. McPherson founded Project Service Leadership in 1988, which provides resources, training and support towards enriching communities and schools through service-learning. The focus is on integrating service-learning into district and school instructional improvement efforts and developing partnerships with social-profits, civic and business organizations. Ms. McPherson is currently a lead trainer and coach for Coalition of Essential Schools Northwest’s Service-Learning Exchange:
www.cesnorthwest.org/servicelearningexchange.

Telling Your Story: The Art and Science of Powerful Presentations

This session includes:

- matching an effective message to a specific type of audience
- examining principles of effective presentations
- articulating a clear, compelling message and story
- preparing for and giving better interviews
- strategies for responding to tough questions

Additional resources available in this section include:

- Telling Your Story to the Media
- Building Media Relations
- Resources for Telling Your Story

Telling Your Story

Your story should be told using:

- Language and symbols.
- Concepts and concrete examples.
- Facts and feelings.

Your story should:

- Speak to self-interest.
- Be told over and over again.
- Highlight accomplishments and challenges.
- Be inspiring and informative.
- Generate feeling of hope and optimism.
- Capture the audience's hearts and minds.
- Convey a sense of power/capacity/capability.
- Be clear and to the point.
- Build bridges and relationships.
- Motivate a response.

Your story should help to:

- Interpret events and convey information.
- Transmit core values and beliefs.
- Define and build relationships.
- Establish status and credibility.
- Recruit and retain volunteers and stakeholders.
- Secure critical resources.
- Generate community support.

The Audience

In telling your story, you need to target your audiences.

Who are the people you are trying to reach?

Who are the individuals and organizations that can help to sustain/advance your initiative?

- Clients/customers
- Potential clients/customers
- Partners
- Funders
- Volunteers
- Staff [current and potential]
- Other stakeholders
- Community leaders
- Community members
- Business leaders
- Potential collaborators
- Local, state, and federal government officials
- Civic leaders
- Media representatives

And, you need to match your story and message to each audience's self interest.

- What is it that you offer to each of the audiences?
- Why would what you offer be of value to them?
- Why would they want to help sustain/advance your project?
- What's their self-interest ... what's in it for them?

You also need to determine ...

Which communication medium would be most effective in delivering your message to each of your key target audiences?

About the Audience

In telling your story, you need to consider...

- Whom do you specifically need to reach?
- What is their self-interest?
- What's in it for them?

Your audience will likely consist of a combination of the following four personality types. As such, you need to balance your methods and approach to appeal to each type. In a one-on-one presentation, you need to tailor your approach to the personality of the person to whom you are speaking.

The Analytical: The Analytical is self-disciplined, neat and orderly and prefers to work alone. The Analytical is also a heavy thinker who needs time to digest everything you present.

The Driver: The Driver is fast-paced, action-oriented with a "my way or the highway" credo. The Driver is a difficult person to convince, because she believes she's almost always right. Drivers are bottom-line thinkers.

The Expressive: The Expressive is highly creative and constantly moving. He typically thinks his ideas are better than anyone else's. Because his mind is constantly churning out new ideas, holding his attention is a challenge. And because he prides himself on his spontaneity and impulsiveness, he may interrupt to ask a lot of questions. He might even offer hints on how to improve your presentation.

The Agreeable: The Agreeable is friendly, polite and supportive. She'll listen with a smile to everything you have to say, and she rarely asks questions or raises objections. Why? Because she hates conflict and wants to have a positive relationship with everyone.

Source: "For one-on-one presentations, know the 4 personality types" by Diana Sibberson, Presentations Magazine

Tips for Making an Effective Presentation About Service-Learning

Before the Presentation

1. **Review information about service-learning to familiarize yourself with its key elements, positive outcomes, and examples of service-learning activities.** Check out www.learnandserve.gov and www.servicelearning.org for information.
2. **Build relationships with people who have compelling service-learning stories to tell.**
3. **Find out if there will be a DVD set up available or if you can bring your own to show a video about service-learning.**
4. **Order the free Bring Learning to Life campaign tools.** You can request a copy of this eight-minute video and brochures that can be customized with your own program information at http://servicelearning.org/lsa/bring_learning/.
5. **Review the materials and video before your presentation.** Try to anticipate the questions your audience may have and find out the answers beforehand.
6. **Practice your presentation in advance and make adjustments to fit into the time you have been allotted.**
7. **Remember to leave time for question and answer.**

During the Presentation

1. **Arrive early to test the DVD equipment and to display your materials.**
2. **Give specific examples of successful service-learning projects to help the audience visualize what service-learning would look like in their community.** If possible, include examples that have already

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occurred in the audience's own community and discuss the specific impacts that resulted from the project.

3. **Share personal service-learning stories.** Beginning and ending your presentation with a personal story are good ways to capture audience attention. Invite a student or teacher to share his or her own personal service-learning experience. If you cannot find someone to attend the presentation with you, ask the individual to write a personal account, which you can read to your audience.
4. **Provide your audience with a clear understanding of the key characteristics of service-learning.** For example, Learn and Serve America has described service-learning in this way:
 - Service-learning is a teaching method that engages young people in solving problems within their schools and communities as part of their academic studies or other type of intentional learning activity.
 - Students master important curriculum content by making meaningful connections between what they are studying and its many applications in the world around them.
 - Service-learning also helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic engagement and action.
 - Service-learning is an active learning strategy that improves student engagement, which is a key factor in promoting academic achievement.
5. **Show the “Bring Learning to Life” video.**
6. **Provide research findings to support service-learning’s important educational and community outcomes.** Here are links to two websites where you can find specific research outcomes to support your presentation: <http://www.learnandservechallenge.org/cooltools.php> and www.learnandserve.gov/pdf/07_0224_issuebrief_servicelearning.pdf
7. **Emphasize the benefits of service-learning that are most relevant to your audience.** Here are some examples of key messages that may resonate with particular types of audiences.
 - a) **Teachers:** Highlight that service-learning:
 - Improves students’ academic achievement and engagement,

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- Increases student attendance and acceptable school behaviors,
- Promotes civic engagement, and
- Creates a more positive school climate.

b) School Board and Education Policymakers:

- Show how service-learning relates to and can help achieve specific school, district or statewide improvement goals.

c) Local Elected Officials:

- Use examples to show how service-learning projects can bring together school and community to address unmet needs in the elected official's district.
- Calculate the dollar value of the services to be performed by students and compare it to the cost of the service-learning program to demonstrate the financial value to the community.
- Point out the ways in which service-learning promotes civic engagement.

d) Funders (including government, foundation, ___ and individual giving):

- Emphasize the potential return on investment for funders that support service-learning activities. For instance, one study found a 4:1 monetary value of service provided by Learn and Serve participants to their communities, compared to the Learn and Serve dollars spent on these activities.¹

e) Students: Emphasize that:

- Service-learning is fun,
- Students get out of the classroom, serve with friends, and have input in creating the experience such as deciding what need to address, how to do so, and being an active part of solving the problem, and
- The hands-on experience and community involvement that students get with service-learning is great for college applications and resumes.

f) PTAs: Highlight that service-learning:

- Improves students' academic achievement and engagement,
- Increases student attendance and acceptable school behaviors,

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- Promotes civic engagement,
- Creates a more positive school climate,
- Creates opportunities for more parent involvement, and
- Looks great on college applications and resumes.

- g) **College Professors:** Studies demonstrate that service-learning:
- Increases students' commitment to service and facilitates cultural and racial understanding,
 - Has a positive impact on students' academic learning as measured by outcomes such as problem analysis, critical thinking, and cognitive development, and
 - Contributes to career development and to students' ability to apply what they have learned in the "real world."²

h) **Tribal Councils:**

- Discuss how service-learning can be a means to help young people reconnect with traditional concepts of service in American Indian culture.³

8. Answer questions and keep track of any you can't answer so you can follow up later.

9. Provide your contact information and encourage the audience members to get in touch if they have additional questions or ideas.

After the Presentation

1. Follow up with key participants to answer questions or offer additional information and support after the meeting.

2. Send thank you notes.

¹ See www.nylc.org, *Service-Learning by the Numbers*, excerpted from "Growing to Greatness 2006," National Youth Leadership Council 2006.

² See www.learnandservechallenge.org/research.php for additional research findings and full citations to the research cited here.

³ See www.nylc.org. *American Indian Service Learning*, by Lynn LaPointe. Excerpted from "The Generator," Spring 2004. National Youth Leadership Council.

Testifying Tips

Testifying before a school board, other leadership or policy committees can be intimidating to those not accustomed to speaking before this type of body. Following are some tips about what to expect when testifying and how to make your testimony as meaningful as possible.

Giving public testimony can help you advance your agenda if you are prepared. It may influence the committee's action. It also becomes part of the permanent record and may be used in future considerations.

Listed below are suggestions to help make your presentation successful.

- **Know Your Audience**

Members of the committee usually care that you have taken time out of your day to come and testify before them.

- Be respectful.
- Do not accuse committee members of causing your particular problem.
- Do not scold, put down, blame or insult the decision makers or other witnesses. This tactic will likely alienate them from your cause.
- Contact the committee members a few days before the hearing to provide them with some background on the issue and to determine their positions. This will enable you to prepare remarks that speak to their concerns ... to overcome opposition and solidify support for your cause.
- Remind your supporters and those who directly represent you on the committee that you will be attending the hearing.

- **Know Your Issue**

Support your personal opinions with facts and feelings. In addition to knowing the facts and arguments in support of your position, familiarize yourself with the arguments of your opponents, as you may be asked to discuss the differences.

Tell your story. Relate your own professional or personal experiences to the issue under consideration. Inform the committee of the likely effects of the proposed measure on you, your family, your community, and/or

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your organization's mission. Draw from your own knowledge and experience. Not only will this help you in addressing those points as you draft your statement, this information will assist you in responding to supportive as well as hostile questions from committee members.

Be reasonable. Do not ask for the impossible. Never demand.

- **Know the Process**

- Know the location of the building, the meeting room, meeting time, and number of committee members.
- If possible, attend a committee meeting before you testify to become familiar with the process and room layout.
- Find out if there is a witness sign-in sheet or registration process.
- Once you have been notified that you will be permitted to testify, be sure you comply with committee staff requirements (length of oral testimony, format of written statement, number of copies of statement, etc.).

In Presenting Your Testimony ...

1. You should have copies of your testimony for each member of the committee. Always make a few extra. Committee staff may collect these at the time you sign in or just before you begin your presentation.
2. Begin your presentation by addressing the chairperson first, then members of the committee. **"Chairperson _____ and members of the committee . . ."**
3. For the record, state your name, address, and the organization or group you represent.
4. State whether you support or oppose the measure being heard and briefly explain why.
5. Do not read your testimony to the committee word for word. Prepare an outline and use it to "speak" to the committee instead of "reading" to them.
6. *Be brief and to the point.* Often there are other witnesses present, and the Committee will appreciate your cooperation in allowing everyone to have an opportunity to be heard. Keep in mind you may have a ten minute version of your testimony – but be prepared to summarize it in one minute -- that may be all the time you are allowed!

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7. *Be prepared to adapt your comments to avoid repeating a previously made point.* If the point you want to make is made by a witness before you, think of a new angle from which to make your point, or frame it a little differently from the way those who testify before have done.
8. When a member asks you a question answer it to the best of your ability. If you do not know the answer, say so and tell the Chairperson that you will provide the requested information as soon as possible. Providing follow-up information is an excellent technique for ensuring your testimony is fully considered and also provides you with additional contact with the Committee.
9. Relax! The members understand that this can be an intimidating experience--they don't expect a perfect presentation.
10. Follow up: After the hearing, send a "thank you" letter to the committee members.

Special Needs ...

If you require special accommodation in order to testify before a committee, please contact the committee administrator or support staff **BEFORE** the meeting with your request.

Key Rules of the Road:

1. **Know the purpose and approach for your testimony.** Understand why you are testifying - whether you are there to persuade, dissuade, provide "expert" information, or delay action on a bill. Remember that committees are rarely persuaded on testimony alone. It is possible committee members have decided how they will vote before the hearing. Your testimony may be intended to help avoid losing votes and to justify previously decided positions. You may be advised to address the concerns only of those committee members who are undecided. Coordinate your efforts with those who share your opinion on the issue!
2. **Carefully prepare your testimony.** Know your subject. Have accurate facts or data to support your arguments. Never "wing it". Keep your testimony short and to the point. The best testimony is about three minutes, but certainly less than five minutes. Be sure to notify the sponsor of the proposal that you will be testifying, even if you are not supporting him/her. Decision makers do not like to be surprised by testimony, especially if you are raising new issues/concerns.

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- 3. Establish rapport with the committee.** Wait to be acknowledged by the Chair before speaking. Start by saying: "Thank you Madam/Mister Chairperson." When you begin, briefly introduce yourself. If you are a constituent of any committee member, identify where you live, but don't single out the member representing your community.
- 4. Present your testimony effectively.** Use a friendly, relaxed tone of voice. Avoid a monologue or a formal speech. Be conversational. Do not read to the committee. Practice several times before the hearing, so you are familiar with your tone, the flow, and your material.
- 5. Keep it simple (KIS).** Don't use jargon, acronyms or specific terminology. If the underlying issues are complicated, simplify them before you talk. Use examples to emphasize and illustrate your points.
- 6. Answer questions briefly and cautiously.** Be aware that committee members may ask questions to help reinforce their own opinions and possibly to discredit your or previous testimony. Some members' questions are meant to help you make a better case or explain something that was confusing. Prepare yourself for possible questions by finding out what concerns have been raised about the issue you are discussing and the opinions of the committee members. Answer questions briefly and stick to the topic of the question. If you do not know the answer to a question, just say so, but offer to obtain the information requested and provide it to committee members later.

The Message

Telling your story successfully requires a clear, consistent and compelling message.

Having a **single overriding communication objective** – S.O.C.O. – can help you to focus your message and ensure that you get it across.

All of the supporting information should relate to the S.O.C.O. ... and help to clarify or add depth to the S.O.C.O.?

S.O.C.O. – Single Overriding Communication Objective

A S.O.C.O. is a brief statement of the key message you want to get across.

What is the one thing that people should know or understand about your program?

Things to Consider

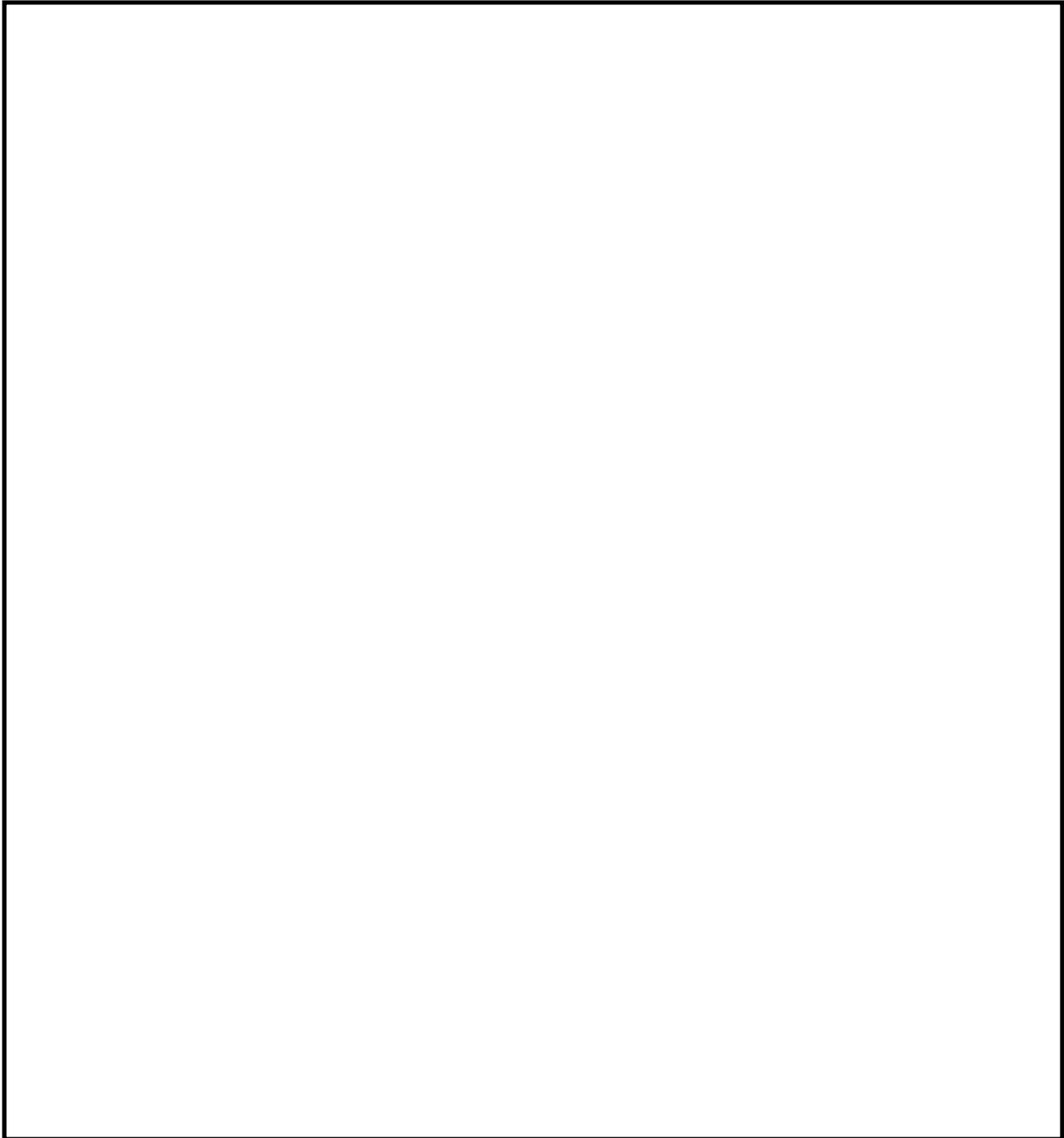
- What is the mission of your organization?
- What condition, issue or social concern does your program address?
- What are its most important programs?
- What are your most significant accomplishments?
- What has been the impact your program has had on the condition, issue or concern it seeks to address?
- What are your most pressing challenges?
- What do you want to accomplish this year?
- What type of image do you project to the audience?
- What does this audience want/need to hear?
- What does your group do best?

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Message, Message, Message

What is your S.O.C.O.?

- NOTE: Tailor your S.O.C.O. and your talking points to the audience and the type of presentation you want/need to make.



Developing a Meaningful & Lasting Message

Powerful, effective and compelling communications require as a foundation a meaningful and lasting message.

In order to make your message meaningful it must highlight the impact your program has/could have on a community issue and/or concern.

And, in order to make it lasting, it needs to be told as a story, with both facts and feelings.

What impact has/could your program have on a specific community/social condition, cause or concern?

Building on your S.O.C.O. and talking points, think about an anecdote to help you illustrate this impact and tell your story.



Five Types of Presentations

Source: Dorothy Leeds, author of Smart Questions and Power Speak

1. Informational

Keep an informative presentation brief and to the point, and stick to the facts without getting too complicated.

2. Instructional

A bit longer than an informational presentation. It covers your topic thoroughly. You may want your listeners to learn a new skill.

3. Inspirational

Stimulates the audience's emotions and intellect to be receptive to a new point of view. Use vivid language. Reach their minds and hearts.

4. Persuasive

Sometimes the purpose is to convince your listeners to embrace your position. It offers a solution, presenting sufficient logic, evidence and emotion to swing the audience to your side.

5. Activating

Maybe you don't want to simply persuade people, but spur them to action. A presentation designed to activate presents ideas, suggestions and arguments strong enough to motivate an audience to overtly carry out your suggestions. You must tell them what to do while stressing the necessity to do it. Naturally, you must be firmly convinced that the course of action you are urging is the right one. The more focused your purpose, the more powerful your presentation.

Body and Soul: The Anatomy of a Presentation

A successful presentation has three parts: the introduction, the body and the conclusion. It also has “soul”—the elements that make the presentation compelling.

The Body: Presentation Tips

The Introduction

- Get the audience’s attention.
- Hook them in 30-60 seconds.
- Craft a powerful or provocative opening to grab them and convince them that what you have to say is crucial.
- Whet the audience’s appetite.
- Give the audience your theme.
- Begin on a positive note - do not apologize, demean or patronize.

The Body

- Speak to the audience’s self-interest.
- Be consistent with your overall vision, mission, accomplishments, objectives, tactics, membership, image.
- Paint powerful pictures with meaningful data ... use “social math.”

The Conclusion

- Make it short.
- Make it conclusive.
- Make an ask – a specific request for action.

The Soul: Presentation Tips

Tell Stories

- Give simple observations.
- Use the power of parables.
- Use short snippets to tell your own personal short story.
- Use the "hook" of the story to transition back to the presentation.

Repeat Yourself

- Once is never enough. Even Coca-Cola advertises!
- Repeating the information presented will do wonders to reinforce a point.

Interact and Develop a Relationship with Your Audience

- Use open-ended questions ... let a member of the audience answer.
- Call on members to explain something to the group.
- Keep them on their toes.
- Ask them for background on themselves.
- Involve the audience in the presentation.

Go Low-Tech and High Touch

- Use a white board or newsprint instead of PowerPoint.
- Use a game or activity to illustrate a point.

Pause

- Give your audience time to reflect and soak up on new information/knowledge.
- Pause at a critical point to help audience retention and involvement.

Respond Positively to Criticism

- Reflect.
- Respect.
- Respond.

Master Non-Verbals... Actions Speak Louder Than Words

- 55% of everything you communicate is what you look like when you speak.
- 38% is in how you actually deliver the information.
- Only 7% is what you say.
- Because 93% of presentation communication is not content based, your actions as a presenter are critical.

Use Visuals

- People take information into their brains in different ways.
- Greater than 50% of the population prefers to receive information visually and just 15% are auditory learners.

Be aware

- of the environment
- yourself
- your organization
- your topic

Common Presentation Mistakes

- Accepting an inappropriate invitation. Never accept an invitation to talk about a subject on which you are not an expert or at least knowledgeable.
- Neglecting to research the audience.
- Procrastinating, then punting by using last month's materials.
- Overestimating the power of PowerPoint.
- Partying like it's 1999/getting a late start.
- Assuming that all projectors/equipment are the same.
- Assuming that everything will work out OK, somehow, some way.
- Telling jokes/using inappropriate images to illustrate a point.
- Relying on an Internet connection.
- Getting lost in the trees, not seeing the forest.
- Over-preparing, having too much to say.
- Under-preparing, having too little to say.
- Not having a back-up.
- Staying in the shadows.

Prep & Practice

Create your own scenario or use the following:

You are scheduled to give a speech at a “roundtable” breakfast for local business leaders, community members and elected officials to promote your service learning program and explain why it is important to the community.

You expect that some members of the audience will not be supportive because they do not believe that your program is/will not be effective in addressing the needs and concerns of the community. You suspect that some of the audience members believe the money spent on your program could be put to better use elsewhere in the community.

Members of the media are there simply to note the dynamics between the organization and the community and to get an interesting story about local conflict.

Preparation and practice are at the heart of a successful presentation. The ability to “stay on message” and connect with your audience is directly related to the clarity of your S.O.C.O. and your degree of preparation and practice. In preparing for your presentation, consider SSPAM:

- Situation
- Subject
- Purpose
- Audience
- Method

The SSPAM Worksheet

(Situation, Subject, Purpose, Audience, Method)

Situation: The time and place you are giving the presentation.

What is the situation, the time and place of where you are giving the presentation?

Subject: The subject/message.

What is the overall topic/theme of your presentation?

Purpose: The goal you hope to achieve with the presentation.

Will you be in front of the audience to...

*Activate? Persuade? Inspire?
Instruct? Inform?*

What is the purpose/goal you hope to achieve with the presentation?

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Audience: The people to whom the speech is directed.

Who are the members of the audience?

What is the personality type of the key influential(s)?

What are their self-interests?

What is your “ask” of the audience?

Method: The methods that will best accomplish the purpose.

What are the best techniques to get your message across to the given audience?

Who	Type	Self Interest	Ask	Method

The Six Principles of Powerful Presentations

Worksheet

1. Give it a purpose:

Are you attempting to activate, persuade, inspire, stimulate, instruct, or inform? What do you hope to accomplish?

Based on your goal(s) craft a 15-30 second S.O.C.O.:

Building from your goals and S.O.C.O. outline your opening remarks:

2. **Make it unconventional:**
Consider each of 4 personality types.

The Analytical is self-disciplined, neat and orderly and prefers to work alone. The Analytical is also a heavy thinker who needs time to digest everything you present.

TIP: Give him time to process. Stop periodically. Maintain 20-30 seconds of silence. The Analytical will use this time to formulate questions and think about what you have just presented. Keep your visuals clean and simple. Make sure you provide accurate data.

What could you say or do to present your information that will make the Analytical type sit up and listen?

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The Driver is fast-paced, action-oriented with a "my way or the highway" credo. The Driver is a difficult person to convince, because she believes she's almost always right. Drivers are bottom-line thinkers.

TIP: Make sure your presentation is crisp and professional, both verbally and visually. Use bold lettering to highlight key points and use arrows to direct the Driver's attention. Do not argue with a Driver during a presentation. Take care not to be cute or manipulative during the presentation.

What could you say or do to present your information that will make the Analytical type sit up and listen?

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The Expressive is highly creative and constantly moving. He typically thinks his ideas are better than anyone else's. Because his mind is constantly churning out new ideas, holding his attention is a challenge. And because he prides himself on his spontaneity and impulsiveness, he may interrupt to ask a lot of questions. He might even offer hints on how to improve your presentation.

TIP: Appeal to this enthusiasm, creativity, nonconformity and positive attitude. Being dry, humorless and dull will make him want to run for the door. Use bold, intense colors, lots of pictures, fancier fonts, and positive images [smiles, thumbs-up] to get your point across.

What could you say or do to present your information that will make the Expressive type sit up and listen?

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The Agreeable is friendly, polite and supportive. She'll listen with a smile to everything you have to say, and she rarely asks questions or raises objections. Why? Because she hates conflict and wants to have a positive relationship with everyone.

TIP: Move through your presentation slowly. Use visuals with people in them. Stop and ask if she has any questions. Explain how a successful outcome to your presentation would affect her and others personally.

What could you say or do to present your information that will make the Agreeable type sit up and listen?

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3. Keep it lucid and organized:

What information should this presentation contain and how should it be structured?

Reason	Tips	Your information
Activate	Present ideas, suggestions, arguments strong enough to motivate an audience. Present a sense of urgency.	
Persuade	Present solutions, logic, evidence and emotion to sway the audience.	
Inspire	Present vivid language and examples to reach hearts and minds. Use facts, figures and feelings.	
Instruct	Present facts with a bit of depth. Allow time to discuss and practice. Personalize the message.	
Inform	Present facts in a clear, simple, uncomplicated way. Get to the point.	

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Framework		Your Structure
Topical	This is when you have several ideas to present and one idea seems naturally to precede the other. This is one of the most common types of patterns. It is especially useful for presenting information and making entertaining speeches.	
Chronological	This uses time sequences for a framework. It is useful in making persuasive speeches requiring background information.	
Spatial	This organizes material according to physical space.	
Classification	This puts things into categories.	
Problem/ Solution	This is used for persuasive/ activation presentations. The first part outlines a problem. The second presents the solution.	
Cause/Effect	This can be used to convince and activate people. The first part describes the cause and the second the effect.	

- 4. Use a variety of approaches/examples:**
What examples or stories can you share with the audience that will make them better understand your position?

Outline Your Presentation

5. Show your passion:

Why are you doing this work?

What motivates you?

Why do you think it's worth the effort?

Why should the audience care?

Now that you have an outline ... where can you add emphasis? ...
make gestures? ... show passion? ... elicit feelings?

Now ... go back and ... insert these elements into your outline.

Self Reflection

Did you engage the audience? How?

Did you read the non-verbals of the audience to determine if they were following you and if you were achieving your goals? How did you alter your presentation to address these non-verbals?

Did you achieve your presentation goal? If so, what evidence do you have of your success? If not, why not and what can you do to overcome this shortfall the next time?

Did you present to all personality types? How?

Did you achieve your S.O.C.O.?

Did you get in your 3 talking points?

What suggestions do you have to improve the presentation?

Telling Your Story to the Media

This segment of the workbook will help you to:

- prepare for an interview
- give better interviews
- respond to tough questions

Interviews – Before, During and After

Before the Interview:

- Do your homework.
- Anticipate tough questions – you know what they might be.
- Stay informed - think about how to link what you are doing to current trends or news.
- If possible, make contact with the reporter ahead of time – send information about your organization or program.
- Know what the reporter is interested in – read stories they have written, watch for by-lines.
- Provide “deep background” if necessary (institutional history).
- Keep your S.O.C.O. in mind while preparing.
- Rehearse.

During the interview:

- Keep it local, but link local information/impact with national news.
- Avoid acronyms and “institutional” jargon - the general public does not speak “our” language.
- If it is radio, take notes as you go so you can remember to respond to things said.
- Remember – with radio you are speaking to every listener – in waiting rooms, in living rooms, in kitchens and in cars.
- Tell the story, over and over, but in different ways.

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- Never say “no comment.”
- Imagine who the listening/reading audience is – speak to them.
- If you are asked a question and you don’t know the answer, say so.
- If you can, provide the interviewer and the listener resources to find the answer. If it is a print interview – tell them you will find the answer and get back to them prior to their deadline. And do.
- Listen to your own voice – use conversational tones. Modulate.
- Pause for effect – it makes people listen to what follows.
- Be aware of “ums” and “ahs,” silence is better.
- If it is electronic media, don’t fidget. It is distracting for an interviewer.
- Nothing is ever “off the record.”
- If you are asked a question that includes negative language - do not repeat it.
- Personalize your response when you can – use examples of impact on real people.
- Utilize restraint – short answers are better, safer and more effective. Use whole sentences.
- If you don’t fully understand the question, ask for clarification.
- Use facts to counter misperceptions or misstatements – don’t become impatient.
- Remember you are the expert – that’s why they are talking to you!
- Make the opportunity count!

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After the Interview

- Leave them with contact information and supporting data.
- Write a handwritten, personal thank you note as soon as you get back to your office.
- Let them know you are happy to serve as a resource in the future, even if it is just to lead them in the right direction on a related subject. Share the spotlight, don't be a news-hog. You will be rewarded by being a resource in the future.
- After the interview airs or is in print – write a note to tell them what a positive impact it had. Again, use stories about people if possible.
- Pay attention to the reporter/cultivate the relationship.

Thanks, in part, to Covering Kids, a program of the Robert Wood Johnson Foundation

TEN TIPS For People Who are Too Busy for PR

1. Pick two or three media targets and love only them.
2. Piggyback on other people's PR.
3. Get to know at least two people with two great stories about service-learning.
4. When a reporter calls you, be ready to pounce and produce.
5. Make email work for you (lather, hit send, repeat).
6. Offer special guests and field trips.
7. Make it so easy and so complete, any tired reporter will bite.
8. When you can, invest in high-quality photographs and video.
9. Know the power of three to make a trend – any trend – a reality. Repetition-repetition-repetition.
10. Write short and talk fast. Remember KIS(S)= Keep it Simple!

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Theory, Tips & Tools for Success

In theory, interviews are just special kinds of presentations, where a journalist or host asks the questions that the audience at home would ask.

In practice, interviews are conversations with two different audiences: the journalist (reporter or host) and the public. To be successful in interviews, you must prepare for both audiences. And you must talk to both audiences.

As a special kind of presentation, many of the important keys to a successful interview are the same for presentations. You need to have:

- A clear message—your S.O.C.O. (Single Overriding Communication Objective)
- A good opening
- A quotable quote
- Three talking points to which you will return throughout the interview
- A powerful closing statement.

The interview should inform, motivate or activate the audience.

The ability to tell “your story” and stay on message is directly related to the clarity of your S.O.C.O. and the amount of your preparation and practice.

Review the following tip sheets and highlight three tips from each that you want to add and better incorporate into your communications tool box.

Preparation Tips

Cultivate media relationships. Make the time to develop a working relationship with editors, producers, publishers, owners, feature/editorial writers, reporters.

You are the expert. Help educate the reporter **before** the interview.

Identify your S.O.C.O. and prepare three key "talking points."

Prepare an opening and closing statement.

Do your homework. Know the facts. Know your position. Practice.

Determine questions you hope won't be asked; then practice answering them.

Find an angle. Identify or create a local hook that links your story to a national one or to other community events/issues/concerns.

Find out who the reporter is – their position and who else is being interviewed.

Know others positions. Find out/identify their key points.

Know the format, theme and audience of the show. Establish ground rules, and find out what will be covered and how much time will be allowed for the program.

Identify the person who can best represent your point of view.

Read/listen to the latest addition of the newspaper/radio/TV news program before you do your program. A late-breaking story could affect your presentation.

Arrive early – check out the setting, your appearance. Talk to the reporter about what will be covered, offer points you'd like to discuss. Do not have any caffeine.

Be available for follow-up. Reporters often need more info.

Relax and be yourself.

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General Tips

- Make sure you get across your S.O.C.O. and three talking points. Use one or two-liners that people will remember. End with a brief recap.
- Inform, motivate and activate audience. Make your issue newsworthy and important.
- Think of ways to humanize your issue. Develop anecdotes.
- Give briefing materials to the interviewer, days before if possible.
- Be honest, positive, to the point. Keep your answers short.
- Use language that is natural. Avoid jargon and acronyms.
- Don't hesitate to say "I don't know; I'll get back to you." Then get back to them in a timely manner.
- Be human. Don't be afraid to show emotion, but never lose your temper.
- Never go off the record, unless you know and trust the reporter [and even then it's not a good idea].
- Never give a "no comment" response. Turn the question into a comment.
- Don't repeat other's terminology or their facts or figures; use your own data.
- Answer only one question at a time. If there are multiple questions, answer the one you want to address . . . then bridge to your key points.
- If the questions do not allow you to project your S.O.C.O., use the questions that are asked to bridge to your talking points.
- Take a second to think about your answer. Rapid responses appear rehearsed. The extra time will also help you to develop a more strategic response.
- Clarify any points that you think may have been misunderstood.

Broadcast Tips

- Know the format, theme and audience of the show. Find out what will be covered and how much time is allowed for your segment. Establish ground rules and suggest topic areas to discuss.
- Arrive early. Check out the setting and your appearance.
- Bring notes, if needed.
- Maximize eye contact with the reporter.
- Pause. The audience will appreciate the time to reflect/digest.
- If you are called by a reporter to give an immediate statement over the phone and you are not prepared, ask if you can call back within 10 minutes—then call back.
- If the program is being taped and you make a weak presentation, ask for the segment to be re-taped.
- Remain still in your chair . . . fidgeting makes your voice inconsistent in a radio interview, and is distracting on television.
- Eliminate “um” and “you know” from your delivery.
- Keep a positive, professional attitude, even if the questioner is hostile.
- Don’t laugh or smile at serious matters.
- Don’t touch the microphone.

TV Tips

- Arrive early so that you can check your appearance.
- Stand/sit straight with your hands in a relaxed position at your sides.
- Relax your shoulders and keep your body still.
- Ask for make-up, if necessary, to help control perspiration.
- Wear medium-toned clothing, over-the-calf socks/over-the-knee dress. Avoid white shirts, bow ties, and lots of jewelry. Do not wear sunglasses.
- Avoid wearing solid red clothing.
- Assume that the microphone and camera are on from the time the reporter arrives to the time he or she leaves. Act accordingly.
- Show warmth, friendliness, sincerity.
- When appropriate, smile, gesture and pause.
- Keep eye contact with the interviewer, if present, or with the camera/viewing audience.
- Don't rock back and forth. Don't cross your arms. Don't look at your watch.
- If you need to face one way (e.g., hearing problem), make this known.
- Don't sit in between two questioners or members of the opposition - your head movements will make you look guilty.
- Keep your head up – or you will look guilty.
- Avoid looking around the room.
- Don't touch the microphone.

Radio Tips

DO'S

Bring notes, if needed. Cards instead of paper.

Stay approximately 6 inches from microphone.

Remember you are talking to the public and to your target audience.

If you are called by a reporter to give an immediate statement over the phone and you aren't prepared, ask if you can call back within 10 minutes—then call back.

If the program is being taped and you make a weak presentation – ask for the segment to be re-taped.

Get your "talking points" across to the audience.

Clarify any points you think may have been misunderstood.

DON'T'S

Don't be too far away or too close to the microphone.

Don't sway back and forth in your chair. Your voice will be inconsistent.

Don't move your papers around – they make noise.

Don't touch the microphone.

Avoid "ums."

Don't laugh at serious matters.

Don't take the questioner's attitude, even if it's hostile.

On the Spot: Tools for Handling Tough Questions

Before the interview, determine the questions you hope you won't be asked, then practice answering them. Be calm, direct, and brief in answering hostile questions and avoid becoming defensive or argumentative.

The following are some techniques that can help you deal with the tough questions and tough questioners . . . so that you can stay on **your** message ... and achieve your S.O.C.O.

- **Bridge:** A technique that allows you to segue from the interviewer's question to your key message. Examples of bridges:
 - Another question I'm often asked is . . .
 - A more critical issue might be . . .
 - It sounds like what you are really asking is . . .
 - Your readers might also be interested in knowing . . .

There are two primary bridges:

- (1) You use a positive, friendly question to set up a second, related question the answer to which is your key message.
 - (2) You are asked a tough leading question. You answer with one word or a short phrase; then you translate the tough question into one that is positive or neutral, and then answer it.
- **Hook:** A technique in which you provide more to an answer than the interviewer expected.
 - You answer the question by explaining that it requires a lengthy answer, identifying the three or four most important points you want to make, and stating them, uninterrupted. Number each point as you make it: "The first most important point is . . . , the second is ..."

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- **Flag:** In this technique you use words and your voice to indicate the information you are about to share is important; perhaps the most important item to be shared in the interview. Always use this technique when the coming answer is one of your key messages. This helps reporters to prepare their stories.
 - “Your question relates to one of the most important things people need to know . . .” (answer the question by stating your key point).

Handling Tough Questions: Activity

Preparation

You are being interviewed by a member of the press. While the reporter was very friendly on the phone when requesting the interview, you have a feeling that s/he will probably ask some tough questions about your organization.

You believe that this interview will be an important opportunity for you to state your case. You would like to win community members' support.

Take a few minutes to decide:

- What's your S.O.C.O.?

- What are your 3 talking points? Prepare sound bites based on these points, but don't rehearse too much or your remarks will sound canned.
 - 1.

 - 2.

 - 3.

- What is your one quotable quote?

- What issues might the reporter raise?

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What questions might be asked? How should you respond?

Question	Strategy	Response

- What questions/issues do you hope are not asked/raised?
What strategy will you use and how will you respond?

Question	Strategy	Response

Tips for Overcoming the Fear of Frying (on camera)

- Avoid caffeine.
- Be yourself.
- Do something routine before you start.
- Dress so that you look and feel good ... make yourself comfortable.
- Exercise your mouth muscles.
- Hold something.
- Know exactly how you will begin.
- Make the room your own.
- Meet and greet; make friends with audience members.
- Realize that your audience wants you to succeed.
- Realize you are the expert.
- Rehearse, rehearse and rehearse some more.
- Remember the first time is always the worst.
- Remember to breathe.
- Repeat or paraphrase questions.
- Show up early, assess the physical space, check equipment and sight lines.
- Start a conversation before you start your presentation.

Practice

- Have someone interview you using the questions that you anticipate being asked and the ones that you hope you want to be asked.
- Ask colleagues and friends to watch the interview and take notes on things you did well and areas for improvement.
- If possible, video tape the practice interview so that you can replay it for your own analysis.

Reflect

- How did you feel during the interview?
- What worked well?
- What could you have done better?

Feedback & Observation

- Did the person being interviewed stay on message?
- Did they have 3 talking points?
- Did they have a quotable quote?
- Did they keep their cool?
- How did the interviewee handle difficult questions?

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- What was the interviewee's main message?
- Was the message delivered clearly?
- What strategies did they use?
- Did they illustrate the impact of their program?
- Did they co-brand?
- How do you feel about the image and content of their program?

Building Media Relations: Making It Newsworthy

This segment of the workbook will help you to:

- define the newsworthiness of your programs and event to attract news coverage
- cultivate relationships with reporters, editors and publishers
- pitch your story to various media outlets

Extra! Extra! Read All About It!

The last time your organization tried to get media/press coverage ...

The story you wanted told was about?

The headline you wanted was?

- Did you get the type and extent of coverage you desired?
- If so, why? If not, why not?
- Use the following Newsworthy Checklist to assess your story.

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Newsworthy Checklist

Use this checklist to determine if your story is newsworthy.

Yes/No	Your story is newsworthy when it...
	Is timely.
	Is groundbreaking.
	Is unique.
	Impacts the community and the local economy.
	Is new ... it has never been done before (in the area, in this manner).
	Is trendy.
	Ties in with what is going on (the season, current news).
	Expresses emotions.
	Distributes new data.
	Appeals to a mass audience.
	Other:
	Other:
	Other:

Working with the Media

The “Media” are just individual people doing their job – getting news and information out to the public. They are not experts in every field on which they report ... however, they are experts at determining if the public will be interested in a story. And they are good at locating those who are experts in their fields. You can help them make it easier to locate you!

There is a standard hierarchy in most newsrooms, whether they are radio, television or print. It is important to know how it works, who makes the ultimate decisions and what criteria they use at any given time in the news cycle.

You will be a more effective communicator if you:

- Know the deadlines for press releases and advisories
- Know in which form the reporter prefers getting information
- Know the reporters deadline for filing the story
- Know how the news is decided
- Know the best person to contact
- Know how to pitch a story
- Know what individual reporters are interested in – read their stories
- Always get back to them in a timely manner with the answer to a question
- Always get back to them

The News Media

The news media is an intricate system that is used to inform the public of news: new information, timely and current events, unexpected happenings and random information. Television, radio, and newspapers, the Web, and magazines comprise this network of information distribution. This is a general guide. Find out how your market works, and use this as an opportunity to develop relationships with the key stakeholders and decision makers within each of these media outlets.

Who Reports the News?

There are several types of reporters/players working in the media, including:

Editors: prepare, superintend, and revise a newspaper, magazine, news-related web site, or other periodical, for publication.

News director: directs the flow of a television news department. Reporting to this person are the directors, cameramen, editors, producers, assignment desk personnel and technicians.

News producer: responsible for the flow of an entire television or radio newscast, or a segment of the news program.

Reporters: investigate, write and/or present the news. Many outlets will have a reporter who works on specific topics (e.g. consumer information, financial news) while also having some reporters who are general assignment reporters (all topics).

Television anchors: lead reporters on news broadcasts. If they do story reports, the stories are usually of a larger appeal or may be part of a series.

Radio show hosts, music driven format: host shows, usually during the “drive time” as people go to and come from work. News is often reported during these times and interviews are often conducted.

Radio show hosts, talk driven format: host shows that feature a particular topic. Most radio shows of this type have a call-in component.

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The Story: How a Reporter Gets a Story

By researching everything. In order to be a successful reporter, one must do his/her homework and research. They get information from a variety of sources:

- **News wire services** provide up-to-date information as it happens around the world. The most common: United Press International and Associated Press.
- **Other media outlets, including the competition.** Reporters read newspapers and publications and watch television to receive as much information as possible from as many as possible.
- **The public.** Through calls, letters, press/news releases, media advisories, events, meetings, wire services and more, reporters get much information and many ideas from the general public.

How Newsrooms Operate

A newsroom is the hub for any media outlet. It is a constant buzz of energy, activity and information dissemination. It gets even busier as deadlines, newscasts and show times approach. Most newsrooms operate in similar ways:

- **Assignment desk:** This is the pulse of the newsroom. Most calls are directed here: as people call in with information and as people call in to find out information. Reporters, photographers and others get their assignments here. The assignment desk editor shapes what news gets covered that day and in the future.
- **Morning (afternoon) meetings:** These meetings schedule the newscasts and determine the layout of the newspaper. A group of people - including, reporters, editors, news directors, producers and assignment desk editors, depending on the medium – meet daily to set the course of what will be news. During these meetings, everything from story placement of front page cover stories to the lead-in story (the first story of a newscast) is decided. These decisions are made based on the news – what is hot at the moment – as it is currently known at the time.

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Find a Hook *To Get Your Story Covered*

- Take a look through the newspaper, note topic stories, trends and ads.
- Identify a story which you could use as a “hook” – a link between what you read and a story about your project/initiative that presents another angle. It should:
 - Localize a national/state story.
 - Show how the original story impacts/relates to your community and what your project is doing to solve/address this situation.
 - Provide local human interest.
- Write your story idea and headline below, as well as the hook and how you might pitch it to the media in your area.

Headline	
Story Idea	Hook/Pitch

Communicating with the News Media

You have a story ... you know [think] it is newsworthy ... and you have a hook and strategy for pitching it. What do you do now?

There are a variety of ways to communicate with members of the news media:

- Pitch a story, via letter or phone.
- Send a media advisory.
- Send a news release.
- Host a news conference or briefing.
- Organize a media event.
- Conduct a media tour.

You can do all of those things without knowing a single reporter or editor. However, you will be more successful when you cultivate a relationship with news staffers and decision makers.

Cultivating a Relationship with Editors, Reporters, Producers

Begin by being a news-watcher

Watch. Listen. Read. Take note of how issues are being dealt with, by whom, and in what media. Identify the reporters and media outlets most likely to respond to your news. Become familiar with their approach and style.

This background information is vital to successful contact with members of the media. It provides the basis for building your media list.

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Create a Media List

A media list is essential. Putting it together takes some attention, but you need it to make your work with media successful.

It is very important for your organization to have an up-to-date media list. This is a list that contains the contact information of the media outlets in your area. Your lists should be updated constantly as people often change jobs.

Start by gathering names from by-lines and mastheads in the newspaper (news editors, reporters, photo editors, calendar editors) and credits during newscasts (news directors, producers and assignment editors). Call local stations and publications and ask who would be most interested in the news you have to offer; include regional publications, stations and wire services.

Organize the list by categories of news outlet (and if you cover a large geographic area, by media market). Suggested categories: daily newspapers; weekly newspapers or magazines; monthly or quarterly newspapers or magazines; television news; television public affairs (talk shows and news magazines); news and talk radio; music radio; news services (AP & UPI); and freelance journalists.

Your media list should include:

- Name and type of media outlet (TV station, newspaper, radio station, etc.).
- General contact information: address, telephone, fax number.
- Specific contact information: contact names, telephone and fax numbers, e-mail addresses) of various people such as
 - newspaper editors
 - assignment desk directors
 - public affairs directors at radio and television stations
 - reporters that cover a specific beat (Example: If your organization works to save trees, put the environmental reporter on your list.)

Update your list regularly from the records you keep of media contacts: every telephone call, meeting, conference or interview. (Use the form on the following page to keep such records.)

Media Contact List: Profile Page

Sample

Name:

Title:

Organization:

Type of outlet: Newspaper [] Radio [] TV [] Other: _____

Address:

Phone:

Fax:

E-mail:

Deadline:

Preferred mode of contact: Mail [] Fax [] E-mail []

Comments: *If your contact has an administrative assistant, or other gatekeeper, their name, etc. is important.*

History of coverage of our organization/program:

Build Relationships with Individual Reporters

Know the media source you are trying to contact. Treat this relationship as you would any business relationship. Be prepared. Do your homework.

Here are a few tips:

- Watch, read and listen to the news media you are trying to get to cover your organization. Know how they operate.
Notice the types of:
 - Letters to the editor they print.
 - Stories they cover.
 - Items on community calendars.
 - Organizations and events mentioned in the morning drive of radio stations.
- Remember that the news reporters are regular people. When you have an opportunity to speak with them, do not just bombard them with your story. Engage them in a conversation that can be beneficial to you. Your person-to-person relationships with members of the news media are what can help you get the kind of coverage you want.
- Respect reporters' time as they are constantly bombarded with information through mail, e-mail and the phone. Know deadlines *before* you call.
- Do not call (or send a release) unless the information is newsworthy.
- Get copies of their editorial calendars to get an idea of what they want to write about and when it is due.
- Know how they want to receive the information and send it that way (fax, e-mail, snail mail).
- Be an expert in your field when talking to a reporter, not a salesman.

Make the Pitch

Pitching a story is what it sounds like – “throwing” story ideas to the media. It is a way to engage the media and get their interest to do a story. There are two ways to pitch a story: in writing or through a phone call.

Pitch Phone Call

A pitch phone call can be a quick method of pitching a story but beware - you may have less than a minute to speak with someone. Some tips are:

- Practice what you are going to say. Be clear and concise.
- Immediately identify yourself, your organization and the reason for the call.
- Make sure it is a good time to talk. DO NOT CALL near deadlines.
- Describe the idea in about two sentences and the potential interest of the readers/viewers.
- Let the person know that you are familiar with the publication/news station. (Do your homework.)
- Pause to ask if the reporter is interested.
- Regardless of the outcome, always thank the person for their time.
- Set up a definite time to follow-up on the conversation.

A Pitch Letter/E-mail

A letter/e-mail is an effective way of pitching a story to a reporter; it allows you to clearly get your message across without interruptions. It allows the reporter to review the information on his/her own time and will allow for a follow-up phone call. The letter/e-mail:

- Should be brief, one page maximum.
- Does not need to tell the entire story, but should attract interest.
- Should request exactly what it is that you want (e.g., a public service announcement, story coverage, a radio interview).
- Can include an invitation to an upcoming event.
- Can include promotional materials, such as a brochure.
- Should highlight the organization's expertise.

Sample Pitch Phone Conversation

Bob: “Newsroom, Bob Johnson speaking.”

Michelle: “Good afternoon Bob, this is Michelle Jones calling from Good Works to suggest a story idea. Is this a good time to talk?”

Bob: “Yes, but I only have about a minute. Can you make it quick?”

Michelle: “Sure. Bob, I know you cover the metro section and the education community here in Anytown. Good Works is collaborating with Greater Anytown Network in the 3rd ward area to help children improve their reading skills. Children and their parents are working together on neighborhood projects, and the children also get to take part in a fun, engaging reading program. We have teamed with local literacy groups to develop a curriculum that raises children’s skills by one grade in one semester. Your readers might want to know about this unique project that helps kids, their parents and neighborhoods at the same time.”

Bob: “That’s interesting. I’d like to talk about this when I have more time.”

Michelle: When would you like me to call back?

Bob: Can you call back tomorrow morning? I have a window of time between 9:30 and 11:30.”

Michelle: “Sure, I’d be glad to. Thanks for your time.”

Pitch the Story

Using the hook and story idea generated earlier, write some notes below about the potential story and then pair with another person to practice making a brief phone pitch. After the pitch, solicit and receive feedback on what was effective and what you could do to improve the pitch. Then reverse roles.

Brief description of the story idea:

What makes it newsworthy?

Why would the story be of interest to the audience of this particular news outlet?

Pitch Partner Feedback

Did the pitcher...

- Identify himself/herself and the organization?
- Quickly tell you the reason for the call?
- Ask if this was a good time to talk?
- Briefly and clearly describe the idea and its interest to the audience?
- Make the case for the story being news/newsworthy?

The News Release

A news release (also known as a press or media release) is an important tool to communicate your story to the media. It is an effective means of getting your message to reporters, of gaining positive publicity and of providing the public with information.

Some questions to consider to help you evaluate your planned news release:

- Is the story of interest to at least 10 percent of the media outlet's audience?
- Is it timely?
- Does it have a local angle?
- Does it have a human interest angle?

When writing a news release for the media, keep the language simple and direct. Use short, clear sentences, devoid of jargon and hype. Remember to use quotable "bites" of information or short summaries of issues that are easy for both print and electronic reporters to use. Make your most important points first and then emphasize them. Your release needs to grab the reader.

A well written news release:

- Is short, single-sided, one to two pages - no more than 500 words.
- Is on company letterhead.
- Is concise, well written, factual and timely.
- Includes the location and date of the news release.
- Places media contact information in the upper right-hand corner below the company letterhead (name, telephone number, e-mail).
- Contains summary information about your organization.
- Contains one or two quotes.
- Provides a clear description of the news you are trying to communicate, using details and specifics.

Tips for Sending a News Release

- Send to only one person per media outlet. Who is the “sorter?”
- Know the best way to send the information - fax, e-mail, or regular mail.
- Know deadlines.
- Be clear on what you want the reader to know.
- Include a human-interest angle.
- Get the reader to see why “this” is important and why he/she should care.
- Send the release early. Do not send a release the day before an event and expect coverage. Call to find out when the news outlet likes to receive the information.
- Write in a professional manner. Using a journalistic stylebook can be helpful.
- If you have photos/videos available, state that at the bottom of your release.
- You may also want to put a brief background paragraph about your organization at the bottom of the release.
- Check the facts, figures, spelling and grammar in your release. Proofread and edit your release to check that you have kept it short, and written a good headline and lead paragraph.
- Call to follow-up, do not just send.

News Release Guidelines

1. Type the release, double-spaced, with wide margins, on 8 ½ by 11” paper, single sided on organizational letterhead.
2. At the top of the first page, place the name, telephone number and e-mail address of your group’s contact person.
3. List the release date/time in the upper left corner.
The release may be for:
 - IMMEDIATE RELEASE: This is used most of the time, and means that it can be run immediately.
 - FOR RELEASE AFTER (TIME, DATE): This is called an *embargoed* release. It is used when a news conference/event has been planned and the release provides details or information that will be provided at the conference. Time the delivery so that the release will not be received until the morning of your news conference or event.
4. Write a brief headline that tells what your story is about; center it on the page. The headline needs to tell the person reading what the story is about.
5. Put the most important information in the first paragraph – called the lead. It should grab the reader’s attention and cover the 5 Ws and H: Who, What, Where, When, Why and How. It should not be longer than 25 to 30 words.
6. Write the rest of the story in “inverted pyramid” style. The most important information is placed first, followed by information of less importance. Try to make the story precise, clear and interesting to the reader. Include facts, not opinions, and quotations. Avoid jargon. Emphasize what is unique.

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7. Try to keep the release to one page. If it is longer:
 - Type “-MORE-” at the bottom of each page to ensure that the entire release is read. Includes page numbers at the top left of each page.
 - Do not split paragraphs between pages.
 - End with “###” or “-END-” centered at the bottom of the final page.

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FOR IMMEDIATE RELEASE
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Learn & Serve Challenge Spotlights Students As Solutions to Community Problems

Washington, D.C. -- From serving meals and cleaning rivers to tutoring and raising money for cancer research, students across the country will show how they make a difference through service-learning during the National Learn & Serve Challenge the week of October 6 through 12.



Joining under the banner of "Be a Solution," more than 85,000 young people, educators, business leaders, and community partners nationwide will come together to spotlight the ways youth are translating what they learn in the classroom into action to improve their own lives and communities.

The National Learn & Serve Challenge is a concentrated week of activities designed to increase public understanding of service-learning, the federal Learn and Serve America program, and to inspire more communities to launch their own service-learning programs. Nearly 200 events are planned, ranging from service projects and community presentations to service-learning fairs and celebrations. Last month the U.S House [passed a resolution](#) recognizing the benefits of service learning and supporting the National Learn & Serve Challenge, and 14 governors or chief state school officers have issued proclamations.

Service-learning is a hands-on teaching method that engages young people in solving problems within their schools and communities as part of academic work and other out-of-school time activities. Research has demonstrated that service-learning increases academic achievement and student engagement, improves civic attitudes and community involvement, and decreases risky behaviors.

"We know that students who become involved in their communities through organized, intentional service-learning activities experience a range of benefits, from improved academic achievement to the development of a lifelong ethic of civic involvement," said David Eisner, CEO of the Corporation for National and Community Service, which oversees Learn and Serve America. "By shining a spotlight on the great results that these programs have, we hope to inspire more schools and universities to embrace this powerful and proven teaching method."

Nelda Brown, executive director of the National Service-Learning Partnership, commented, "Every day in schools and communities nationwide, young people are daring to make a difference by using the knowledge and skills they learn in school and community-based programs to help solve important community problems. And while serving others, they learn for themselves."

Learn and Serve America is the nation's largest source of support for service-learning. Last year the program supported 1,700 grantees across the country that engaged more than 1.4 million students who served 27.9 million hours with more than 124,000 community partners. The Corporation for National and Community Service also supports service-learning through its other core programs and special initiatives, including the [National Service-Learning Clearinghouse](#) training and curriculum website, the [President's Higher Education Community Service Honor Roll](#) that recognizes outstanding colleges for their service commitments, and the [Bring Learning to Life](#) television PSA campaign.

The Challenge supports the federal goal to engage 5 million college students serving and ensure that 50 percent of America's K-12 schools incorporate service-learning into their curricula by 2010. For more information and to find local Challenge events and activities, visit: <http://www.learnandservechallenge.org>.

The Learn & Serve Challenge is a signature event of the National Service-Learning Partnership, made possible with support from the State Farm® Companies Foundation. Lead Organizing Partners include: SEANet - the State Education Agency K-12 Service-Learning Network, America's Promise Alliance, Camp Fire USA, Campus Compact, the National Service-Learning Clearinghouse, National Youth Leadership Council, and Youth Service America.

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For a list of activities during the week, visit <http://www.learnandservechallenge.org>. Among the events are:

- **St. John the Baptist Elementary (St. Louis, MO):** In October students will begin a year-long partnership with the naturalists at Forest Park Forever to restore an area to native prairie grasses. Students are planting and weeding as they learn about native prairie grasses and their impact on the environment. In addition, students are participating in a pollination study where they gather data on the different kinds of pollinators, particularly bees, in this restored prairie area.
- **State Farm - Austin, Texas Operations Center:** State Farm is hosting two Learn & Serve Challenge week events: An employee Lunch & Learn workshop to teach employees what service-learning is and how to apply for service-learning grants. There is also an exhibit style event showcasing service-learning winners and participants from local schools for employees to see and learn from as well as announce new grant winners.
- **University of Maine at Farmington:** Environmental sustainability is part of the mission statement for University of Maine at Farmington. Pre-service teachers are doing a service-learning project that focuses on sustainability. They work with the Department of Environmental Protection and Agriculture in the Schools Consortium. With the information and activities that students receive from these partners and their own creativity, they develop lessons and activities to share in the local elementary and middle schools. The visit to the elementary and middle school classrooms is followed by students providing a guided tour of the LEEDS Certified Education Center.
- **Annual Convening of Service-Learning Leaders (Baltimore, MD):** At the invitation of state school superintendent Nancy S. Grasmick, local service-learning leaders, including central office staff and teachers, are meeting for the Annual Convening of Service-Learning Leaders to explore and share new and effective strategies for service-learning implementation. Maryland requires public school students to engage in service-learning as a condition of graduation.
- **Gonzaga University (Spokane, WA):** Gonzaga University students will participate in the October 4th Annual Spokane River Clean-up. They will be picking up trash on a section of the river adjacent to campus. Over 500 Spokane citizens help with the Clean-up every year. Staff and some student volunteers will act as group leaders during this event. During the week that follows, we will offer Gonzaga student volunteers an opportunity to reflect on their experience and tie it back to the University's selected theme of the year "Water."

The Corporation for National and Community Service is a federal agency that improves lives, strengthens communities, and fosters civic engagement through service and volunteering. Each year, the Corporation engages four million Americans of all ages and backgrounds in service through its Senior Corps, AmeriCorps, and Learn and Serve America programs. For more information, visit <http://www.nationalservice.gov>.

###

Checklist for News Releases

Yes or No

- _____ Is the contact person's (at your organization) name/phone number listed at the top of the release?
- _____ Is the release dated and marked "For Immediate Release" or "Embargoed Until (Specific date)?"
- _____ Is the topic newsworthy?
- _____ Does it answer the questions: Who? What? When? Where? Why? How?
- _____ Does it have a headline that catches the reader's attention and summarizes the story?
- _____ Is it double-spaced?
- _____ Have you quoted your organization's spokesperson and cleared the quote in advance?
- _____ Have you checked the grammar and the spelling [including names]?
- _____ If you did not know about this event/topic, would reading this release interest you? If not, re-write it.
- _____ If photo opportunities or special visuals are available, are they mentioned?

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The Media Advisory

Sometimes a news release is too much or too formal; a news release should only be used to announce something newsworthy. For other types of information, it is better to write a media advisory or calendar notice. The media advisory is similar to a release in its purpose - to communicate your story. It is sent to inform the media of an event. It not only covers the basic questions of journalism, it is written in a fashion to clearly convey the information.

Sample Media Advisory

Media Advisory
April 1, 2001
Contact: P.R. Person
123.456.7890
prperson@goodworks.com

SUMMER DAY CAMP OFFERS OPPORTUNITIES FOR TEENS

What: Teen GoodWorks Summer Day Camp

Where: GoodWorks Station
123 East Lane
(123) 456-7890

When: Two-week sessions beginning June 1
Full day sessions run 8 a.m. - 5 p.m.

Cost: No cost; qualifying teens will be paid a stipend

GoodWorks, Inc. and the Greater Anytown Network present Teen GoodWorks, a hands-on summer day camp now in its 5th year. Teen GoodWorks offers teens, ages 13-18, an opportunity to work with other teens to improve Anytown neighborhoods, and have fun while doing it.

Participants learn about themselves and their neighborhood, through activities, learning games, arts and crafts and visits to area museums. The group then completes a community works project in their neighborhood. Teens are paid a stipend at the end of the completed project.

Teams of teens are forming now. For more information, call GoodWorks at 123-456-7890.

Your neighborhood. Your chance to make it better .

News Conferences and Briefings

When many people think of getting publicity, what they think of is having a news conference.

Most times, a news conference is not the most appropriate way to get media attention – it's often better to pitch a story, send news release, or stage another kind of event. News conferences should be held only when your organization is putting forth its most newsworthy information which requires an exchange between your organization and more than one media contact/outlet.

A news conference may be the right approach if you expect significant coverage, if you have a breaking announcement or information to present, if you need to respond to a fast-breaking story, or when you want to take advantage of the presence of a celebrity.

The most important questions to answer before scheduling a news conference:

- Can you offer something in person that can't be offered in a news release?
- Do you have a real news story?
- Is the news value sufficient to not waste journalists' time?
- Is the time and effort required for you to organize the conference worth it?

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Here are some tips for holding a news conference:

- Send a news release about one week in advance, if there is time. If it is breaking news, call media contacts, fax or hand deliver an announcement. The announcement should describe what the event is about, where and when it is to be held, who the speakers will be and who the contact person is.
- Keep it brief. Plan for a maximum of four speakers.
- Schedule it at a convenient time – early in the day to meet the deadlines of afternoon papers and evening news.
- Make sure other similar events are not being held on the same day.
- Have a media kit available (news releases, fact sheets, speaker bios and statements and other background material).
- Select a location that is convenient to members of the media that is equipped to accommodate television camera crews and photographers that has good story related visuals and that is large enough for expected attendance.
- Plan an attractive visual scene. Use posters, banners or project t-shirts if available.
- Select credible, competent spokespersons. Each should understand the major political and social aspects of your program.
- Formalize the order of speakers and their “talking points.” Put the most important speakers first. Walk through the media conference and practice. Anticipate the questions that reporters will have.
- Contact friends and supporters in order to have the seats filled in the room.
- Have someone serve as event host/MC.

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The morning of the news conference:

- Call all media contacts to remind them of the event.
- Double check the room, and walk through the conference with the speakers.
- Make certain the room location is clearly marked by signs.

The conference:

- Start on time and end on time. The event should not last more than 45 minutes.
- At the news conference, ask members of the media to sign in. If important newspapers or broadcast stations are not represented, hand deliver media kits later that day.
- Give each media representative a media kit.
- Remember that photographers often arrive early to shoot candid photos.

Advising the Media

Review the following scenarios to decide whether you should send just a news release, a media advisory or hold a press conference.

An independent research group has just finished a report that shows that the Good Works projects in the Midtown Neighborhood had a significant impact, leveraging an average of \$10 million dollars in new development or construction. Because of Good Works, new businesses located, jobs were created and a new branch of the Anytown Library was constructed in Midtown.

- Would you send a news release or a media advisory?
- Would you call a press conference?
- Why?

The Good Works project is sponsoring a luncheon for businesses in and surrounding the Pietown Neighborhood in Anytown. Good Works is just beginning to work in the neighborhood and is hosting the luncheon to familiarize area businesses with the project.

- Would you send a news release or a media advisory?
- Would you call a press conference?
- Why?

Denzel Washington and rapper LL Cool J – both of whom were born and raised in Anytown – will be visiting the Teen Good Works Summer Day Camp, to kick off the summer program.

- Would you send a news release or a media advisory?
- Would you call a press conference?
- Why?

Ways to Get the Word Out *At No Cost to You*

Letter to the Editor

A short response from a reader is a very low cost method of getting your message across to your audience while building your public profile. Your letter to the editor should:

- Be short and specific - generally a maximum of 250 words, 150 words ideal.
- Be timely - respond in 2-3 days from when the article appeared or the event occurred.
- Be about a single subject.
- Not be mean or abusive, although it may be passionate.
- Start with a statement about your specific position, followed by evidence using facts and figures when possible.
- Include contact information.
- Make reference to the newspaper. (List the name of the article and the date published.) Note: while some papers print general comments, others will only print letters that refer to a specific article in its publication.

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Public Speaking and Article Writing

Have staff, board members or volunteers speak at various community events, or write articles; these are great ways of spreading your message, while establishing your organization as an expert in the field.

Guest opinions

Commonly known as Op/Ed pieces, these articles can be submitted by the public to give an opinion “opposite of the editorial page.” These articles can be longer than letters to the editor. Op/Ed articles should:

- Not exceed 750 words.
- Show local angle.
- Be written on a controversial topic.
- Not be sent to multiple newspapers in the same market.
- Use the same style recommendations as a letter to the editor.

Community calendars

Community calendars are a great tool to publicize upcoming events or specific needs (i.e., a call for volunteers). Calendars can be found on television and radio, in the newspapers and on the Internet. Calendar submissions should include specifics of the event/request - time, date, cost, location, type of volunteers needed, items to be donated. You can use media advisory format, changing the title of the page to “Event Notice” or “Calendar Listing.”

Get to know reporters

By being active in the community, responsible in your communications, concise in your message delivery and persistent (not pesky), establish relationships with reporters to set yourself up as an expert when an opinion or insight is needed in your field. They will then come to you seeking stories. Remember: they need stories as much as you need to get your story out.

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Public Service Announcements (PSAs)

PSAs are free “commercials” for non-profits offered by television and radio stations. PSAs can be used to bring awareness to an organization’s work or to an upcoming special event. As always, contact the station for specific requirements, but generally PSAs should:

- Be brief, concise and catchy.
- Be submitted as a written script in the form of 10, 15, or 30-second spots.
- Be typed, double-spaced in CAPS.
- Be in correct format. Check to see if a pre-recorded spot is necessary or if the station will accept a live-copy script which they will then produce.

Sample PSA

Service Learning: Bringing Learning to Life :60 second script

ACROSS AMERICA, SERVICE-LEARNING IS HELPING STUDENTS IMPROVE THEIR GRADES, AND THEIR COMMUNITIES.

SERVICE-LEARNING MAKES SCHOOL EXCITING BY CONNECTING THE CLASSROOM WITH COMMUNITY SERVICE PROJECTS.

BEFORE SERVICE-LEARNING I WAS JUST AN ORDINARY STUDENT SERVICE-LEARNING ABSOLUTELY DRIVES ACADEMIC SUCCESS.

WORKING TOGETHER, STUDENTS SOLVE REAL PROBLEMS AND APPLY THEIR KNOWLEDGE IN A WHOLE NEW WAY.

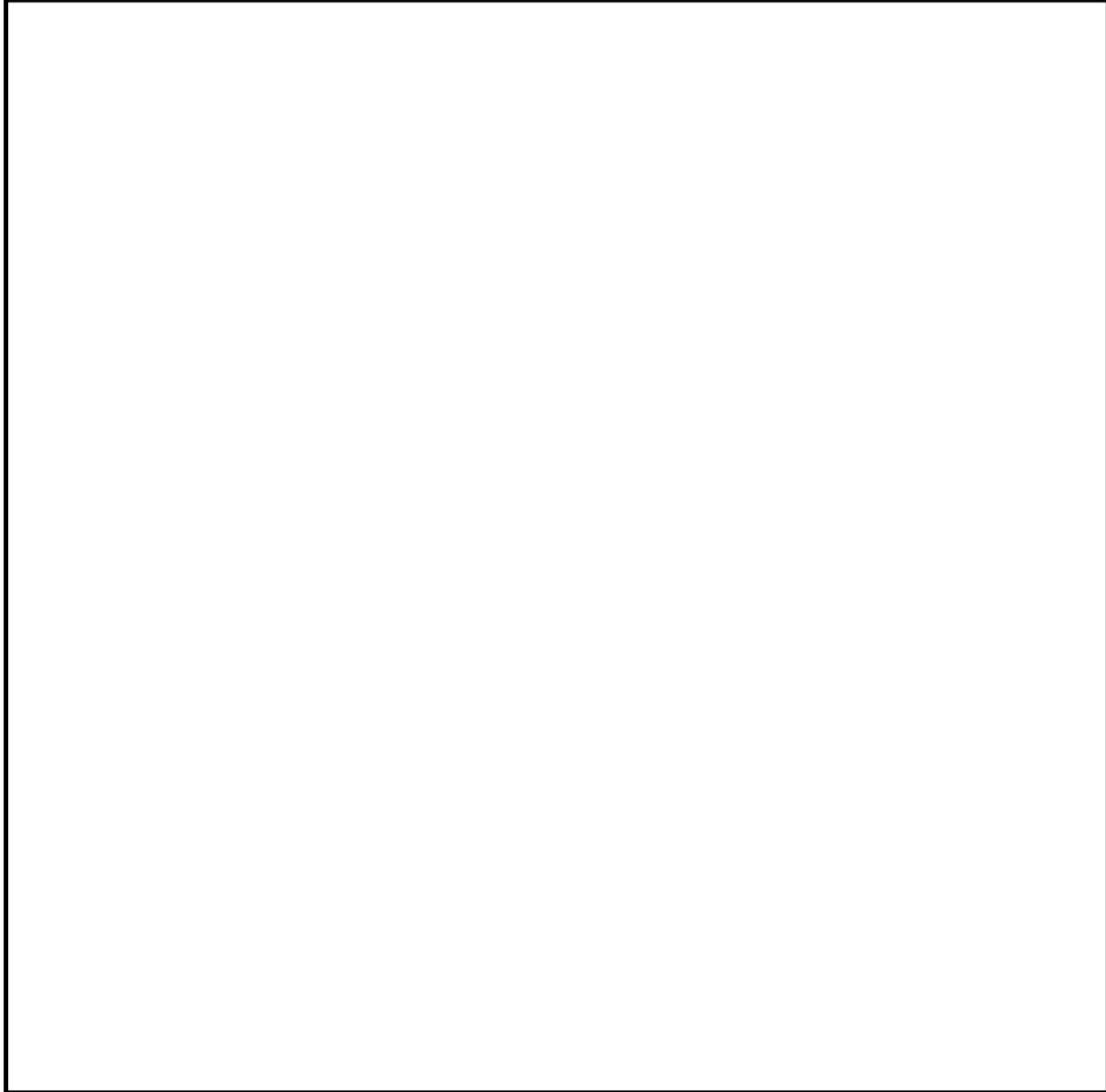
THE GREAT THING ABOUT SERVICE-LEARNING IS, IT GIVES YOU THIS OPPORTUNITY TO GO OUT INTO THE WORLD AND DO THINGS HANDS ON.

INSIDE THE CLASSROOM AND OUT SERVICE-LEARNING CAN MAKE A DIFFERENCE IN YOUR SCHOOL.

###

Get Writing

Draft a letter to the editor to promote your project ... using the newspaper article you identified earlier as the bridge. Share your letter with another participant and solicit feedback.



Other Ways to Get the Word Out *That Cost You*

Advertising

- Traditional method of getting your message to others.
- Can be costly.
- Best when research is done to make sure you are using the most cost effective method and most compelling message to reach your audience.

Use of television, radio and newspaper advertising

- Television
 - Can reach a large mass of people.
 - Allows your message to leave an active, visual impression.
 - Can be costly — most organizations will only be able to afford time slots when viewing is low (i.e., overnight).
 - Costs are also associated with the production of the commercial.
- Radio
 - Can reach a large mass of people.
(*Statistically, talk shows during drive-time reach the most.*)
 - Allows your message to be heard in the manner of your choosing.
 - Airtime can be costly, but not as expensive as television.
- Newspaper
 - Can reach a large mass of people.
 - Potentially has a longer life span in the minds of the audience in that they can clip an advertisement.
 - Can be affordable depending on the type of newspaper publication and the placement of the ad (i.e., the back page of section 1 of a major newspaper will exceed the budgets of almost all organizations, while a small ad in a neighborhood journal can be affordable).

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Promotional Materials

Promotional materials can be an effective means of getting your message across and in the hands of your audience. With today's technology, many of these items can be produced in-house to keep cost down.

- **Brochures:** Great for passing out useful information in a succinct and portable manner.
- **E-newsletter:** Keeps stakeholders informed, links well to updating your "ask" for volunteers and in-kind resources.
- **Posters:** Attention grabbing. Can be used to draw attention to the organization, especially a special event.
- **Annual reports:** A wonderful tool to highlight the organization's accomplishment over the past year while acknowledging donors.
- **Direct mail:** Gets your message in the homes of the audience. Large direct mailings can be costly and can run the risk of being lumped with "junk mail."
- **T-shirts:** Serve as a walking billboard to get your message across.
- **Magnets, pens, mugs, and more:** Can be a very cheap method to get a specific item or idea across to the reader such as a slogan or a phone number. These items are effective because they can actually be used in the day-to-day lives of the audience.

Working with the Media: Points to Remember

- Although busy, reporters are people just like you. Don't be intimidated.
- Focus on your organization and your goals.
- Before contacting the media, make sure what you have to share is newsworthy.
- **PROOFREAD!!!!!!** You want to make a good impression for your organization, setting the tone that it is an expert in its field.
- Do your homework and research. Know ...
 - Deadlines.
 - The stories which are covered by particular stations/publications.
 - The proper person to contact.
 - The guidelines and format in which information needs to be received.
 - How the person wishes to receive the information (snail mail, fax, e-mail).
- Be pro-active. Offer story ideas.
- Call to follow-up. Be persistent, but not pesky. One call can be enough.
- Be able to clearly and succinctly articulate your message in the event you call a reporter or an interested reporter calls you.
- When writing or calling, include the important facts first. Exclude superfluous information, jargon and hype.
- Become a supplier of well-prepared releases and of information backed by quick and accurate service.
- Say "thank you," write thank you notes. Cultivate and appreciate!

Resources for Telling Your Story

- Learn and Serve Youth Speaker's Bureau
- Preparing Young People for Public Speaking
- Preparing Youth Who Speak to the Media
- Bringing Learning to Life: Service Learning in Action
- Bringing Learning to Life: Guide for parents (also available in Spanish)
- K-12 Research
- Higher Education Research
- Making the Case for Service Learning
- Bringing Learning to Life PSAs (1 min/30 sec.)
- Bringing Learning to Life material brochure

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Youth Speakers Bureaus

In 2007, Learn and Serve America established a National Youth Speakers Bureau to support youth who speak publicly about the positive effects service-learning can have on youth, institutions, and communities.

All Learn and Serve America Grantees are encouraged to support youth as leaders and speakers to help get the word out about your successful service-learning activities through authentic youth voice!

WHAT IS A YOUTH SPEAKERS BUREAU?

A cadre of committed and articulate young people, aged 13-25, who are able to make strong and effective presentations to business, governmental, school and other community groups.

WHY A YOUTH SPEAKERS BUREAU?

- The community gains awareness of the contributions young people are making towards the well-being of the community.
- Young people gain skills and confidence in public speaking, presenting, writing, organizing, use of technology, researching, project planning, teamwork, etc.
- Learn and Serve America, grantees, sub-grantees, partnering organizations, and service-learning in general gain increased visibility and a broader base of support.

- "What and Why" adapted from *Community Matters* www.commmatters.org/youth/speakbu.htm

HOW CAN STAFF AND TEACHERS SUPPORT YOUTH SPEAKERS?

It is very important for youth to be supported, encouraged and mentored by adults. It is equally important for youth to have a truly active role so they don't feel tokenized. Staff and teachers can support youth speakers by:

- Providing any needed training related to speaking and working with the media, etc.
- Supporting youth in planning and documenting appropriate speaking engagements, including introducing youth to community leaders and "brokering" any speaking invitations and media interviews
- Providing youth with resource materials and information as needed and venues (meetings, calls, social networking sites) to exchange ideas, brainstorm and reflect
- When possible, providing the funding and chaperoning for youth to travel to conferences and events

ARE THERE EXISTING YOUTH SPEAKERS BUREAUS?

Yes! Several Learn and Serve America Grantees and sub-grantees already operate Youth Speakers Bureaus or other youth leadership programs, often called Youth Advisory Councils. For example:

- The Michigan Community Service Commission operates the Service-Learning Youth Council (SLYC). SLYC members work with the Learn and Serve team at the MCSC to further public support for service-learning in schools and communities across Michigan.
- CalServe (Learn and Serve CA) and its sub-grantee, Youth Service California sponsor CATALYST (California Taking Action for Learning through Youth Service Teams) a statewide network of high school leaders who promote youth service at the local, regional, and state level.
- The Richland School District (a sub-grantee of the South Carolina Dept of Ed Learn and Serve) operates the Richland Two Youth Action Council to promote youth-directed civic engagement through a service learning framework.
- To learn more about Learn and Serve America's National Youth Speakers Bureau, flip the page!

WHERE CAN I GET MORE INFO ABOUT YOUTH SPEAKERS BUREAUS?

- To learn more about the programs listed above and to gain ideas and resources for establishing your own Youth Speakers Bureau, visit the National Service-Learning Clearinghouse's webpage: Hot Topic: Youth Speakers Bureaus and Youth Advisory Councils http://www.servicelearning.org/instant_info/hot_topics/ysb/index.php

Learn & Serve Communicators Institute

The Learn and Serve America National Youth Speakers Bureau

PURPOSE

The national Learn and Serve America Youth Speakers Bureau (YSB) promotes youth voice within Learn and Serve and provides youth with an opportunity to speak publicly about the positive effects service-learning can have on youth, institutions, and communities.

BACKGROUND

An Affinity Group of interested Learn and Serve America staff, grantee Program Directors and students was formed at the 2006 National Grantee Meeting. During the 2006-2007 program year, this Affinity Group developed all aspects of the YSB and identified the first cohort of 11 YSB participants.

Beginning with an orientation conference call, the YSB commenced in September 2007. Throughout the school year, the 11 youth communicated via monthly conference calls, via email and through the Ning social networking site established solely for the YSB. With support from their "Grantee Mentors," youth participants logged their local speaking engagements and occasional media interviews on the Ning site and had the opportunity to present a workshop together at the 2008 National Service Learning Conference in Minneapolis.

2007-2008 LEARN AND SERVE AMERICA YSB PARTICIPANTS

NOTE: Some participants have graduated and are now attending new schools



Koral Heinzman, 16 Eureka High School, Eureka, CA



Emily Henderson, 14 Raymond School, Raymond, WI



Chelsea Merriman, 21, Otterbein College, Westerville, OH



Erica Nance, 17, Memorial High School, Eau Claire, WI



Doris Rodriguez, 17, McDermitt Combined School, McDermitt, NV



Mason Waldvogel, 16, Inola High School, Inola, OK



Kadi Walusay, 14, Raymond School, Raymond, WI



Brady Walker, 22, University of Maryland, Baltimore County



Ella Kate Wagner, 16, Belding High School, Belding, MI



Hanna Poffenbarger, 19, University of Maryland, College Park



Joe Ramirez, 19, Campfire USA Heartland Council, Kansas City, KS

EXAMPLES OF YSB PARTICIPANTS' SPEAKING ENGAGEMENTS IN 2007-2008

These are just a few examples out of more than 30 speaking engagements logged by the YSB!

- **Doris Rodriguez** presented information about Learn and Serve and her service-learning involvement to 50 members of the Fort McDermitt Reservation's Tribal Council.
- **Mason Waldvogel** was interviewed by the local news station about Inola High School's Outdoor Classroom Learn and Serve project.
- **Kadi Walusay and Emily Henderson** presented information about the Raymond School's service-learning projects at a K-12 School Administrators' Meeting in Kenosha, WI.

If you know a youth who would like to be a part of the Learn and Serve America National Youth Speakers Bureau, please contact Emily Samose Esamose@cns.gov



Preparing Young People for Public Speaking

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When asked, adults often mention that developing strong public speaking skills was the most important skill that they gained from being involved as a young person in a service organization. Engaging youth as spokespeople for your event or your organization is a great way to encourage young people within your organization to practice their public speaking skills and promote the benefits of youth service to the media. To support this young person's involvement as a spokesperson and to insure that their public speaking experience is a positive one, YSA has compiled a variety of resources that you can use to educate your youth spokesperson about their role in your organization as well as provide them advice about how to speak clearly and overcome the nerves that they often experience when speaking in public.

Many of these resources come from our National Youth Service Day National Partners, and we encourage you to contact them directly for more information about their materials.

Michigan 4-H – The Communications Toolkit: The Communications Toolkit is designed for individuals who work with young people ages 12 and up and who want fun, easy and meaningful communication activities to use with clubs, classrooms, camps, after-school programs and other settings where kids come together. In the toolkit you will find background information for group leaders, skill sheets with tips and basic information, group icebreakers, hands-on activities, handouts and other resources that will help kids build on their skills in several key areas. <http://www.msue.msu.edu/cyf/youth/toolkit.html#Written>

Houghton Mifflin's Communication Resource Center for Students: They have a great set of Public Speaking quizzes that could aid in preparing your young person for their media relations role. www.college.hmco.com/communication/resources/students/public/ace.html

YMCA - California YMCA Youth & Government: http://www.calymca.org/y&g/delegateguide/howto_speak.shtml

Youth Ambassadors for Peace: <http://www.freethechildren.org/peace/resources/speaking.html>

Youth Leadership Institute: Based out of San Francisco, YLI offers workshops and information on Public Policy and Advocacy. www.yli.org

Youth Activism Project: They have a great resource list of books and other publications that infuse youth into community. www.youthactivism.com

Student PIRGS: Contact your Student PIRG group in their state/community a part of their work is to go through public speaking trainings, and someone may be willing to help train your youth representatives. <http://www.studentpirgs.org/>

There is no better way to promote how valuable youth are to your organization and your service project than by encouraging them to speak up when approached by the press. With a little preparation, their public speaking experiences will enhance their confidence and will create a youth with a passion for promoting the importance of youth voice within your organization and across America.



Preparing Youth who Speak to the Media

Speaking to the media for the first time can be a scary experience. This tip sheet should help you feel well prepared for your first conversation with a reporter covering your involvement and your organization's activities for National Youth Service Day. Reporters are most interested in learning more about you and why you are involved in service, so they can highlight your efforts and the activities of your organization in their newspaper, website, TV, or radio broadcast.

BE PREPARED:

Often media will ask you a variety of questions that you will want to be prepared to answer. Those questions often are:

1. What you have learned from your volunteer experience?
2. When did you first get involved in (x activity, x organization)?
3. How does it feel when you are involved in service to your community?

You might want to visit our website (www.ysa.org/nysd) so that you are prepared to answer the reporter's questions about National Youth Service Day. You'll find a lot of information that will be helpful in our Frequently Asked Questions (FAQs).

REMEMBER TO:

1. Make your description of the event colorful and visual
2. Talk about how you recruited volunteers from different communities within your city
3. Make sure you have the important details about your event ready to add to the conversation (such as location of kickoff, how people can get involved, VIPs invited or attending, etc.)
4. Make sure to mention that **the year of the National Youth Service Day celebration** and nationally it is a chance to encourage youth to identify and address their community needs through service, recruit the next generation of volunteers, and celebrate the great contributions that youth make to their communities year round and the national movement of youth engaged in service projects across the country.
5. Keep it positive. If a member of the media asks you a negative question, respond briefly and politely and then continue to explain why you are excited about your project.
6. Be excited. Speak with enthusiasm about your project, your organization, your ongoing volunteer work and the issues you care about.

Talking to the media can be fun if you are prepared with the type of questions they normally ask and with a mental list of the things you want to remember to tell the reporter (even if they don't ask). Most importantly, SMILE, *relax* and have a good time talking to the reporter. By the end of National Youth Service Day celebrations, you will be an old pro at talking to the media!

NOTE: See Tip Sheet "What is National Youth Service Day?" for additional information

TIP SHEET



BRING LEARNING TO LIFE: SERVICE-LEARNING IN ACTION

SERVICE-LEARNING IN ACTION is designed for teachers who are integrating service-learning into their classrooms to strengthen and enhance academic development. This resource may also be helpful for the application of service-learning in less formal educational environments such as after-school programs and youth groups. In these settings, staff find meaningful opportunities to infuse the experience of helping in the community with an acknowledgment of what is also being learned.

Simply put, service-learning connects the academic curriculum with the inherent caring and concern young people have for their world—whether on their school campus, at a local food bank, or in a distant rainforest. Results are memorable lifelong lessons for students that foster a stronger society for us all. When this becomes part of a school culture repeated in a variety of classes affording a range of experiences and opportunities, students gain the intrinsic motivation to participate in community. With service-learning, students become emerging leaders, as teachers engage and involve them in developing plans and ideas that they transform into action.

Can teachers meet academic standards through service-learning? Absolutely. Academics become relevant as students develop and practice skills through research, social analysis, reading fiction and nonfiction, interviewing, documenting, and otherwise applying content knowledge in a real life context. Along with the external change made by reading aloud to children, assembling food packages for hurricane evacuees, restoring a wetland – students change. They collaborate with others, experience persistence, learn responsibility, and participate in civic life. This occurs when learning and service connect, and the teacher is the model of this process.



When service-learning is applied with structured intent that connects classroom content, literature, and skills to community needs, students:

- apply academic, social, and personal skills to improve the community
- make decisions that have real, not hypothetical, results
- grow as individuals, gain respect for peers, and increase civic participation
- Develop an appreciation of school and the value of an education
- experience success no matter what their academic ability level
- gain a deeper understanding of themselves, their community, and society
- develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others.

These important and documented academic and social results have helped validate service-learning as valuable, respected, and widely employed in K-12 classrooms. Service-learning can be

defined as a teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge required. As John Dewey said, “Education is not preparation for life; education is life itself.”



RESOURCES: This guide to the basics of service-learning for K-12 practitioners is a companion piece to the Learn and Serve America video, *Bring Learning to Life*. Across America, service-learning is helping students perform better in school while improving their communities through service. By connecting classroom lessons with community service projects, service-learning engages students and brings learning to life! Learn and Serve America is a program of the federal agency the Corporation for National and Community Service. Created by Congress and the President to promote service-learning, Learn and Serve America engages more than one million young people from kindergarten through college and is the largest supporter of service-learning in the United States. To obtain a copy of the video, *Bring Learning to Life*, or to find out more about service-learning, contact Learn and Serve America's National Service-Learning Clearinghouse toll-free at 1-866-245-SERV (7378) or visit www.servicelearning.org.

THE FOUR STAGES OF SERVICE-LEARNING

PREPARATION

With guidance from their teacher, students:

- ⊙ identify a need.
- ⊙ draw upon previously acquired skills and knowledge.
- ⊙ acquire new information through a variety of means and methods.
- ⊙ analyze the underlying problem.
- ⊙ collaborate with community partners.
- ⊙ develop a plan that encourages responsibility.
- ⊙ recognize the integration of service and learning.
- ⊙ become ready to provide meaningful service.
- ⊙ define realistic parameters for implementation.

ACTION

Through direct service, indirect service, research, or advocacy, students take action that:

- ⊙ has value, purpose, and meaning.
- ⊙ uses previously learned and newly acquired academic skills and knowledge.
- ⊙ offers unique learning experiences.
- ⊙ has real consequences.
- ⊙ offers a safe environment to learn, to make mistakes, and to succeed.

REFLECTION

During systematic reflection, the teacher or students guide the process using various modalities, such as role play, discussion, and journal writing. Participating students:

- ⊙ describe what happened.
- ⊙ examine the difference it made.
- ⊙ discuss thoughts and feelings.
- ⊙ place experience in a larger context.
- ⊙ consider project improvements.
- ⊙ generate ideas.
- ⊙ identify questions.
- ⊙ receive feedback.

DEMONSTRATION

Students demonstrate skills, insights, and outcomes to an outside group. Methods used might include:

- ⊙ reporting to peers, faculty, parents, and/or community members.
- ⊙ writing articles or letters to local newspapers regarding issues of public concern.
- ⊙ creating a publication or Web site that helps others to learn from the students' experiences.
- ⊙ making presentations and performances.
- ⊙ creating visual art forms, such as murals.



For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org

SERVICE-LEARNING: KNOWING THE TERMS

Service to others takes many forms and has many names and connotations. In a school context, examining different types of service helps to clarify and define service-learning as a teaching method.

- ⊙ **Volunteer:** One who contributes time without pay.
- ⊙ **Community service:** Helping the community by choice or through court requirement; may or may not be associated with academics, curriculum, or reflection.
- ⊙ **Service-learning:** A teaching method that:
 - enables students to learn and apply academic, social, and personal skills to improve the community, continue individual growth, and develop a lifelong ethic of service.
 - focuses on both the service and the learning.
 - is appropriate for all students and all curricular areas.
 - encourages cross-curricular integration.
 - helps foster civic responsibility.
 - provides students with structured time to reflect on the service experience.

THE ESSENTIAL ELEMENTS OF SERVICE-LEARNING

INTEGRATED LEARNING

Students **learn** skills and content through varied modalities; the service informs the content, and the content informs the service.

MEETING GENUINE NEEDS

Students **identify** and **learn about a recognized community need**. Student actions are **valued** by the community and have **real consequences** while offering opportunities to **apply** newly acquired academic skills and knowledge.

YOUTH VOICE AND CHOICE

Students experience **significant age-appropriate challenges** involving tasks that require thinking, initiative, and problem solving as they demonstrate **responsibility** and **decision making** in an environment safe enough to allow them to make mistakes and to succeed.

COLLABORATIVE EFFORTS

Students participate in the development of **partnerships** and **share responsibility** with community members, parents, organizations, and other students. These relationships afford **opportunities to interact** with people of diverse backgrounds and experience, resulting in mutual respect, understanding, and appreciation.

RECIPROCITY

Student benefits evolve through **mutual teaching and learning, action, or influence** between all participants in the learning and service experience; this reciprocity extends to relationships between institutions as well as relationships between people.

CIVIC RESPONSIBILITY

When young people have a role in improving society, working for social justice, and caring for the environment, then they truly understand the **concept of democracy**. Students recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which may lead to a lifelong **ethic of service and civic engagement**.



For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org

BENEFITS OF SERVICE-LEARNING

Who benefits from service-learning? Students, teachers, the school population as a whole, and the community benefit from well-designed service-learning programs. Benefits vary depending on program implementation and on what occurs through preparation, action, reflection, and demonstration. These lists have been compiled by school and community stakeholders based on their service-learning experiences.

THROUGH SERVICE-LEARNING PROGRAMS:

STUDENTS MAY:

- ⊙ increase motivation and desire to learn.
- ⊙ think critically, make decisions, and solve problems.
- ⊙ improve academic knowledge and performance, including writing and communication skills.
- ⊙ cultivate responsibility and self-perception.
- ⊙ develop ability to work well with others.
- ⊙ experience reciprocity.
- ⊙ replace stereotypes with respect for others.
- ⊙ interact with adults who have different roles in society.
- ⊙ be exposed to careers options including public service.
- ⊙ become more knowledgeable about community re-sources available for them and their families.
- ⊙ experience civic responsibility.
- ⊙ begin to develop a lifelong commitment to public service and learning.

TEACHERS MAY:

- ⊙ observe students' enthusiasm for learning.
- ⊙ improve communication and understanding among students.
- ⊙ increase the relevancy of education for students.
- ⊙ develop curriculum through collaboration with other teachers and community partners.
- ⊙ learn about many different community organizations and how they serve the populace.
- ⊙ identify resources to enhance educational opportunities for students.
- ⊙ bring the classroom and community together.
- ⊙ feel inspired professionally and personally.
- ⊙ participate in professional development and become mentors for other teachers.

SCHOOLS CAN:

- ⊙ combine academic development with civic and social responsibility.
- ⊙ strengthen career outreach programs.
- ⊙ develop community partnerships.
- ⊙ publicize educational opportunities available for students.
- ⊙ involve more parents.
- ⊙ give students a sense of the practical importance of what they are learning.
- ⊙ develop a more inclusive, cooperative school climate and culture.
- ⊙ invite students to become active community members.
- ⊙ increase confidence in the school system.
- ⊙ improve public relations.

COMMUNITIES CAN:

- ⊙ increase resources to address problems and concerns.
- ⊙ lend expertise in a particular issue area.
- ⊙ become more knowledgeable about school programs and needs.
- ⊙ collaborate in planning service-learning projects.
- ⊙ participate in student learning.
- ⊙ publicly acknowledge the contributions of young people.



For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org

ESTABLISHING CURRICULAR CONNECTIONS: POINTS OF ENTRY

1. IDENTIFY AN EXISTING PROGRAM OR ACTIVITY TO TRANSFORM INTO AUTHENTIC SERVICE-LEARNING.

- ⊙ Select an activity or project already existing on campus.
- ⊙ Examine it for cross-curricular learning opportunities that meet or enhance academic standards.
- ⊙ Exchange resources and ideas with teachers, students, and community partners.

Example, Canned Food Drive: Before students brought in cans of food, classroom activities included studying nutrition, visiting the receiving agency to identify needed foods, and reading related literature. Students led peer discussions of social issues, replacing stereotypes with an understanding of hunger in their community. Graphs of food collected and articles on impact and continued need were printed in school and community newspapers.

2. BEGIN WITH STANDARD CURRICULUM, CONTENT, AND SKILLS, AND FIND THE NATURAL EXTENSION INTO SERVICE.

- ⊙ Identify the specific content and skill areas to be addressed.
- ⊙ Select an area of emphasis that supports or adds to classroom learning and addresses learning standards.
- ⊙ Look for additional learning opportunities in other subject areas.

Example, Learning History through Discussion with Elder Partners: To be better informed about current events and improve listening and communication skills, students met weekly with elders at a senior center. Shared experiences included studying news events, learning about aging, interviewing, collaborating on oral histories and photo essays, and displaying results in the school and public library.

3. FROM A THEME OR UNIT OF STUDY, IDENTIFY CONTENT AND SKILL CONNECTIONS.

- ⊙ Begin with a broad theme or topic, often with obvious service implications.
- ⊙ Identify specific content and skill areas.
- ⊙ Select a service application.

Example, The Individual's Role in Society: While learning about the individual's role in society, teachers encouraged students to consider options for civic participation. Curriculum included reading nonfiction stories of adults and young people contributing to their communities, researching local agency needs, providing regular assistance to an agency, and publishing an informative pamphlet on the agency for young people.

4. START WITH A STUDENT-IDENTIFIED NEED.

- ⊙ Identify student skills, talents, and interests.
- ⊙ Students define a problem, a need, and solutions.
- ⊙ Students lead implementation as teacher facilitates, adding learning opportunities.

Example, Transform an Empty Lot into a Community Garden: A student initiated a conversation about starting a community garden in an empty lot near school. With teacher guidance, academic standards were met as students communicated with a government agency regarding property use, conducted Internet research to find funding sources, partnered with special needs youth to maintain the garden, and donated the harvest to a local shelter.

5. START WITH A COMMUNITY-IDENTIFIED NEED.

- ⊙ Community requests assistance, perhaps through an agency that has worked with the school before.
- ⊙ Teacher, students, and community partners identify learning opportunities.

Example, Tutoring/Literacy: Responding to a request to participate in a city-wide book collection to benefit local youth, teachers in several grades collaborated on cross-age projects: older students helped younger children write and illustrate bilingual books on mutually agreed upon themes. Books were donated to youth clubs, hospitals, and day-care facilities. Student representatives served on a city committee to plan future literacy activities.

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For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org

TAKING ACTION IN OUR COMMUNITY

STEP 1: THINK ABOUT THE NEEDS IN OUR COMMUNITY. MAKE A LIST.

STEP 2: IDENTIFY WHAT YOU KNOW.

- ⊙ Select one community need:

- ⊙ What is the cause?

- ⊙ Who is helping?

- ⊙ What are some ways we can help?

STEP 3: FIND OUT MORE.

- ⊙ What do we need to know about this community need and who is helping?

- ⊙ How can we find out?

STEP 4: PLAN FOR ACTION.

- ⊙ To help our community, we will:

- ⊙ To make this happen, we will take on these responsibilities:

Who	Will Do What	By When	Resources Needed



THE IMPACTS OF SERVICE-LEARNING ON YOUTH, SCHOOLS AND COMMUNITIES: RESEARCH ON K-12 SCHOOL-BASED SERVICE-LEARNING, 1990–1999

Service-learning is a teaching strategy that links community problem-solving experiences to classroom instruction or other intentional learning activities.

Prevalence of Service-Learning

According to a 1999 survey conducted by the U.S. Department of Education, 64% of all public schools and 83% of all public high schools organize some form of community service for their students. Nearly a third of all schools and half of public high schools provide service-learning programs, where the service that is being provided is linked with the school curriculum (National Center for Education Statistics, 1999).

I. The Impact on Student Personal and Social Development

Service-learning has a positive effect on the personal development of public school youth.

- Middle and high school students who engaged in quality service-learning programs showed increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler, et. al., 1998).
- Students who engaged in service-learning ranked responsibility as a more important value and reported a higher sense of responsibility to their school than comparison groups (Leming, 1998).
- Students perceive themselves to be more socially competent after engaging in service-learning (Scales and Blyth, 1997; O'Bannon, 1999; Morgan and Streb, 1999).
- Students who engaged in service-learning were more likely to treat each other kindly, help each other and care about doing their best (Berkas, 1997).
- Students who engaged in service-learning were more likely to increase their sense of self-esteem and self-efficacy (Shaffer, 1993).
- Middle school male students reported increased self-esteem and fewer behavioral problems after engaging in service-learning (Switzer, et. al., 1995).

Students who participate in service-learning are less likely to engage in "risk" behaviors.

- Students in elementary and middle school service-learning programs showed reduced levels of alienation and behavioral problems (Stephens, 1995; Yates and Youniss, 1996).
- Students who engaged in service-learning were less likely to be referred to the office for disciplinary measures (Follman, 1997; 1998).
- High school and middle school students who were engaged in service-learning were less likely to engage in behaviors that lead to pregnancy or arrest (Melchior, 1999; Allen, et. al., 1994; Shaffer, 1993).
- Middle school students who engaged in service-learning and experienced a structured health curriculum were less likely to engage in unprotected sexual activity or violent behavior (O'Donnell, et. al., 1999).



THE IMPACTS OF SERVICE-LEARNING ON YOUTH, SCHOOLS AND COMMUNITIES: RESEARCH ON K-12 SCHOOL-BASED SERVICE-LEARNING, 1990–1999 (CONT'D)

Service-learning has a positive effect on students' interpersonal development and the ability to relate to culturally diverse groups.

- Middle and elementary school students who participated in service-learning were better able to trust and be trusted by others, be reliable and accept responsibility (Stephens, 1995).
- High school students who participated in high quality service-learning programs were more likely to develop bonds with more adults, agreed that they could learn from and work with the elderly and disabled and felt that they trusted others besides parents and teachers to whom they could turn for help (Morgan and Streb, 1999).
- Students who engaged in service-learning showed greater empathy and cognitive complexity than comparison groups (Courneya, 1994).
- Students who engaged in quality service-learning programs reported greater acceptance of cultural diversity (Melchior, 1999; Berkas, 1997).
- Students who engaged in service-learning showed increases over time in their awareness of cultural differences and attitudes toward helping others (Shaffer, 1993; Stephens, 1995).
- Students who participated in service-learning enjoyed helping others with projects, became more dependable for others and felt more comfortable communicating with ethnically diverse groups (Loesch-Griffin, et. al., 1995).

II. The Impact on Civic Responsibility

Service-learning helps to develop students' sense of civic and social responsibility and their citizenship skills.

- Students who engaged in high quality service-learning programs showed an increase in the degree to which they felt aware of community needs, believed that they could make a difference and were committed to service now and later in life (Melchior, 1999; Berkas, 1997).
- High school students who participated in high quality service-learning programs developed more sophisticated understandings of socio-historical contexts, were likely to think about politics and morality in society and were likely to consider how to effect social change (Yates and Youniss, 1996; 1998).
- Elementary and middle schools students who participated in service-learning developed a greater sense of civic responsibility and ethic of service (Stephens, 1995).
- Students who engaged in service-learning increased their understanding of how government works (Berkas, 1997).



THE IMPACTS OF SERVICE-LEARNING ON YOUTH, SCHOOLS AND COMMUNITIES: RESEARCH ON K-12 SCHOOL-BASED SERVICE-LEARNING, 1990–1999 (CONT'D)

Service-learning provides opportunities for students to become active, positive contributors to society.

- High school students who participated in service-learning and service are more likely to be engaged in a community organization and to vote 15 years after their participation in the program than those who did not participate (Youniss, et. al., 1997; Yates and Youniss, 1998).
- High school students from five states who participated in high quality service-learning programs increased their political attentiveness, political knowledge and desire to become more politically active (Morgan and Streb, 1999).
- Students who engage in service-learning feel that they can “make a difference” (O’Bannon, 1999; Cairn, 1999).
- Over 80 percent of participants in high quality service-learning programs felt that they had made a positive contribution to the community (Melchior, 1999; Billig and Conrad, 1997; Scales and Blyth, 1997).

III. The Impact on Student Academic Learning

Service-learning helps students acquire academic skills and knowledge.

- Students in over half of the high quality service-learning schools studied showed moderate to strong positive gains on student achievement tests in language arts and/or reading, engagement in school, sense of educational accomplishment and homework completion (Weiler, et. al., 1998).
- Service-learning participation was associated with higher scores on the state test of basic skills (Anderson, et. al., 1991) and higher grades (Shumer, 1994; Shaffer, 1993; Dean and Murdock, 1992; O’Bannon, 1999).
- Eighty-three percent of schools with service-learning programs reported that grade point averages of participating service-learning students improved 76 percent of the time (Follman, 1999).
- Middle and high school students who participated in service-learning tutoring programs increased their grade point averages and test scores in reading/language arts and math and were less likely to drop out of school (Supik, 1996; Rolzinski, 1990).
- Elementary and middle school students who participated in service-learning had improved problem-solving skills and increased interest in academics (Stephens, 1995).

Students who participate in service-learning are more engaged in their studies and more motivated to learn.

- Students who participated in high quality service-learning programs showed an increase in measures of school engagement and achievement in mathematics than control groups (Melchior, 1999).
- Students who engaged in service-learning came to class on time more often, completed more classroom tasks and took the initiative to ask questions more often (Loesch-Griffin, et. al., 1995).



THE IMPACTS OF SERVICE-LEARNING ON YOUTH, SCHOOLS AND COMMUNITIES: RESEARCH ON K-12 SCHOOL-BASED SERVICE-LEARNING, 1990–1999 (CONT'D)

Service-learning is associated with increased student attendance.

- Schools that sponsor service-learning programs reported that attendance increased every year over a three-year period of time (Follman, 1998; 1999; O'Bannon, 1999).
- Students engaged in service-learning had higher attendance rates than control group peers (Shaffer, 1993; Supik, 1996; Shumer, 1994).

IV. The Impact on Career Exploration and Aspirations

Service-learning helps students to become more knowledgeable and realistic about careers.

- Students who participated in service-learning reported gaining career skills, communication skills and positive increases in career exploration knowledge (Berkas, 1997; Billig, et. al., 1999).
- Students who engaged in high quality service-learning programs developed positive work orientation attitudes and skills (Weiler, LaGoy, Crane and Rovner, 1998).
- Teachers believed that participation in service-learning increases career awareness (Melchior, 1999; Billig and Conrad, 1997).

V. The Impact on Schools

Service-learning results in greater mutual respect of teachers and students.

- Teachers and students in schools with quality service-learning programs reported an increase in mutual respect (Weiler, et. al., 1998).
- Service-learning builds cohesiveness and more positive peer relations among students, among teachers and between students and teachers in a school (Weiler, et. al., 1998).

Service-learning improves the overall school climate.

- Educators and students in schools with strong service-learning programs reported more positive school climate through a feeling of greater connectedness to the school (Billig and Conrad, 1997; Weiler, et. al., 1999) and through decreased teacher turnover and increased teacher collegiality (Weiler, et. al., 1999).

VI. The Impact on Communities

Service-learning leads to more positive perceptions of school and youth by community members.

- Community members who participate in service-learning as partners with the school see youth as valued resources and positive contributors to the community (Billig and Conrad, 1997; 1999; Weiler, et. al., 1999; Melchior, 1999; Kingland, et. al., 1995; Kinsley, 1997).

This research brief was developed by Shelley H. Billig, Ph.D., RMC Research Corporation, Denver, CO, as part of the W.K. Kellogg Foundation's Learning In Deed Initiative. A full bibliography of all sources cited here is available:

www.learningindeed.org/research/bib.html



RESEARCH ON THE IMPACT OF SERVICE-LEARNING ON HIGHER EDUCATION

Impact on Students

- Service-learning has a positive effect on students' personal and interpersonal development, including a sense of personal identity, spiritual growth, moral development, the ability to work well with others, and leadership and communication skills.
- Service-learning increases students' commitment to service and facilitates cultural and racial understanding.
- Service-learning has a positive impact on students' academic learning as measured by outcomes such as problem analysis, critical thinking, and cognitive development.
- Service-learning contributes to career development and to students' ability to apply what they have learned in the "real world."

(From Eyler, J.S., Giles, D.E., Stenson, C.M., & Gray, C.J. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions, and their communities, 1993-2000*. Funded by the Corporation for National and Community Service, Learn and Serve America subgrant through the National Service-Learning Clearinghouse. Available at <http://www.compact.org/resources/downloads/aag.pdf>.)

Long-Term Impact

- Participation in service-learning during college is associated with increased civic leadership, charitable giving, and political engagement after graduation.

(From Astin, A.W., Vogelgesang, L.J., Misa, K., Anderson, J., Denson, N., Jayakumar, U., Saenz, V., & Yamamura, E. (2006). *Understanding the effects of service-learning: A study of students and faculty*. Los Angeles: Higher Education Research Institute. Available at <http://www.gseis.ucla.edu/heri/publications-brp.php>.)

Impact on Communities

- Students at Campus Compact member colleges and universities—approximately one-quarter of all U.S. higher education institutions—contribute more than \$7 billion in service each year through campus-organized service and service-learning initiatives. In 2006, these students contributed 377 million hours of service in their communities.
- The most common issues addressed by student service and service-learning work are poverty, reading/writing, housing/homelessness, hunger, the environment, health care, multicultural understanding, and senior services.

(From *Service statistics: Highlights and trends of Campus Compact's annual membership survey*. (2007). Providence, RI: Campus Compact. Available at <http://www.compact.org/about/statistics/>.)

Learn & Serve Communicators Institute

Making the Case for Service Learning

(http://www.nylc.org/pages-resourcecenter-toolboxes-Making_the_Case?emoid=16:585)

Practitioners see the results of service-learning first hand, but that's often not enough. Policy-makers, administrators, and parents want and deserve proof that service-learning is an effective learning and community development model. Here, we've gathered key resource to help you "make the case" for service-learning.

Articles

[New Research: Service-Learning and the Transition to Adulthood](#)

July 6, 2006

Downloads

[American Indian Service Learning \(PDF, 656 KB\)](#)

Rationale and support for integration of service-learning into American Indian education. Includes a historical perspective on service contributions by indigenous people and analysis of the boarding school movements' effect on American Indians' commitment to and concept of community. (The Generator, Spring 2004)

Authors: Lynn LaPointe

Topics: Standards & Curriculum Integration, Diversity, Best Practices, Benefits of Service-Learning

Recommended for: Educators, Administrators, Youths, Researchers & Policy-Makers

Publication Year: 2004

[Bridging from High School to College \(PDF, 139 KB\)](#)

Findings From the 2004 CIRP Freshman Survey

The Cooperative Institutional Research Program at UCLA reports the percentage of college freshmen who were required to participate in service or service-learning to graduate high school. Some correlations are drawn between high school academic achievement, service-learning, and college success and lifelong service. (Growing to Greatness 2005)

Authors: Lori Vogelgesang

Topics: Assessment & Evaluation, Research & Policy

Recommended for: Researchers & Policy-Makers

Publication Year: 2005

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[Building a Framework for Service-Learning \(PDF, 2 MB\)](#)

The South Carolina Experience

Written by a state superintendent of education, this article outlines the ways that service-learning has been an initiative for positive change in South Carolina. There, service-learning has been integrated into teacher preparation programs and used in conjunction with state academic standards. (Phi Delta Kappan, May 2000)

Authors: Inez Tenenbaum

Topics: Standards & Curriculum Integration, Best Practices, Reflection, Research & Policy

Recommended for: Educators, Administrators, Researchers & Policy-Makers

Publication Year: 2000

[Civics, Service-Learning, and Society \(PDF, 444 KB\)](#)

A Recipe for Democracy

Makes the case for service-learning as the basis for citizenship education and civics curriculum. Highlights voter education programs that use service-learning to counteract civic apathy. (The Generator, Spring 2002)

Authors: Rob Shumer

Topics: Standards & Curriculum Integration, Research & Policy, Benefits of Service-Learning, Youth Voice & Leadership

Recommended for: Educators, Administrators, Community-Based Organizations, Parents

Publication Year: 2002

[Freedom Writers Prove That the "Pen is \[Still\] Mightier Than the Sword" \(PDF, 82 KB\)](#)

Description of urban teens who improved their writing skills with service-learning and a teacher who "played to their strengths." Ideas for student engagement in language arts and the power of student letter-writing. (The Generator, Winter 2004/2005)

Authors: Maddy Wegner

Topics: Standards & Curriculum Integration, Reflection, Youth Voice & Leadership

Recommended for: Educators, Youths

Publication Year: 2004

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[The Impact of Service-Learning on Educational Excellence \(PDF, 530 KB\)](#)

Addresses the benefits of high-quality service-learning for individual learners, schools, and the broader community. (Learning By Giving)

Authors: NYLC

Topics: Assessment & Evaluation, Research & Policy, Benefits of Service-Learning

Recommended for: Educators, Administrators, Researchers & Policy-Makers, Parents

Publication Year: 1993

[The Impact of Service-Learning on the Transition to Adulthood \(PDF, 557 KB\)](#)

Highlights findings from the NYLC-Harris Interactive National Survey on Service-Learning and Transitioning to Adulthood. Focus is on the relationship between the factors that support a healthy transition to adulthood and the positive attributes gained by high school students engaged in service-learning. Useful statistics, graphs, and evidence from this nationally representative study are included. (Growing to Greatness 2006)

Authors: Suzanne Martin, Marybeth Neal, Jim Kielsmeier, Alison Crossley

Topics: Research & Policy, Benefits of Service-Learning, Youth Voice & Leadership

Recommended for: Educators, Administrators, Youths, Researchers & Policy-Makers, Parents

Publication Year: 2006

[K-12 Service Learning Impacts \(PDF, 170 KB\)](#)

A Review of State-Level Studies of Service-Learning

Description of state-level service-learning research project including three-page matrix and results. Information about promising research models and areas of need for future research studies. (Growing to Greatness 2005)

Authors: Richard Bradley, The John Glenn Institute

Topics: Assessment & Evaluation, Research & Policy, Benefits of Service-Learning

Recommended for: Educators, Administrators, Community-Based Organizations, Researchers & Policy-Makers, Parents

Publication Year: 2005

Learn & Serve

Communicators Institute

[National Service and Education for Citizenship \(PDF, 1 MB\)](#)

An early advocate for service-learning, Sen. Edward M. Kennedy wrote this article about the power and promise of service-learning to address issues of concern for all citizens. Highlights pivotal legislation (National and Community Service Act of 1990) in support of service-learning, and historic examples of citizens called to service. (Phi Delta Kappan, June 1991)

Authors: Sen. Edward Kennedy

Topics: Research & Policy, Benefits of Service-Learning

Recommended for: Educators, Administrators, Researchers & Policy-Makers, Parents

Publication Year: 1991

[The National Survey on Service-Learning and Transitioning to Adulthood \(PDF, 734 KB\)](#)

Final Report

The final report from "The National Survey on Service-Learning and Transitioning to Adulthood," conducted by Harris Interactive for the National Youth Leadership Council. The nationally representative survey included 3,123 U.S. residents ages 18-28, with a wide range of direct and indirect service experiences. Among the key findings in this 129-page document are: Adults who engaged in service-learning in their teenaged years are more likely than their peers to be politically and socially connected to their communities, serve as role models for young adults, engage in service, and attain a higher level of education. **Note:** This is a research report, rich with graphs, statistics, and figures, intended for those in need of extensive data.

Authors: Harris Interactive

Topics: Research & Policy, Benefits of Service-Learning

Recommended for: Educators, Administrators, Community-Based Organizations, Researchers & Policy-Makers

Publication Year: 2006

Learn & Serve

Communicators Institute

[A Rationale for Service-Learning \(ZIP, 6 MB\)](#)

Outcomes for Students, School and Community

Primer for understanding the educational philosophy and rationale behind service-learning. Thorough explanation of the beneficial outcomes of service-learning for students, teachers, schools, and communities.

(Growing Hope)

Authors: Faye Caskey, Rich Cairn, Jim Kielsmeier, Kate McPherson

Topics: Standards & Curriculum Integration, Research & Policy, Benefits of Service-Learning, Youth Voice & Leadership

Recommended for: Educators, Administrators

Publication Year: 1995

[Service to Others \(PDF, 179 KB\)](#)

A "Gateway Asset" for School Success and Healthy Development

New analysis of the Search Institute's study of adolescent development trends reveals service-learning as a "gateway asset" for 14 out of the 40 identified developmental assets. Developmental assets have been identified in the past as indicators for building resilience, and predictive factors for school success and academic achievement in young people.

(Growing to Greatness 2004)

Authors: Peter Scales, Eugene Roehlkepartain

Topics: Standards & Curriculum Integration, Research & Policy, Benefits of Service-Learning

Recommended for: Educators, Administrators, Researchers & Policy-Makers, Parents

Publication Year: 2004

[Service-Learning Research \(PDF, 116 KB\)](#)

What Have We Learned from the Past

Five of the most influential service-learning research reviews and studies are summarized. They also suggest direction for future study. (Growing to Greatness 2005)

Authors: Rob Shumer

Topics: Best Practices, Research & Policy

Recommended for: Educators, Researchers & Policy-Makers

Publication Year: 2005

Learn & Serve Communicators Institute

[Service-Learning and Transitioning to Adulthood \(PDF, 614 KB\)](#)

Article analyzing data from the NYLC-Harris Interactive National Survey on Service-Learning and Transitioning to Adulthood. Among the key findings the author highlights: Adults who engaged in service-learning in their teenaged years are more likely than their peers to be politically and socially connected to their communities, serve as role models for young adults, engage in service, and attain a higher level of education. (Harris Interactive's Trends and Tudes, April 2006).br />

Authors: Suzanne Martin

Topics: Research & Policy, Benefits of Service-Learning, Youth Voice & Leadership

Recommended for: Educators, Administrators, Youths, Community-Based Organizations, Researchers & Policy-Makers, Parents

Publication Year: 2006

[Service-Learning by the Numbers \(PDF, 40 KB\)](#)

Statistics current for 2006 illustrate the widespread interest in and benefits of service-learning. (Growing to Greatness 2006)

Authors: NYLC

Topics: Assessment & Evaluation, Standards & Curriculum Integration, Research & Policy, Benefits of Service-Learning

Recommended for: Educators, Administrators, Youths, Researchers & Policy-Makers

Publication Year: 2006

[A Time to Serve, a Time to Learn \(PDF, 4 MB\)](#)

Service-Learning and the Promise of Democracy

The rationale for service-learning and the history of the movement are included in this seminal article. Written by NYLC's founder, it shows the growth, change, and future challenges of the service-learning movement. Highlights include the Alabama cemetery project, higher-education data, and statistics of high school student service hours. (Phi Delta Kappan, May 2000)

Authors: Jim Kielsmeier

Topics: Standards & Curriculum Integration, Research & Policy, Benefits of Service-Learning, Youth Voice & Leadership

Recommended for: Educators, Administrators, Researchers & Policy-Makers

Publication Year: 2000

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[We Know Kids Like It, But Does It Work? \(PDF, 1 MB\)](#)

Assessing Service-Learning Through Classroom Action Research

Two action research vignettes highlight the impact of service-learning on building resilience and academic success in high school students. Specific examples from a cross-age teaching project demonstrate the effectiveness of service-learning within an alternative high school over a two-year time period. (The Generator, Fall 1997/Winter 1998)

Authors: Jane Hammatt Kavaloski

Topics: Assessment & Evaluation, Standards & Curriculum Integration, Reflection, Research & Policy, Youth Voice & Leadership

Recommended for: Educators, Administrators, Researchers & Policy-Makers

Publication Year: 1997

WHAT IS SERVICE-LEARNING?

Service-learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community.

Integrated into the academic curriculum, service-learning helps students and schools meet academic goals. Service-learning enables young people to apply their knowledge in support of their neighbors and community, even as they gain knowledge and skills from meeting real community needs. Students build character and become active citizens as they work with others in their school or community to create service projects in areas like education, public safety, and the environment.

Service-learning can be applied across all subjects and grade levels – from kindergarten through college – and can involve a single student or group of students, a classroom, or an entire school.

For example: one student may serve at a local food pantry while studying the roots of poverty; a science class may clean-up a local streambed while analyzing water samples; and an entire school may adopt a service-learning curriculum focused on community health. Whatever the focus, service-learning benefits the school, community, and the students.



“I know that what I’m learning matters.”



Mina Cha
High School Student

Service-learning projects have helped me see how the skills I’m learning in school – like research, organization, and teamwork – apply to real life.

As part of my American History class, we’re restoring a house that was built in the 1790s and now serves as a youth hostel for students and community groups. Together we researched the history of the house, calculated a budget for supplies, and partnered with local businesses and experts. While we’re helping to preserve an important community meeting place, we’re digging into research and learning about history in a hands-on way.

“I’m applying concepts in a unique and concrete way.”



Chris Percopo
College Student

In my management class last semester, I worked on a strategic analysis for a local hunger agency. Instead of just turning in a paper at the end of the semester, my project group created a manual to assist the agency with its fundraising efforts.

Service-learning has helped me understand how I can use my academic learning to improve my community, and has also given me confidence that a lot of students don’t have. I realize I have valuable skills to contribute to any organization, and I’m on my way to a career I find meaningful.

WHAT IS LEARN AND SERVE AMERICA?

Learn and Serve America, a program of the federal agency the Corporation for National and Community Service, supports service-learning in schools, higher education institutions, community-based organizations across country through:

● Grants

Learn and Serve America grants are available to higher education institutions, Indian tribes, community-based organizations, and others to assist in the planning and implementation of service-learning programs.

● Training and Technical Assistance

Learn and Serve America grantees and others have access to training, technical assistance, and other resources. The National Service-Learning Clearinghouse provides a library of lesson plans, research, project examples, and much more to support service-learning programs.

● Recognition Programs

Learn and Serve America recognizes outstanding youth service through programs such as the Presidential Freedom Scholarships and the President’s Volunteer Service Award.

ACCESS THESE RESOURCES AND MORE AT

www.LearnAndServe.gov

or call 877-873-7835

or TTY 202-565-2799

“By engaging students in the world beyond the classroom, service-learning opens new doors and brings learning to life.”



Janice Steinberg
Teacher

As an educator, I’m constantly challenged to approach academic lessons in a way that will engage students and connect their learning to the world beyond the classroom.

For me, service-learning is a teaching strategy that does just that.

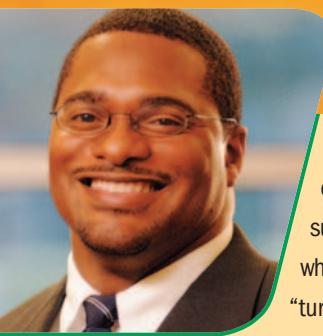
I have seen so many positive results through service-learning. I have seen student attendance soar. I have seen grades improve. And I have seen students break through barriers and realize their ability to make a difference.

Whether students are tutoring youth, serving at a local shelter or clinic, or working to make a community safer, they’re addressing social issues and making academic connections first-hand. They’re connecting with each other and the community, and realizing their roles and responsibilities as citizens.



Service-learning is a tool for every teacher – the possibilities are endless! Look to your students for ideas and to your community for resources. By providing opportunities for youth to explore their world and make decisions, we’re creating lifelong learners and strong citizens.

“Service-learning creates an environment for success.”



Ernest Johnson
Guidance Counselor

Service-learning creates an environment where every student can succeed. As an educator, I see students who struggle in a traditional classroom “turn on” in a service-learning setting.

By encouraging them to apply their interests, knowledge, and skills in new ways, service-learning opens new doors for students to show what they know and can do.

In our school, service-learning began with a single class. Today, every student participates in service-learning projects. As a result, we’ve seen student engagement increase, standardized test scores increase, improved student attendance, decreased student violence, and more. The best thing – students want to come to school. They’re thinking critically about the next step in their lives and making the connection between academics and future success.

In addition, the response we’ve seen in the community – from parents, businesses and local organizations – has been tremendous. These students will stay involved in their communities for years to come.



SERVICE-LEARNING WORKS!

Service-learning helps students build academic skills while strengthening communities through service. A growing body of research recognizes the benefits of service-learning as an effective strategy to:

- Improve Academic Achievement**
 When explicitly tied to academic standards and learning objectives, service-learning positively impacts student outcomes on measures of academic achievement, including standardized test scores.
- Increase Student Engagement**
 Service-learning engages students by helping them make critical connections between classroom lessons and real-world applications.
- Improve Social Behavior**
 Service-learning participants are less likely to engage in risky behavior, and more likely to build social skills like communication, teamwork, and problem solving.
- Build Civic Skills**
 By giving students the responsibility to identify and meet pressing needs, service-learning builds civic skills and commitment in young people that last a lifetime.
- Strengthen Community Partnerships**
 Service-learning brings students into the community, and the community into schools. In this way, students develop a sense of belonging and responsibility, and communities view youth as valuable assets.



Learn more about service-learning and Learn and Serve America at www.LearnAndServe.gov or call 877-873-7835 or TTY 202-565-2799.

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BRING LEARNING TO LIFE

Learn and Serve America is a program of the Corporation for National and Community Service. Together with the USA Freedom Corps, the Corporation is working to build a culture of citizenship, service, and responsibility in America.

Upon request, this material will be made available in alternative formats for people with disabilities.

What can I do to be sure service-learning is a part of my child's education?

Is service-learning happening at your child's school? Talk to teachers and administrators to find out whether service-learning is already taking place at your child's school.

Yes! What now?

1. Let your support be known! Talk to your child's teachers and/or school administrators to find out how you might be able to help.
2. Make sure that those in charge of service-learning at your child's school are aware of all the great resources available through the National Service-Learning Clearinghouse.
3. Consider working with the PTA—the parent, teacher, student association—or another parent/teacher organization to develop a plan for parents to be of support to teachers. The PTA recognizes that collaboration with the community strengthens schools, families, and student learning. Service-learning is an excellent way to foster partnerships with the community. Support your child in helping the community! Visit www.pta.org for more information.

No. What now?

1. Take copies of *Bring Learning to Life* materials to your child's school to inform teachers and administrators of the benefits of service-learning.
2. School administrators may welcome articles on the impacts of service-learning in education. Resources on this and other service-learning topics can be found on the last page of this publication and by visiting www.servicelearning.org.
3. State Education Agencies receive funding from Learn and Serve America to help build networks of teachers and school administrators, parents, and community agency partners who are knowledgeable about service-learning and can work to get programs started. Visit www.learnandserve.gov/about/contact/sea.asp to find contact information for someone in your State Education Agency who can help connect you to this larger community of service-learning supporters.

Get involved in other service-learning opportunities. Service-learning doesn't just happen in schools! Inquire at local youth, community, or faith-based organizations to find existing service-learning programs where your child can be involved. If they're not involved in service-learning, introduce them to its benefits with *Bring Learning to Life* materials.

Visit the National Service-Learning Clearinghouse "Resources for Parents" page for additional information on service-learning and a list of organization websites you can search for volunteering and/or service-learning opportunities in your area. www.servicelearning.org/instant_info/parents/index.php.

For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org.

Find out more

Resources

This guide to the basics of service-learning for parents is a companion piece to the Learn and Serve America video, *Bring Learning to Life*. This eight-minute video offers insights from teachers, principals, and students who have experienced the benefits of service-learning, and provides an introduction to service-learning as an effective strategy to improve academic achievement, increase student engagement, improve social behavior, build civic skills, and strengthen community partnerships. The video, available in VHS, CD-Rom, and DVD formats, also includes two television public service announcements (60-second PSA and 30-second PSA).

Visit www.servicelearning.org or call 1-866-245-7378, ext. 130 to order free copies of *Bring Learning to Life* DVDs, posters, and the teachers' getting started guide *Service-Learning in Action* to share with your school. Across America, service-learning is helping students perform better in school while improving their communities through service. By connecting classroom lessons with community service projects, service-learning engages students and brings learning to life!

For more about service opportunities in your area and additional resources, visit Learn and Serve America's National Service-Learning Clearinghouse "Resources for Parents" page at www.servicelearning.org/instant_info/parents/index.php.

Books can help you learn more, see examples of service-learning projects, and promote service-learning in the community.

■ *The Busy Family's Guide to Volunteering: Do good, have fun, make a difference as a family!* by Jenny Lynn Friedman, Robins Lane Press, 2003. An informative compilation of ideas and resources to involve every family member in collaborative projects.

■ *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*, by Cathryn Berger Kaye, Free Spirit Publishing, 2004.

A comprehensive resource for teachers, youth workers, and parents that covers service-learning planning and implementation, with over 300 examples of service-learning scenarios.

■ *The Kid's Guide to Social Action*, by Barbara Lewis, Free Spirit Publishing, 1998. A useful resource packed with information for helping kids transform their ideas into results, with many stories of accomplishments.

■ *Parent Involvement in Service Learning*, by Cathryn Berger Kaye, National Dropout Prevention Center, 1998. Part of the Linking Learning with Life series, this publication offers ideas to involve parents in supporting service-learning in schools and engaging in service-learning as a family.



Written by Cathryn Berger Kaye, M.A. © 2007 Learn and Serve America's National Service-Learning Clearinghouse. Photocopying for nonprofit educational purposes is permitted. Portions of this brochure adapted from *The Complete Guide to Service Learning: Proven Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action* by Cathryn Berger Kaye, M.A., © 2004. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 1-866-703-7322; www.freespirit.com. All rights reserved. For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org.

What Is Service-Learning?

A Guide for Parents

What Is Service-Learning?

A Guide for Parents provides information about your role in participating in and promoting this effective way of teaching. Service-learning takes place in schools and youth groups across America. Your involvement can make a difference!

Simply put, service-learning connects classroom studies with the natural caring and concern young people have for their world. Service-learning allows young people to contribute to solving problems by helping others in their school community, their neighborhood, or around the world. When students apply what they are learning in ways that help others, the results are memorable. Students gain lessons that last a lifetime. While learning, they develop the ability to contribute to a better society and we all benefit.

Learn and Serve America is a program of the federal agency the Corporation for National and Community Service. Created by Congress and the President to promote service-learning, Learn and Serve America engages more than one million young people from kindergarten through college and is the largest supporter of service-learning in the United States. Visit www.learnandserve.gov to find out more. To obtain a copy of the video, *Bring Learning to Life*, or to find out more about service-learning, contact Learn and Serve America's National Service-Learning Clearinghouse toll-free at 1-866-245-SERV (7378) or visit www.servicelearning.org.



What does service-learning look like?

Here are a few examples.



Elementary children in Florida studied the consequences of natural disasters through books and newspaper articles and by interviewing city officials. They determined that families need a place to gather their important papers in case of evacuation. So the children

designed a large envelope with a checklist for this purpose. They added tips about rescuing pets and other advice to make a difficult situation easier. Students distributed the envelopes to families through school and community organizations.

Middle school students in Pennsylvania

learned about the health consequences of poor nutrition and lack of exercise. They wanted to do something to change those habits for themselves and their families. So students conducted health fairs to educate their neighbors and worked with their English teachers and families to create a cookbook with healthy versions of family recipes. Then, because it was difficult to find fresh produce, students worked with their math, social studies, and shop teachers to open a fruit and vegetable stand for the school and community.



High school students in Oklahoma investigated how a local creek became polluted. In social studies, they researched the history of mining that led to the problem. They learned which government agencies help clean toxic waterways. Science students

continued on next page

delivering meals
tutoring

interviewing veterans
visiting with elders

assisting immigrants

tree-planting

community gardens

stocking food pantries

writing books

building homes

recycling



What does service-learning look like?

continued from front page



tested water. In English classes, students interviewed residents. Now, students have authored two books of research, memoirs, and poetry about Tar Creek. These activities helped make officials aware of the pollution and now the creek is being cleaned and restored. Every year, students sponsor a conference to involve and teach others.

With service-learning, students apply knowledge, skills, and talents as they show leadership and contribute to their communities in many ways. Every student can succeed. Classroom participation increases as students recognize that learning is relevant and that they have a role to play in their communities.



How is service-learning different from community service or volunteer work?

Service-learning differs from community service or volunteer work because the education of students and young people is always at its core. Students are actively participating in the process of understanding, integrating, and applying knowledge from various subjects as they work to improve their communities. The question "Why am I learning this?" disappears as they see what they have learned in action.

For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org.

Service-learning can be defined

as a teaching method that includes service to others. With service-learning, students:

- n connect academic subjects,
- n meet real community needs,
- n become leaders who contribute ideas, make decisions, and solve problems,
- n discover benefits for everyone involved,
- n get to work with community partners, and
- n develop as active members of society.

Four stages of service-learning

Preparation – Students acquire new information as they read, research, interview, and visit places, all leading to a better understanding of real community.

Action – Students develop and implement a plan of action, transforming their ideas into practical ways to contribute to the common good.

Reflection – Students consider how their actions made an impact on themselves and others, and ways to improve as they continue to learn and serve.

Demonstration – Students show or tell others what they have learned and contributed; they may write articles, make presentations, or create a website.

How do students benefit from service-learning?

Studies show that service-learning can develop students' knowledge and abilities in many ways. **Through service-learning programs and experiences, students may:**

- n increase motivation and desire to learn;
- n develop responsibility, make decisions, and solve problems;
- n improve in many academic areas;
- n have a better sense of self;
- n develop the ability to work well with others;
- n experience positive relationships with peers and community members;
- n replace stereotypes with respect for others;
- n be exposed to career options;
- n be better prepared for college and the workplace;
- n learn about community resources for themselves and their families;
- n make a positive contribution to their community; and
- n begin to develop a lifelong commitment to public service and to learning.



As educator John Dewey said, **"Education is not preparation for life. It is life itself."**

For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org.

Research shows that service-learning positively affects youth in three general areas: academic engagement and achievement, civic attitudes and behaviors, and social and personal skills. To read more about this research, information is provided by Learn and Serve America at this website: www.learnandserve.gov/pdf/07_0224_issuebrief_servicelearning.pdf.

For example: A Philadelphia study found that 6th grade students participating in service-learning programs had **higher scores** than non-participants in tests for language arts and science. (Billig 2004)

Civic engagement activities **raised the odds of graduation and improved high school students' progress** in reading, math, science, and history. (Dávila, A. and Mora, M. 2007)

Students in service-learning had a **stronger set of job and career related skills and aspirations** than students who did not participate. (Yamauchi, et.al. 2006)

Students **classified as "at risk" made significant progress** in reading and writing, and in school adjustment and general resiliency. Attendance and participation rates increased, as did grade point averages and positive attitude toward themselves and school. (Kraft and Wheeler 2003)

Is there a role for parents with service-learning?

Absolutely! Parents play a key role in the success of service-learning in a variety of ways.

Parent involvement in schools

Parents bring valuable resources, information, and ideas to service-learning. Consider these ways parents have been partners.

- n Parents inform administrators and teachers about service-learning and available state and national resources.
- n Parents educate other parents about service-learning so they can assist teachers in and out of the classroom.
- n Parents attend service-learning conferences to stay informed and involved.
- n Parents promote awareness about service-learning by:
 - n placing service-learning on parent meeting agendas,
 - n helping teachers and students showcase service-learning at Back-to-School night,
 - n writing an article for the school newspaper,
 - n assisting students to create service-learning displays, and
 - n incorporating or showing *Bring Learning to Life* materials at parent-teacher meetings.

Being involved in your child's education sends a direct message to your child that learning matters. When supporting service-learning, you also teach your children that at every age we can be contributing members of society.

Parent encouragement of their child's involvement in service-learning

If your child is participating in a service-learning experience, express support to your child, your child's teacher, and school administrators. Ask how you can be helpful. Have conversations with your child about community issues. Read books and newspaper articles on the topics with your child for shared experiences and to learn together.

Parent participation in non-school settings

Wherever youth gather, service-learning is a way to engage in meaningful activities that benefit everyone. A service-learning approach may include leadership development, surveys of community needs, and plans that allow youth to transform ideas into action. Discuss with program staff ways parents can be helpful throughout the process.

For more information, contact Learn and Serve America's National Service-Learning Clearinghouse www.servicelearning.org.



"Service-learning is a natural extension of the civic mission of schools—giving students from all backgrounds a better education while giving our society better citizens. It's a win-win, a bridge between the classroom and the community that brings passion and energy to both."

Elizabeth Burmaster
Wisconsin State Superintendent

"We know that service-learning benefits young people in a variety of ways. As individuals, service-learning improves self-esteem and self-confidence, and reduces involvement in risky behavior. As citizens, service-learning gives young people an increased sense of civic responsibility and a commitment to community involvement. As students, service-learning helps improve school performance and academic engagement."

Dr. William Richardson
*Former President & CEO
W.K. Kellogg Foundation*

"Schools and college campuses are rediscovering their role in citizenship education, including through a great idea called service-learning—an approach that weaves academic study with real-world problem-solving through community service. We can all join in as mentors, partners, and supporters..."

Angus King
Former Maine Governor

Building Partner Relationships

This session includes:

- the benefits and challenges of building partnerships
- opportunities for developing partnership to expand project impact in the community
- strategies for forming and maintaining strategic partnerships with for-profit organizations and other segments of the community

Types of Partnerships

Communication	Activity that has as its purpose sharing of information and non-material resources.
Coordination	Activity between two or more organizations that has as its purpose prevention of duplication of efforts and assurance of provision of service.
Cooperation	Activity between two agencies or sectors that aims at some integration of operations, while not sacrificing the autonomy of either party.
Collaboration	A mutually beneficial and well-defined relationship that involves people from different agencies or sectors of the community joining together to achieve a common goal. Usually, that goal could not be achieved as efficiently (or at all) by any individual organization. The result is a highly shared endeavor in which members eventually commit themselves as much to the common goal as to the interests of their own organizations.

Variables that Change with Level of Partnership

Communication	Coordination	Cooperation	Collaboration
Low commitment.....			High commitment
Low formality.....			High formality
Low personal contact.....			High personal contact
High autonomy.....			Low autonomy

Examples of Levels of Partnership

At the **communication** level, we might share information with other groups regularly to let them know what we're doing and find out what they're doing.

At the **coordination** level, we might create a joint calendar of activities so that we can coordinate events and avoid unnecessary conflict.

At the **cooperation** level, we might meet regularly to define the needs of children in our community and agree that the schools will be provided with tutors from agency A, and parent volunteers from agency B, and school nurses from agency C.

When we **collaborate**, we create a new service like a 5-day-per-week after school program with services, staff and volunteers from all of our agencies.

What are the Benefits & Challenges of Partnerships from the Perspective of Your Organization?

Benefits of Collaboration ...

Challenges of Collaboration ...

Rationale for Partnerships

- Coordinated planning
- Cost-effectiveness
- Expands reach of programs
- Builds and restores fabric of community
- Promotes ownership and institutionalization
 - Integrates goals
 - Increases support over the long haul with local resources
 - Evolves structures and delivery mechanisms
- Develops spokespersons for the effort
- Increases partnership opportunities
- Reduces “Lone Ranger” initiatives
- Expands the community’s ability to respond comprehensively to community needs

Eight Keys to Successful Partnerships

- Trust!
- Shared Vision
- Skilled Leadership
- Process Orientation
- Cultural Diversity
- Membership-Driven Agenda
- Multiple Sectors
- Accountability

Stages of Partnership Development

There are many useful models through which to view strategic partnerships. The key to sustaining collaborative efforts is to understand that the process of partner development takes time, energy, clarity and attention. All partners need to feel as if they are both giving and receiving in the partnership, and all must be willing to hang in through the times of tension and ambiguity to get the fruit at the end of the process.

Tuckman Model:

Tuckman's model explains that as a partnership develops maturity and ability, relationships establish, and the style of leading, partnering and interacting must adapt with the evolution of the partnership and individuals within.

The partnership progression is:

Forming
Storming
Norming
Performing

Forming – stage 1

High dependence on the convener for guidance and direction. Little agreement on team aims other than received from convener. Individual roles and responsibilities are unclear. Conveners must be prepared to answer lots of questions about the partnership's purpose, objectives and relationships. Processes are often ignored. Members test tolerance of system and participating organizations. A convener must be willing to both hold out images of success, while leaving room for others to shape that image.

Storming – stage 2

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Decisions don't come easily within group. Partnership members vie for position as they attempt to establish themselves in relation to other team members and the convener, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. The convener role evolves to initiate coaching relationships.

Norming – stage 3

Agreement and consensus begins to form among partnership members who respond well to facilitative attempts. Roles and responsibilities are generally clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. Securing the structure of relationships and work frees energy for more positive activities and emotions to emerge. The team discusses and develops its processes and working style. There is general respect for shared leadership by the team. The role of the convener becomes facilitative and empowering.

Performing – stage 4

The partnership is more strategically aware; the team knows clearly what it is doing and why. The team has a shared vision and is able to stand on its own feet with little need for an assumed role of leader. There is a focus on over-achieving goals, and the team makes most of the decisions using criteria agreed amongst the membership. The team has a high degree of autonomy. Disagreements may occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and attend to relationship, style and process issues along the way. Team members look after each other. The team responds effectively to delegated tasks/projects.

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Stages of Partnership Development

[Adapted from Team Technologies]

Characteristics of Each Stage

	Forming	Storming	Norming	Performing
Focus	Own Needs	Others Issues	Rules & Processes	Collective Results
Trust	Assess partners	Trust Authority	Trust the Processes	Trust the People
Relationships	Surface/Collegial	Positioning/Conflict	Cautious	Productive
Feedback	Covert	Overt	Constructive	Fluid/Reciprocal
Decision making	Fragmented	Tense	Careful	Natural
Role understanding	Unclear	Ambiguous	Clear	Intuitive
Products	Individual	Incomplete	Risk Averse	Innovative
Knowledge Transfer	Strategic	Clipped	By the Book	Free Flowing
Performance	Individual Effort	Low Output	Consistent	High Quality Results

In your experience, where have you found the greatest challenges in moving partnerships forward successfully?

What might you do as a collaborative partner to support movement to the next stage?

Growing Collaborative Leadership

Traditional Leadership Model

Traditional Roles	Traditional Skills
Knower	Be the Expert and define the parameters of the box.
Teller	Spell out the goal and the means to achieve it
Corrector	<ul style="list-style-type: none">• target problems• challenge mistakes• correct issues

What impact does applying traditional leadership have in the context of working with students?

Growing Collaborative Leadership

Emerging Leadership Model

[Adapted from the work of Peter Senge]

New Roles	New Skills
Developer	support articulation of a shared vision
Steward	motivate and inspire participation with, and support for collaborative vision, mission and people of the organization
Facilitator	<ul style="list-style-type: none">• generate varied alternatives• engender safety to examine assumptions and welcome change• encourage relational thinking

What impact does applying this emerging leadership model have in the context of working with students?

How can you assist community organizations in making the transition from the traditional to emerging leadership model when working with students?

Why be Strategic?

STRATEGY – a carefully devised plan of action to achieve a goal or the art of developing or carrying out such a plan.

A strategy:

- defines the outcome or objective an organization is attempting to achieve
- produces the implementation steps used to achieve the objectives
- determines the range of activities that will be used to meet organizational goals

The formulation of strategy requires a fit among:

- The opportunities in the external environment
- The strengths and weaknesses of the organization
- The personal values of the key implementers
- The broader societal expectations of the organization

To begin thinking strategically about your current relationships and partnership opportunities, consider the questions on the following page...

Questions to Consider for Strategic Partners

- How does the potential partner's mission align with ours?
- What is the potential partner's role in the community? Whom does it serve?
- How do the programming, services and products of our two organizations complement one another?
- What are the resources (people, money, expertise, relationships, facilities) and the gaps that each organization brings to the table?
- What new opportunities become possible by combining forces?
- What are any potential risks or conflicts in partnering with the organization?

What You Bring to the Table

Example:

STRENGTHS	CHALLENGES
Strong leadership	Small staff
Monthly newsletter	Lack of funding
Positive image	Lack of volunteers

What do you bring to the table?

STRENGTHS	CHALLENGES

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Identifying Strategic Partners

- Write down a goal or activity that you want to work with other organizations to achieve. Think about including other national service programs (e.g. Senior Corps, AmeriCorps).

- What could be the contributions of each partner organization?
- What opportunities—or challenges—are there for forming a partnership?

Organization	Contributions and Other Benefits	Opportunities and Challenges
Local Civic Organization (Rotary International)	Service-Learning placement, Donations, Business Acumen, Sponsorship	Reach a broad segment of the business population. Tend to have pet projects, might be difficult to integrate students or engage in new effort.

Opportunities and Challenges of Partnering with Businesses in Your Community

Opportunities of Partnering ...

Challenges for Partnering ...

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Hidden Prospects

Sometimes for-profit organizations could provide support in unusual ways, such as inclusion in monthly billing statements, or telling your story in their employee newsletter. Use your stakeholders to brainstorm other possibilities.

Questions to Ask	Possible Prospects	What to Request
What businesses have customers here, but do not have offices?	Utility Company	
	Phone Company	
	Insurance Company	
What kinds of businesses sell services or products to our neighbors and need our patronage?	Trade Unions	
	Media: TV, print, radio stations	
	Largest Employer	
	Banks	
What kinds of commercial enterprises benefit from student engagement?	Construction and equipment companies	
	Tourist Industries	
	Transport -- rail, trucking, ports, etc.	
	Other?	

Concrete Strategies: Partner Development Action Sheet

Identify concrete actions you could take within the next month that would produce the greatest movement toward increased strategic partnerships.

Overall Vision/Goal for the partnership (state concrete, measurable results):

Action Timeline (by when would you like to have reached your goal): _____

Partnership Action Item Example: Partner with said organization on an event to raise funds and awareness to support service-learning programming.	Goal of Action Example: Demonstrate collaboration with defined timeline and tangible results.	Stakeholders to be engaged Within and beyond the primary partner organizations.	Action steps or information needed to initiate action? Example: Set brainstorming meeting with key stakeholders to identify potential events.	By when?

Practical Steps to Guide Planning and Implementation of Service-Learning Programs and Partnerships

The following information was developed by:

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Service-Learning: Power & Practice

As educators work with their communities to improve the effectiveness of their schools and districts, they often paint a picture of active, involved students becoming informed and responsible citizens.

Service-learning can bring that picture to life. Service-learning has the potential for enlivening teaching and learning, providing authentic applications for core curriculum, and teaching the skills and attitudes of active citizenship. Service learning can also enable communities to become powerful co-educators with classroom teachers. The majority of schools and school districts which have exemplary programs

- provide a strong variety of service experiences
- view youth as resources to their schools and communities
- ensure significant links between the curriculum and the service experience
- create partnerships which are beneficial to both the student and the community partner

When administrators, teachers, parents, students and community members realize that young people are valuable resources, the role youth play can dramatically improve the culture of the school. This change needs considerable vision and thoughtful support.

Service-Learning Is:

- Youth providing leadership from the district's technology program by testing and refining software and installing a complex wiring system
- Civics students helping new immigrants pass their citizenship tests
- Second graders writing stories which are included in literacy packets for new mothers

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- Students using their computer and history skills to produce “history boxes” for local museums
- Middle school students developing a bird sanctuary and providing Audubon Society tours as they study birds and migration
- Industrial design students building a wheelchair for an 18-month-old child with multiple sclerosis

Service-Learning Is Effective Teaching

By involving students in hands-on learning, problem solving, and applications of academic knowledge in real settings, service-learning can increase students’ academic achievement in challenging subjects. When we enrich students’ experiences with service activities that enable them to make valued contributions to the community, we can also create a sense of engagement that enhances a student’s motivation to complete school.

-Richard Riley, former Secretary, U.S. Department of Education

Learning Pyramid

Effective learning relies upon knowledge construction more than knowledge transfer. Understanding relies upon using knowledge and reflecting on experience. Abstract knowledge which remains inert soon evaporates.



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In addition, service learning can provide an authentic setting for applying the Essential Academic Learning Requirements developed by the Commission. Service projects can provide natural opportunities for problem solving, using technology and developing core Essential Academic Learning Requirements. Many schools are also using service projects as a strong component of their classroom based assessment activities.

Service-learning complements School-to-Work initiatives. Both service-learning and School-to-Work are forms of experiential education that extend student learning into the community while creating community sites which are the centers of learning. Service-learning and School-to-Work programs engage students in learning experiences that help develop organizational, team, and problem solving skills as well as the competencies and foundational skills identified as important for employability and responsible citizenship.

“A responsibility of being positive citizen and contributing member of our society is service. Service is a big part of our cultural heritage. This program helps to promote and develop the responsibility of our youth.

Mark Johnson
Superintendent,
Nooksack Valley
School System

Community Partnerships

A New Context for Community Partnerships

Many community organizations, businesses, colleges and universities are being asked to provide additional services to K-12 youth at a time when their own resources are dwindling. Because of the traditional way that schools have partnered with the community, many organizations unfortunately see youth service as an additional burden. As a result, more and more schools are developing partnerships that provide a strong contribution to the partnering organization as well as to youth. This often requires the community organization and the school to involve students in new and creative ways.

Most partnerships between the school and community view the students as the recipient of services. **Service-learning adds a new dimension to this traditional view because it views youths a resource ready to provide as well as receive service.** This perspective often requires often requires a shift in how educators and community members establish partnerships.

Conditions for Success

- **Take advantage of existing connections.** Survey students, parents, faculty, school board member and PTA to discover personal and professional links to community organizations and businesses. Expand relationships with Retired Senior Volunteer Program office, volunteer centers, existing business cooperatives, colleges and universities, and service clubs. Become a member of service clubs and community organizations so that you can develop personal relationships with people outside of the school.
- **Foster Ownership.** Involve the students and the faculty in the process of designing the project with the partner organization. Take time to prepare and allow the project to be enhanced by students, teachers, parents and the community partners. Invite representatives from the agency or business to present information to the class and encourage

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the students to research organizations that interest them, or have the class visit the business. Involve the partner in developing reflection and evaluation components.

- **Know the kinds of services you need.** Be precise about what you need, what time you need it and how frequently. It is more effective to ask, for example, for tutors to work with middle school students in math, Tuesday afternoons from 2-4 p.m. each week for four months, than to request tutors.
- **Be Flexible.** Be willing to change and adapt mid-project due to shifting trends, emergencies, crises and other changes affecting the organization.
- **Remember that the organization's first priority is its clients.** Political pressures, funding timelines, special events and other activities may necessitate changes in planning and scheduling.
- **Help the partner organizations expand their vision of what youth service can be.** Provide the organizations with examples of exemplary service-learning programs and help them understand the concept of utilizing youth as resources. Discuss and clarify how partnership will significantly benefit both the agency and the student.
- **Model what you hope to do.** Develop an inventory of success stories. For example, when a volunteer center needed to document that students were finding projects through the center referrals, they developed a volunteer position to do after school telephoning. The seventh grader who filled the position provided a needed service at the most appropriate time—after school—while developing her record keeping and presentation skills.

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Where to begin

- **Get to know your partner.** Learn about the world of partnering organization and how it fit into the larger fabric of the community. Identify a key contact person who can help you navigate within the organization so you honor the culture of the organization, understand how decisions are made, worth within the existing budget and planning cycles, and use the language of the organization to articulate how service-learning meshes with the organization's priorities.
- **Take time to establish a linkage** between the leaders of organizations so that you can better determine whom you can ask for assistance and so you can know who the best person to put ideas into action is.
- **Explore ways service can be accomplished at the school site.** Completing service within the school reduces the demands on personnel, transportation and logistical planning. Have agency personnel, or better yet, actual client's visit the class to talk about the program.
- **Determine the community priorities** of the partnering organization and develop projects which truly advance the partner's priorities. For example, if a shelter has a strong need to pay off its mortgage, marketing students could help promote its major fundraising campaign and organize its fundraising event. Civics Students could study the issue of housing and homelessness in the community and create an informative packet to be distributed at the fundraising dinner. Elementary school students could donate their art as decorations and create placemats for the dinner event.

The College & University

Throughout our nation K-12 schools and colleges and universities are developing partnerships that are mutually beneficial. From higher education's perspective, the majority of these partnerships have focused on K-12 students as "recipients of service" through projects focusing on dropout prevention, tutoring, mentoring and alternative education. Recently there has been a movement toward service-learning programs that engage college and university students with K-12 students in service activities targeted at acquisition of academic knowledge and skills while meeting real community needs.

Conditions for Success

- **Find someone knowledgeable about the college or university** system to help you navigate through it. Higher education institutions can be very complex, and it is helpful to have an informed resource that can provide assistance. Consider offices for careers, internships, volunteers, leadership and other special programs as starting points.
- **Take time** to ensure that the college student benefits from the service experience. Discuss and clarify the goals the student has for the service experience and work toward helping him/her achieve those results.

Program Options

- **Tutors:** College students provide tutorial services to students, either with one-on-one or in small groups. After-school tutorial programs are popular venues for college students to work with K-12 students in enhancing their academic skills
- **Mentors:** College students provide encouragement, support and assistance to K-12 students in need of increased self esteem an/or other needs,

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- **Service-learning coordinators:** College students trained in service-learning pedagogy work with K-12 teachers, offering training, technical assistance, and support to integrate service into the curriculum.
- **Classroom aides:** College students provide assistance to K-12 teachers including classroom management, working with small groups of students, and researching teaching strategies and initiatives.
- **Content specialist:** College students provide expertise and assistance in a particular subject area (environmental education, art, science, etc.) to help K-12 teachers implement corresponding projects and programs.
- **Program evaluators:** College students can help schools gather information and consolidate it into reports for schools, funders or communities.
- **Special considerations:** As schools adopt new teaching methods, college students can help in researching existing models of implementation, training, providing technical assistance, assessing and developing school-community partnerships.

Resources

- **Campus Outreach Opportunity League (COOL)** is a national higher education student organization oriented to training students and placing them in communities. (202) 296-7010
- **Contact your local college or university** and ask for the Cooperative Education Office or Student Employment Office. They can assist you or refer you to appropriate campus resources. Be specific in identifying your needs; it will help you find the best “fit” with higher education.
- **Contact your SEA** and ask for the person responsible for school based student-learning in your state.

Community Agencies

Community agencies and schools have much in common. Both are focused on their own particular set of clients and are committed to the health and improvement of the community at large. When schools and communities decide to partner in a service-learning program, they can realize many varied and rich benefits to their own institution and to the community.

The three primary purposes of a community agency are: “1) direct provision of service to their clients; 2) education and out-reach in their field of expertise; 3) generating friends and resources.” (Battenburg). These purposes are often addressed in an agency’s mission statement.

Service-learning projects can fall under any of these categories, and all projects should tie directly and strongly to both the school’s and the agency’s mission statements. This is the foundation of a successful service learning program.

Program Options

Help partnering organizations understand service-learning and encourage them to offer a continuum of options for young people.

- **Direct volunteer placement:** Students provide direct services to the client or organization.
- **Organizational internship:** Students can help shape policies and decisions and are a part of organizational fundraising or advocacy.
- **On-campus service-learning:** Students can develop certain products and programs which serve a specific organizational need. Many of these projects can be done at the school site as well as the agency. For example, students could create newsletters for nonprofit organizations. They could produce resource materials, booklets or videotapes, which can be given directly to the agency’s clients.

- **Off-campus service-learning:** Students in a child care course could provide child care at specific times for the families of a shelter, or they could develop an after-school activities program.

Volunteer Centers

A critical point of contact in any community is the Volunteer Center, which serves as a clearinghouse for nonprofit organizations. Some Volunteer Centers are already working to develop resources for students and their teachers. By working directly with these agencies you can reduce the amount of time you spend identifying potential projects and partner organizations.

You may need to also help the Volunteer Center expand its definition of youth service by seeing youth as resources.

Business Partnerships

The Value of Business Service-Learning Partnerships

“We believe community involvement not only enriches neighbors, but also distinguishes Seafirst people from many of our competitors by the depth and breadth of our volunteer work. Seafirst’s employees are proud that we take such an active role in community activities and that we encourage our employees to become involved in helping others. And we value job candidates who have a record of volunteering within their community.”-

John V. Rindlaub, Chairman and CEO, Seafirst Bank, Seattle

Most business-school partnerships are established to enrich the student’ learning. Such partnerships have developed a wide range of programs including job shadowing, Junior Achievement projects, and enriched curricula which stimulate interests in subjects such as economics, law and engineering. Such partnerships across the country have made a significant difference.

Increasing numbers of schools and communities are beginning to add another powerful dimension to these partnerships by encouraging young people to not only receive, but also to give. These business-school partnerships provide youth with the opportunity to contribute significantly to the school, the business organization and the community.

Benefits to the School and Business

- **Makes learning authentic.** Projects with the business community enable students to apply what they are learning to real problems rather than simulations. Service-learning provides a new mechanism for teaching and assessing the application of the core curriculum while teaching and reinforcing job readiness skills.
- **Develops problem solving and leadership skills.** By identifying significant issues and providing technical assistance, businesses can help students develop critical thinking skills.

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- **Fosters teamwork skills.** Most corporate and community problems require students to work with adults and fellow students to complete the task. This prepares students to be contributing members of their families, businesses, communities and country.
- **Enables students to be workers/producers rather than passive recipients.** Young people can be vital resources, enabling business to reach new audiences and provide more services.
- **Provides positive visibility or youth, schools and businesses.**

Program Options

- **Develop a valued product.** A hospital in Tacoma is partnered with a high school. The hospital's physical therapist sent a videotape of an 18-month-old child with multiple sclerosis to the industrial design class. The students used classroom skills to build a wheelchair for the child.
- **Do research or studies.** The EPA has partnered with a number of school districts to involve students in collecting data about significant environmental issues such as wetland preservation and air particulates.
- **Address a need.** Middle school students partnered with a toy store and a local community center to develop a shoplifting prevention plan.
- **Foster a school-wide partnership.** A school might explore ways it can provide opportunities for all classes to develop a service connection with a business. For example, if a school partnered with a hospital, the following connections could be made:

Art: Artwork could be displayed in the hallway or could be part of the hospital's annual fundraising efforts. Student art could also be used on brochures and media releases.

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- Music:** Students might help the hospital identify calming music and develop a music packet that could be available when people are in the hospital.
- Languages:** Students who are bilingual might translate hospital information. Students could also teach the hospital staff basic Spanish vocabulary.
- Child Development:** Students could provide child care during hospital-provided health courses for community members.
- English:** Students might write books for younger children. These books could be donated to new parents along with literacy information.
- Health classes:** These classes might develop special health pamphlets for young people. They could focus on creative ways to make the information entertaining.

Resources

IDEALS project. This project provides training and technical assistance to service-learning coordinators and business partners. This project assists both businesses and schools to develop service-learning partnerships. Jim Potovsky, National Association for Partners in Education (NAPE), 209 Madison Street Suite 401, Alexandria, VA 22314. (703) 836-4880.

“Community Service not only benefits those who receive it, but also those who give it. In my experience, people who volunteer their time and talents gain a perspective on life that makes them more effective in their jobs, and, I believe, more fulfilled.” –Lew Platt, Chairman, CEO/President, Hewlett-Packard Company.

Options, Impacts & Implications Community Agency Example: Shelter for Homeless Families

Partnership Matrix

PROGRAM OPTION	SERVICE ACTIVITIES	BENEFITS	EXPECTATIONS/LIMITATIONS
Students as volunteers	<ul style="list-style-type: none"> Class of students cooks and serves a meal for families four times a year 	<ul style="list-style-type: none"> For shelter: Services provide a broader awareness of agency contribution. Gain sense of homeless families. Understand role of the shelter. Connect to nutrition lessons. For students: Aware of need of homeless families. Understand role of the shelter. Connect to nutrition lessons. 	<ul style="list-style-type: none"> Difficult to organize task so all students are actively involved. Matching time of service need and students' class times. Transportation
Student internship	<ul style="list-style-type: none"> Individual student works at the shelter twice a week throughout the school year. 	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> For shelter: Students provide assistance to agency. For students: Sense of accomplishment. Career awareness/development of employable skills. Understand role and activities of the shelter. Individual responsibility. 	<ul style="list-style-type: none"> Both school and shelter staff need to work together to prepare students, identify project options. Ideally shelter staff will serve as mentors to students as they implement their project. Schools and partners need to develop mutually beneficial projects for service and learning.
Service-learning projects completed at school	<ul style="list-style-type: none"> Students in contemporary problems class study homelessness, plan and implement public awareness campaign, provide PSAs, door hangers, newsletter, grocery bag notices and public forum about the shelter. Computer students produce newsletter. Health students plan menus. Media students prepare PSA. Students arrange bilingual resources. 	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> For shelter: More community members understand broader social issue of low-income housing and the role the shelter plays. Financial and volunteer assistance mobilized. For students: Feel informed and able to participate actively in civic affairs. Classroom content more easily learned and retained. Develop citizenship skills. 	<ul style="list-style-type: none"> Both school and shelter staff need to work together to prepare students, identify project options. Ideally shelter staff will serve as mentors to students as they implement their project. Schools and partners need to develop mutually beneficial projects for service and learning.

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<p>Service-learning projects at community agency</p>	<ul style="list-style-type: none"> Health class plans a month of menus with nutritional breakdowns and cooks meals. Child development students plan and implement child mentoring, tutoring and activities. Students interview shelter residents to determine what services are needed vs. received, then provide a report and recommendations to agency. 	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> For shelter: Service provided to more families. Parents and children benefit. More community members understand the needs of the shelter and its clients. For students: Students are able to use classroom skills in a way that helps others. Students gain a sense of contribution and personal efficacy. Students develop personal relationships with people “different” than themselves. 	<ul style="list-style-type: none"> Shelter and school staff need to work together to identify the need. School and agency schedules need to be aligned. Transportation/site supervision and liability Teacher needs to connect service activity to classroom curriculum building the skills needed for the project.
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Options & Impacts Business Partnership for Service: Real Estate Business

Partnership Matrix

PROGRAM OPTION	SERVICE ACTIVITIES	BENEFITS	EXPECTATIONS/LIMITATIONS
<p>Traditional business partnership: You as the recipient</p>	<ul style="list-style-type: none"> • Career shadowing / internships 	<ul style="list-style-type: none"> • For business: Future employees have better basic job skills. Business is viewed more positively in community. Example: Intern provides some service. • For students: Motivation is increased. Students gain clarity about career future / interests & see connections between class work and work skills. 	<ul style="list-style-type: none"> • Business participants need to be trained by and work directly with school staff. • Students need supervision and a clear, meaningful role.
<p>Partners in service: Students and business volunteers provide service to community</p>	<ul style="list-style-type: none"> • Tutoring / mentoring 	<ul style="list-style-type: none"> • For business: Future employees have better basic job skills and literacy. Business is viewed as a community contributor. • For students: Increased motivation and academic success. 	<ul style="list-style-type: none"> • Tutors must be trained by school staff. • Regular time and place for tutoring needs to be established.
<p>Partners in service: Students and business volunteers provide service to community</p>	<ul style="list-style-type: none"> • Real estate company and students work together to help fix up homes for low-income families. • Students and adults work side by side in fundraiser for a children's charity. 	<ul style="list-style-type: none"> • For business: PR for company. Employees develop leadership and project planning skills which are valued by the company. • For students: Develop leadership skills. Students meet and work alongside positive adults. Aware of service side of business. 	<ul style="list-style-type: none"> • Coordinate business and school scheduled and project needs. • Transportation needs to be arranged. • Prepare business volunteer to work with youth. • Time for coordination.

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<p>Service-learning completed in community</p>	<ul style="list-style-type: none"> Students provide energy audits for real estate office. Students provide recycling consultation. Students produce bilingual materials so businesses can reach new clients. 	<ul style="list-style-type: none"> For business: Able to implement energy savings plan and recycle office supplies. For students: Able to apply chemistry, math and physics skills to community project. Apply computer presentation skills reporting on results of survey. Understand business perspective on conservation. 	<ul style="list-style-type: none"> Business and school need to define project possibilities and constraints. Teachers need to prepare students to be efficient and appropriate for setting. On-site supervision. Transportation needs to be arranged. Be sure students are not displacing workers.
<p>Service-learning completed in school</p>	<ul style="list-style-type: none"> Real estate: Students in marketing class receive assistance from real estate brokers as they develop a community education program on housing issues. Hospital: Students in industrial design class build a wheelchair for a child with MS. Utility: High school drama students plan, provide conservation assemblies for elementary students. 	<ul style="list-style-type: none"> For business: New services are provided. Youth understand the role business plays in the community. For students: Classroom learning is enlivened through application. Positive PR for youth and school. For school: Fewer transportation / liability costs. Logistically easier to handle. 	<ul style="list-style-type: none"> Business and school must collaborate to develop projects that are challenging and linked to curriculum. Teacher provides direct supervision of students. Business provides technical assistance to students as they work on the project.

Risk Management and Liability

Be Prepared – Know Your Guidelines

Risk management is an important component to school-based service learning programs. Thoughtfully developed policies and procedures can help service-learning teachers and administrators manage risks effectively. Because “documents of agreement” which attempt to reduce and/or transfer responsibility for harm are governed by state law, it makes good practice to review written consent and/or liability forms with the administration’s risk manager and/or legal counsel.

Work study policies which guide off-site career placements can be applied to service-learning programs as well. The following recommendations should guide programs which involve a large number of students as volunteers in community/school situations. A full packet of sample forms is available through Project Service Leadership.

- 1. Utilize school district’s or university’s risk management professionals** and/or legal department to review policies, procedures, and forms. Articulate and publish service-learning policies, procedures, goals, and benefits for students, parents, staff, agencies, and service recipients. Be sure to adjust and modify as needed.
- 2. Identify risks and liabilities and develop policies, procedures, and training** for students and staff, and develop goals, objectives, and curriculum for service learning programs.
- 3. Require parental/guardian permission** (in writing) for student involvement (for K – 12).
- 4. Require all adult volunteers working with youth to submit to a screening process** that includes volunteer application, screening, reference letters, and disclosure form.
- 5. Keep accurate and up-to-date student and service site files** (computerized if possible).
- 6. Require participants to wear different identification badges** and to

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sign in and out with each visit. Labor and Industry standards require student volunteers to sign in regularly. Become familiar with child labor laws and Labor and Industry standards. Student I.D. cards are helpful when placing students in the community.

7. Assign student supervisors at each service placement site if possible (employee or volunteer position). College students, eager to gain experience and build professional references, can do an excellent job of supervising youth.

8. Develop training and handbooks that cover health, safety and emergency crisis plans. Training should include information about inherent risks. Include this information in the student handbook and service site procedures handbook. Include health, safety, first aid and emergency crisis plans in all orientation and training. Be sure to document student participation in such training. Require that service sites have a first aid kit, copies of the student's medical release form, and clear instructions on what to do if the student is injured. (Note: First aid kits can be assembled as a service project).

9. Be sure transportation policies for students to travel to and from service-learning site follow all school district requirements and state laws governing student drivers and school transportation safety laws.

10. Develop individual files for all students and volunteers assisting with program. Each file should contain the following forms:

- Volunteer application which includes references and parent approval if applicable.
- Volunteer contract agreement with outlines the agreed-upon days and times at the placement site, agreed-upon tasks, purpose and goals to be achieved, and orientation and training.
- Medical release form
- Travel agreement and automobile insurance form
- Parents approval form for student involvement in service learning program
- Written progress reports and evaluations
- Reflection questions

Service-Learning Risk Management Bibliography and Resources

Legal Issues for Service Learning Programs: A Community Service Brief from the Nonprofit Risk Management Center, by Anna Seidman and Charles Tremper, 1994. Order through Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036; 202-785-3891.

No Surprises: Controlling Risks in Volunteer Programs by Charles Tremper & Gwynne Kostin, 1993. Order through Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036; 202-785-3891.

State Liability Laws for Charitable Organizations and Volunteers, 1993. Order through Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, D.C. 20036; 202-785-3891.

Risk Management: Strategies for Managing Volunteer Programs by Sarah Henson and Bruce Larson, 1988. Order through Macduff/Bunt Associates, Inc., 821 Lincoln, Walla Walla, WA 99362.

Resource Guide For Community Agencies Providing Service-Learning Opportunities

(Adapted from the guide written by Kate McPherson, used with permission)

Effective Practice

Quality Service-Learning Partnerships Require the Commitment of the Community and School Alike.

Orientation/Training

Adequate training helps insure student success.

Take time to orient students, giving them opportunities to ask questions. Check individuality for understanding because students frequently do not have want to be embarrassed by asking a question.

Student Ownership

Students are more engaged in service activities which they help identify and when they see a connection between a topic of personal interest and their service activities. Help students find an activity that builds upon their talents, concerns or interests.

Meaningful Service

Help student develop a service activity that addresses a real need. Students need to understand what is currently being done to address their topic and what they can do that makes a greatest difference.

Learning from Service/Reflection

A critical component of all service learning is the opportunity to reflect and learn from the service experience. Have students discuss what they have done and what they have learned. A variety of reflection activities can be found in the Appendix.

Encourage Meaningful Roles for Youth

Middle-school students who are ready to take on significant projects need mentors and assistance. Middle-school youth need an adult who can help advocate for them with community members to expand their leadership and service opportunities.

Additional Elements of Effective Programs

Service-learning activities are most effective when

- The service program encourages youth to work with different cultures and ages.
- Youth are able to participate in a continuum of service so they become increasingly competent and feel part of a larger community effort.
- Youth are involved in designing, implementing and evaluating the service.
- Youth assume new roles and develop new skills as they serve.

For Safety and Sanity

- Don't transport students without parent permission.
- Don't work alone or travel alone with any students.
- Don't expect every student who signs up to show up.
- Don't take photographs without permission.

Practical Suggestions

Orientation/Training

Questions to Ask

- What training will be necessary to complete the project well and safely?
- Who is best able to provide that training?
- What equipment is necessary for all students to be actively engaged in the project? (Middle-school students may not use power tools.)
- How can we best prepare students with the specific skills they need to complete their work? Have we ensured student safety? Be sure you have thought about safety concerns and have a plan of action if something goes wrong. Have easy access to a phone and a first-aid kit. Be sure parents fully understand the scope of work being done.

Project Safety

- Do students need any special clothing?
- Do students need tools or equipment?
- Are there any safety precautions which require preparations?

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During the Service

- Help students understand how your organization serves the community and why their service is valuable.
- Make your activity age-appropriate. If possible, vary the activities and infuse fun and relationships into the service.
- Provide students with a clear understanding of how they can continue to participate with your organization after their service is completed.

After the Service

- At the end of the service activity, help students draw connection back to their EXIT projects. If possible, have copies of some resources related to your agency or its clients that students might use in their EXIT projects (i.e. provide interesting articles or a list of web sites related to your service activity—literacy, the environment, the health benefits of pets, etc.).
- Take time at the end of the day to reflect and celebrated! (A few reflection activities are in the Appendix.)

Things Middle-School Students Like

As you plan to involve middle-school youth, be sure to:

- build in fun and opportunities for interpersonal interaction
- provide a safe place for students to ask questions
- if possible, take time to help students build connections to their interests and talents
- have a back-up plan

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Developing Healthy Youth

Using research from 47,000 young people, the Search Institute has identified assets that youth need to grow up healthy. When these assets are present, youth are less likely to get involved in problem behaviors, and they are more likely to be successful and caring.

Below is a chart which shows how service contributes to the development of several of these assets.

Asset Category	Service-Learning Connections	Agencies can help service experiences develop these assets by ...
<i>Support.</i> Young people are loved, supported, affirmed, and cared for in their families, schools, and communities.	Service-learning can cement relationships of support and caring between youth and adults.	<ul style="list-style-type: none"> • Providing caring relationships with adults. • Being nurturing and affirming of young people. • Making the agency a friendly, caring place for children and youth.
<i>Empowerment.</i> Young people are valued by their community and have opportunities to contribute to others.	Service helps young people be seen as valuable resources for their organization and communities.	Careful preparation and good supervision during their service-learning efforts help youth feel safe.
<i>Constructive Use of Time:</i> Young people have opportunities to participate in positive, structured activities (such as sports, music, religious involvement, service).	Service-learning provides opportunities for young people to expand their minds and hearts, offer hope and support to others, and use their creativity to deal with new challenges and opportunities.	<ul style="list-style-type: none"> • Designing projects that involve interactions with peers and adults. • Having young people use their talents (music, athletics, computers) to serve.
<i>Educational Commitment.</i> Young people are committed to education and have high educational aspirations.	Service helps youth apply their knowledge to issues and problems they are exposed to and situations that challenge their world view and perspectives.	<ul style="list-style-type: none"> • Building intentional connections between service and learning. • Giving young people opportunities to apply their education to issues they care about.
<i>Positive Values:</i> Young people care about other people, and their values help to shape their behavior.	Service-learning helps young people affirm and internalize values that are important to them.	<ul style="list-style-type: none"> • Giving young people opportunities to address other people's needs. • Helping young people see the connections between their service and their values.
<i>Social Competencies:</i> Young people develop skills and competencies they need for living, including decision-making, self-esteem, and relational skills.	Social skills are nurtured as young people plan and carry out activities.	<ul style="list-style-type: none"> • Giving young people opportunities to practice these skills while they serve. • Building self-confidence as young people see they can make a positive difference in the world.
<i>Positive Identity.</i> Young people have a strong sense of their own purpose, power, and promise.	Service-learning helps shape a positive identity as young people discover their gifts and develop a place in the world through their acts of service and justice.	<ul style="list-style-type: none"> • Affirming the value of the student contribution. • Explore why students connect their service activities and their unique talents.

Benefiting the Community

How Service-Learning Can Benefit the Community

Providing Valuable Service

As our communities become increasingly diverse and as the issues of homelessness, hunger, and pollution become increasingly complex, we need the assistance of youth. Youth are uniquely able to reach young children and senior citizens and they have the energy and strength to make notable improvements in the environment. Their energy brings a sense of vitality and excitement to community organizations.

Developing Good Citizens

As youth participate in the community, they see that their participation can make a difference—that civic involvement is rewarding and even enjoyable. Research by The Center for Youth Development in Minnesota indicates: “From a position of virtual equality on the pre-test, students participating in service-learning demonstrated an increased preference for community participation when compared with non-participating students.”

Reducing Youth Violence

According to John Calhoun, Executive Director of the National Crime Prevention Council: “Claiming and valuing teens, both in program opportunities and in social service exchanges, can enhance their self-esteem and develop an investment in the community and the future. Teens with such a stake not only have no reason to resort to violence, they have every reason to avoid and deflect violence and to help drive it from their environment.”

Expectations

Sample Expectations for Long-Term Youth Volunteers

In addition to defining specific task responsibilities for youth volunteers, you may want to outline a set of general expectations that you have of youth volunteers. Here are some possibilities:

- Be punctual, have a positive attitude, and be courteous to everyone.
- Notify staff if you are unable to attend or cannot meet timelines.
- Attend an orientation session to get an overview of agency services, policies and procedures. Become knowledgeable about the organization's rules and regulations, (confidentiality, dress code, time constraints, etc.) the reasons for them, and their importance.
- Review and understand your job description.
- Complete assigned tasks on time.
- Be honest with your supervisor when discussing matters affecting your performance (transportation problems, tardiness, personality conflicts, lack of understanding of assigned tasks, clarification of role, etc.).
- Be open to "requests for assistance" from agency staff and other volunteers.
- Respect and maintain confidentiality of client's records.
- Know how to operate office equipment in a safe manner, after appropriate training is provided. Let students know who to turn to with questions.
- Familiarize yourself with all emergency procedures.

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- Work cooperatively as part of a team effort to achieve organizational goals.
- Follow-through the volunteer commitment; each person's contribution is important, and in fact, many people are depending on the volunteer.
- Enjoy yourself. This is a job, but it should be fun for all of us as we work together to fulfill our mission together.

Reflection Activities

At the end of the service experience it is very helpful for students to have time to think about the value of the service they have completed and to explore more thoroughly what they have seen and done. Taking time to reflect and discuss their experiences helps students learn more. Spending a few minutes at the service site can help students draw learning while things are fresh in their minds.

When students are back at school, they will write about their experiences. Below are a few ways you could have students learn more from their experiences

Round Robin

Simply focusing the group at the end of the day and asking them the following questions can be helpful:

- What did you do today? How was this helpful to the people or animals you served?
- Were you surprised or troubled by anything you saw or did today? (Take time here to provide some background information about the clients or people you serve.)
- Do you have any questions that we can address or discuss?
- How would you describe what this agency does to other youth?
- How can you continue to serve this agency or address this issue?
- How does this agency serve the larger community?
- What issues or topics might you research that you learned about today?

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Adaptation

Have students walk quietly around the service site and ask them to see what they have accomplished. You may also want to ask these questions: In what ways have you helped others today? How does it feel to get into the community to help? How does this agency you worked with help the community? What enables this agency to provide a valuable service to the community? What questions arise from your experience in the community?

All Tied Up

Have the group stand in a circle. Holding the end of a ball of string, hand the ball off to a participant. Ask him/her to reflect on a particular question (e.g. What was something you learned today?) Once he/she has answered the question, ask to hold onto the piece of string and pass the ball onto someone else. Continue the process until everyone has reflected on the question and has a section of string in his/her hands. When completed, you should have something that looks like a web. When they are all done talking, make some points about the interconnectedness of people, how they are all a part of the solution, for if one person had not contributed to their service projects the outcome would have been different.

Collage of Words

Using a large sheet of paper, have students write words that describe their experience. Provide plenty of creative material (e.g. markers, crayons, colored pencils) and a large sheet of paper on a smooth surface. Give students 20 minutes, and have them explain their work when they're finished. Explain how—without everyone's contributions—the work wouldn't be as rich and varied as it is.

Service Interviews

Encourage students to see their projects through the public's view by conducting media-style interviews with one another. Remember to cover all the bases: who, what, when, where, why and how. Or "go Oprah" and ask the "hard-hitting" questions!

Cutting Edge Media

During this “Social Networking & Web 2.0” Speed Dating segment, participants will learn:

- What does Web 2.0 mean?
- What is Social Networking?
- What’s a blog?
 - Top 3 Organizational Uses for Blogs
 - Popular Blog Platforms
- What's the difference between a Podcast and a Vodcast?
 - Top 4 Organizational Uses for Podcasts / Vodcasts
- Should your organization use Social Networking tools?
- How to create successful online public education campaigns.
- Top Social Networking / Web 2.0 Sites
 - Facebook
 - MySpace
 - Twitter
 - Change.org
 - Flickr
 - YouTube
 - Ning
 - Yahoo Groups
 - Google for Nonprofits
- Additional Learning Resources

What does Web 2.0 mean?

Web developers, designers, bloggers, and even major media outlets have been abuzz with talk of "Web 2.0." Though the term bears the familiar version number so often attached to software products, it doesn't actually refer to any one technology. Rather, Web 2.0 is the moniker for an emerging set of Internet-based tools and an emerging philosophy on how to use them.

The technologies encompassed by Web 2.0 include, but are by no means limited to: blogs, podcasts, videos, tags, RSS, social bookmarking, and widgets. The philosophy focuses on the idea that the people who consume media, access the Internet, and use the Web shouldn't passively absorb what's available -- rather, they should be active contributors, helping customize media and technology for their own purposes, as well as those of their communities.

This philosophy contrasts sharply with the old "Web 1.0" methodology, in which news was provided by a handful of large corporations, Web pages were static and rarely updated, and only the tech-savvy could contribute to the development of the World Wide Web.

Web 2.0 isn't just the latest new toy for geeks or the bleeding edge so beloved by entrepreneurs. It's the beginning of a new era in technology -- one that promises to help nonprofits operate more efficiently, generate more funding, and affect more lives.



What's a blog?

A blog is a user-generated website where entries are made in journal style and displayed in a reverse chronological order. Basically, a blog is a really easy-to-update personal website. The common conception of a blog is a site that's frequently updated and that is the personal product of one or more authors.

A blog can function as a personal journal, an op-ed column, a community center, an outlet for art, photography, videos and journalism, or as a venue for organizations to promote themselves. Readers can also leave comments in an interactive format on most blogs, making them feel more personal and accessible than a regular website.

Top 3 Organizational Uses for Blogs

1) Diversify your web presence: Get your name out there

The “blogosphere” is filled with literally hundreds of thousands of community organizers who engage in collective, online conversation each day by reading and writing blogs. By maintaining your own blog, you give those people, your supporters, and your volunteers another platform to find you and to learn more about you. Additionally, you can run ads on other blogs with related content in order to reach a wider audience with similar interests.

2) Establish who you are: Share supplementary content

Share supplementary content with your supporters, volunteers, and the world in order to further inform them about your issue, cause or campaign. On your blog you can post pictures, personal commentary from your staff and volunteers, podcasts of events, related videos, and links to relevant articles.

3) Update your supporters and volunteers in a timely manner

Have a slow-to-update website? A blog, which is relatively easy to update, can be used to respond in a timely way to developments related to your issue, campaign, or cause.

Additionally, using an **RSS feed** (Rich Site Syndication) is an easy way to keep your readers abreast of updates to your site content. At their simplest and most common, RSS feeds send subscribers the title and a brief blurb about each new article or post on a given site or blog, along with a link to the post.

Blog Facts:

- It's quick, inexpensive, and easy
- Publicize events via blog posts
- Post pictures, audio, and video from events
- Keep your community up-to-date on what's happening
- Diversify your web presence - put your organization's name in the "blogosphere"
- Share ways your members can get involved
- Engage volunteers as writers and photographers
- Allows your community to comment on supplementary content
- Consider guest bloggers with a national service connection
- Develop relationships with other blogs
- Spend time reading and commenting on related blogs
- Deliver information and updates directly to your volunteers via subscription RSS feeds so that they stay informed and up-to-date on your progress
- Create a Google Alert to see who is blogging about you
- Use Google Analytics to monitor blog traffic

Popular Blog Platforms:

Blogger: <https://www.blogger.com>

If you are looking for an easy-to-use, hosted blogging platform, Blogger is a great choice. It's simple to create. There are many themes to choose from. You can include gadgets - slideshow, polls, links to other sites, lists, pictures, text - pretty much anything you want. It's easy to see who's following you, plus if you'd like, you can have your own custom domain URL. Best of all, it's free!

Wordpress: <http://wordpress.org>

Of all the sites that require installation, meaning you are in charge of hosting it on a website, WordPress is the easiest to get up and running and is frequently offered pre-installed or as an easy install by hosting companies. This might make it worth a look for even those without experience installing software on a server. Those with HTML skills and a little PHP knowledge can completely customize their blog setup. It offers great comment moderation functionality and support for both categories and excerpts. It's free and open source.

Typepad: <http://www.typepad.com>

If you're looking to get started quickly but want to flesh out your blog's look and functionality over time, TypePad may be the tool for you. It also allows you to display your organization's logo without using HTML. Easy-to-use tools allow you to customize all colors, fonts, and images throughout the site, or update the site's HTML through a set of templates. Even technical novices will be able to post text and photos with ease. A basic account starts at \$4.95 a month and goes up to \$14.95 a month for complete customization.

What's the difference between a Podcast and a Vodcast?

A podcast is like an online radio show. Once you make and publish your podcasts, people can download them individually off your website or blog, or subscribe and have them automatically sent to them via a RSS feed.

Vodcasts are videos that can be watched online. Vodcasts are similar to podcasts in that once you make and publish your Vodcasts, people can download them off your website or blog, or subscribe and have them automatically sent to them via a RSS feed.

Top 4 Organizational Uses for Podcasts / Vodcasts

1) Train your volunteers and staff

Supplement or replace volunteer/staff orientations using podcasts or videos that impart specific skills and information about your cause, campaign or issue.

2) Increase overall member education

Podcasts and vodcasts can be used to relay the basics of your cause, issue and campaign, as well as to provide regular updates via a RSS feed. Additionally, podcasts and vodcasts can be used to impart skills to your membership, such as methods of fundraising, strategies for holding events, etc.

3) Explain and promote campaigns, initiatives, and projects

A strong video or podcast can make your case in a dramatic way and help you to sell your campaign to your membership. A podcast or video can also help you explain more nuanced issues in a less intimidating way than simply with text.

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4) Reach out to new members and supporters

Organizations can use video as an outreach tool by posting clips on Google video, YouTube or similar sites.

Podcast Facts:

- Tell stories using individual voices
- Create a regular series on your website
- Complementary recruitment tool for those who respond more strongly to audio
- Engage volunteers as interviewers and editors
- Reach out to new audiences via online podcast directories like iTunes and Podcast Alley
- Something new to send to listservs, partners and media
- Podcast about your organization's activities and impact as well as larger issues of interest
- Interview people and cover topics significant to your mission
- Make sure you purchase podcasting software and any necessary hardware, such as a microphone
- Many computers now come with audio editing software
- Embed the podcast on your website's homepage
- Link the podcast on your social networking sites, such as Facebook and MySpace
- Network with other podcasters online to share tips and ideas

Vodcast Facts:

- Engage your members with visuals rather than just text
- Create technical trainings: impart specific skills and / or talking points
- Assemble Teach-ins: increase overall member education about a cause or issue
- Communicate via distance easily and effectively
- Spread awareness and information
- Create a regular series on your website
- Engage and recruit volunteers as interviewers, editors, and filming crews
- Reach out to audiences on YouTube.com, GoodTube.org, and DoGooder.tv
- Something new to send to listservs, partners and media
- Create a page for your organization with the YouTube Nonprofits program
- Create short videos showcasing activities of volunteers and program participants
- Embed videos in your blog or post on your homepage
- Encourage partners and volunteers to share videos on their blogs, Facebook and MySpace profiles

Examples:

NPR Podcast: http://www.npr.org/rss/podcast/podcast_directory.php

UNICEF Podcast: http://www.unicef.org/videoaudio/video_podcast.html

Service Learning YouTube Channel:

<http://www.youtube.com/user/servicelearning>

Youth Service America YouTube Channel:

<http://www.youtube.com/user/youthservice>

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Helpful Resources:

How to Podcast in Plain English:

<http://www.commoncraft.com/podcasting>

How to Record, Edit, & Promote Your Nonprofit's Podcast:

<http://www.techsoup.org/learningcenter/internet/page5510.cfm>

Apple Tutorial: Making a Podcast:

<http://www.apple.com/itunes/store/podcaststechspecs.html>

YouTube's Nonprofit Profile:

<http://www.youtube.com/nonprofits>

YouTube: Make a Video Tutorial:

<http://help.youtube.com/support/youtube/bin/topic.py?topic=10521>



[Videos](#) | [Events](#) | [Playlists](#) | [Groups](#) | [Friends](#) | [Subscribers](#) | [Subscriptions](#)

Youth Service America

youthservice
Joined: September 26, 2006
Last Sign In: 1 day ago
Subscribers: 20
Channel Views: 2,431

NONPROFIT

Youth Service America is committed to creating a global culture of engaged youth who are committed to a lifetime of service, leadership, and achievement.

YSA improves communities worldwide by increasing the number and the diversity of young people serving in substantive roles.

YSA will achieve this through public mobilization and advocacy campaigns; the creation of incentives, support, and recognition; and providing information, tools, and training.

City: Washington, DC
Home: Washington, DC
Country: United States



Should your organization use Social Networking tools?

Social networking sites have received a lot of attention from the nonprofit world because they align with nonprofits' desire to reach out to larger communities, but are they right for your organization?

Here are a couple different ways to use Social Networking:

1. Establishing a simple Web presence.

MySpace and Facebook offer easy-to-use tools that will help you set up a Web presence. If you just need to put up some simple materials, and you're planning an open, collaborative outreach strategy that involves the type of people likely to be on social networking sites, creating your initial Web presence using these tools could be good option.

2. Promoting specific actions or petitions.

People log in to Facebook or MySpace when they want to take action. Facebook applications are fun, social, and available when you're ready to click a button, add your name to a petition, volunteer a little something about yourself, and compare your responses with friends. If you know and respect their culture, social networking sites can be an effective way to encourage people to take action or spread the word about your cause.

3. Consolidating existing, unofficial social networks related to your organization.

Sometimes it's not about what you've created, but what already exists. Some of your supporters may already be using social networking tools to informally find and keep tabs on one another. In this case, forming an official group and profile can help gather all support networks in one place.

4. Strengthening relationships between people who already know each other.

When you have a group of people who have participated in a volunteer day, workshop, or other meet-ups, you can foster their relationships through online social networking. By allowing group members to post messages and resources, you encourage them to stay in touch and continue their involvement with one another and with your organization.

5. Encourage and respond to constituent feedback quickly.

If you want to get quick and honest feedback, social networks are a great way to test your commitment to open communication. Make it as easy as possible for people to find you and make requests (either within the site, or privately), and make sure you respond quickly, personally, and where appropriate, publicly.

6. Excellent way to track results.

By gathering your members together on an online networking site, you can track your results by recording everyone's actions via stories, videos and pictures. Connect with other regional groups and see how your impact grows. This would be great for distance reporting and evaluating results.

So...should you invest in creating a profile or network on social networking sites?

It depends on your organization. To succeed with social networking sites, you'll likely need a staff member who has a passion for working with these types of sites. You'll also need to establish goals to understand if the time commitment would be beneficial.

How to create successful online public education campaigns.

Think about the ends before you think about the means.

Before you start any communication project, online or off, always stop to think about what your ultimate goal is and who your audience is — your goals and your audience should drive your tactics. Who are you trying to reach? What will you be asking them to do? Are there intermediate targets that need to be reached first? A campaign designed to motivate college students to volunteer during spring break will probably be structured very differently than a campaign designed to encourage baby boomers to lend their skills to your organizations fund raising efforts. Your online campaign, whether for recruitment or fund raising, is much more likely to succeed if you've thought about these basic questions first. Never be afraid to try something, but think before you act.

Integrate, Integrate, Integrate

Integration is more than good social policy, more than the better half of calculus; it's also an absolute vital strategy for communications campaigns. All of the pieces of your online campaign should work together, and they should also integrate with your offline public awareness strategies. Yes, sending flyers to the local university may help to recruit spring break volunteers, but the strategy may work better if one of your current volunteers holds an information session at the college and delivers the same message personally along with printed materials.

You'll get even more notice if you get contact information, from those who attend the information session and follow-up with phone calls from other college volunteers already engaged with your program. If the issue is mentioned in the school newspaper or on the college's community service web site, you gain additional exposure among your target audience. Online campaigns should: integrate with offline grassroots organizing, coordinate with press strategy, and mesh with direct public education—they ALL work better when they're done together.

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Content is key

All of the promotion in the world won't do you a bit of good if you don't have anything compelling to say. When you're starting a campaign, make sure that your content is going to be worth the effort — reward those readers and volunteers with something substantive. You should have something to say or something to show. Otherwise, you'll be amazed at how fast your "email updates" will end up in the spam folder. If you're trying to persuade people, please write like a human being rather than one of our friends and future masters, the robots. This is essential for bloggers of course, but it matters for anyone putting content up on the web. If people can't read what you write, you're not going to be persuading them of much.

Adapted from Online Politics 101, by Colin Delany (www.epolitics.com)



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Here's an overview of the top Social Networking / Web 2.0 sites:

Facebook.com

Facebook is not just for individuals to keep in touch with friends. It's a very effective networking tool for nonprofits to create awareness and connect with their community.

Facebook is an Internet site that allows users to post online profiles (including photos, information about themselves, etc.) and then connect to other users who share the same interests, experiences, etc. Founder Mark Zuckerberg created Facebook while he was a student at Harvard to provide an online avenue for students to find one another. It has since morphed into a social network for everyone.

As of June 2008, the website had the largest number of registered users with over 80 million members worldwide.

Facebook is built around groups and is made up of many networks, each based around a company, region, high school, or college. Many nonprofits already have accounts and are reaping the benefits for their organization and their cause. One reason why it's so popular is because it's very easy to use.



How to Get Started

1. Sign up and create a Facebook Account.



2. Find friends and connect with your community.

Start by using the Search feature to find friends who are already using Facebook and request to be their friend. You can add just about anyone you can think of, including your members, supporters, volunteers, staff, and even your board members.

3. Send and receive messages.

Facebook offers a message board feature called "The Wall" that displays member profile pages. You can use it to post all kinds of messages to your network. But beware: comments can be viewed by all your contacts in your list of Facebook friends.

4. Create a Non-Profit Page.

By creating a "Page" your members can become more deeply connected to your mission. They can add themselves as fans, write on your Wall, upload photos, and join other fans in discussion groups. You can send updates to your fans regularly -- or just with special news or opportunities. Add applications to your Page and engage your users with videos, reviews, flash content and more. It's free and easy. It's also a great tool to get your members active and current with what's happening.

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Here's an example of **Learn and Serve America's** Page:



5. Create or join a Cause.

A cause can be created by anyone on Facebook to organize people towards collective action. The creator of a cause can pick any issue for their cause to champion, from the global, like "End Poverty," to the local, like "Support the Berkeley Y.M.C.A." The goal of the cause can be conveyed by its creator in the title they choose, and in various fields they fill out to describe what the cause stands for.

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6. Create a group for your organization or event.

Just like every other social networking site, you can create and join groups on Facebook. And there are a growing number of groups dedicated to social change.

Why create a group? Creating groups allows you to share information about pretty much anything. You can create groups for your organization or event to make announcements, join discussion groups, or even to share pictures. There are two kinds of groups on Facebook — open and closed. So be sure to create open groups so that people can find it and your members can invite others to join.

The screenshot shows a Facebook group page for "UTD Service Learning & Volunteering 2008-2009". The page is viewed by Stephanie Ross. The group is categorized as "Organizations - Volunteer Organizations". The description states: "Want to get more involved in campus life and the surrounding community? Want a great chance to meet people with similar interests? Want to make a difference in somebody's life? Then look no further! Service Learning offers volunteer opportunities for UT-Dallas students. Programs include Service Saturdays, large events, and Alternative Spring Break programs." The contact information includes an email address (servicelearning@utdallas.edu), a website (http://www.utdallas.edu/servicelearning/), an office address (SU 1.610), and a location (800 W Campbell Road, Richardson, TX). The "Recent News" section lists three events: "North Texas Food Bank" (10-11), "Make a Difference Day" (10-25), and "SeniorsNet" (11-1). The "Officers" section lists Melissa Kenfield and Cristina Almeida as Service Learning Leaders. The "Group Type" section indicates it is an open group. The "Admins" section lists Melissa Kenfield (creator), Cristina Almeida, MJ Suarez, Mark Chavez, and Benjamin Linke.

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7. Upload and share pictures.

One of Facebook's most popular features has been the ability to upload and share pictures. Facebook also offers an unlimited quota, with their only restriction being a 60-photos-per-album limit.

The process is very simple. Start by creating an album, which you can then assign limitations to (for example, visible to my members only) and upload photos within them. The album is then put into your profile, and other users can see and comment on them. You can also "tag" your photos with the names of people you mention and share the photos via a Web link or by email. What's more, you can order prints online!

8. Promote your events.

Facebook is a great place to promote your organization's events. Simply create the event, add pictures, and invite your contacts to join. In addition to posting on your Pages, you can post details of events in your profile so people can RSVP. You also have the option to leave the event open to people in your network or open for everyone.



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9. Promote your blog or newsletter.

Facebook also helps you to promote your blog or newsletter. This feature allows you to share information beyond what's in your profile in two ways. You can either post a note on your page or import your external blog. It is a nice way to communicate with your constituents and update them on your organization. You can also integrate an RSS feed into your blog with notes. When you post it, the note is displayed in your profile and every one of your "friends" is notified and other members can add comments.



facebook Home Profile Friends Inbox 19 Stephanie Ross

 Learn and Serve America Higher Ed College Student Social Media Initiative's Notes
Learn and Serve America Higher Ed College Student Social Media Initiative's Notes

National Service Agency Turns to Internet to Grow Campus Service Share + In this note
No one.

Wednesday, September 24, 2008 at 6:35am

For Immediate Release Contact: Sandy Scott
September 22, 2008 202-606-6724, sscott@ens.gov

National Service Agency Turns to Internet to Grow Campus Service

(Washington DC) - Aiming to tap the skyrocketing popularity of social networking sites like Facebook and MySpace to promote social good, the Corporation for National and Community Service today announced \$2.3 million in grants to use social media to engage college students in service to meet community needs.

The grants provide seed funding to six organizations to develop the next generation of technology innovations to support college student service. The grant program, the first of its kind by a federal agency, capitalizes on two emerging trends: the strong civic attitudes of today's millennials and college students, and the explosion in use of social networking sites.

Administered by the Corporation's Learn and Serve America program, the three-year grants will go to Tufts University/CIRCLE/Massachusetts Campus Compact, Youth Venture, the Phoenix Project, Middlesex County College in New Jersey, South Dakota State University, and DC Central Kitchen. Descriptions and amounts are below.

10. Keep in touch with your members.

Facebook has a feature called "News Feed" that allows you to see all kinds of activity within your network. It's very similar to an RSS feed, in that when you log in to Facebook you immediately receive an update of all of the actions your contacts have taken.

11. Maintain some privacy.

On Facebook, you are in control of what information is out there about your organization and who can see it. You can retain some privacy by blocking certain people from viewing your profile or by creating a limited profile to hide information you might not want to share with your contacts.

MySpace.com

With over 230 million registered profiles and 70 million unique visitors a month in the United States, Myspace offers a powerful platform for organizations to mobilize existing offline members and reach out to a new audience within the MySpace community.

MySpace has built a dedicated team specifically to create programs and features that engage their users in issues and campaigns relevant to them, and to help organizations leverage the free tools of the MySpace platform to inform, inspire, and motivate users to take action.

The free tool-sets include the ability to:

- Send mass messages
- Engage in viral marketing
- Fundraise and allow your supporters to fundraise on your behalf
- Host video, audio, and other content
- Facilitate conversations and dialogue via forums & groups
- Safely and securely reach a wide audience

The first thing organizations need to do is create an account.

Then, review MySpace's **A Place for Impact** page.

<http://www.myspace.com/aplaceforimpact>

If you scroll to the middle of the page, you will see "Tips for Organizations." This is a great area to learn more about how to set up your MySpace profile.

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A Place for Impact

The IMPACT Channel is MySpace's hub for social and civic engagement. As part of the mission of IMPACT, MySpace assist's not-for-profit organizations and political campaigns in their efforts to make a positive difference in the world. They offer free tools of the MySpace platform to inform, inspire, and motivate users to take action.

Home Browse People Find People Forums Music Videos More ▾ Log In Sign Up

MYSPACE IMPACT Fundraising Widget A Place For Impact Impact Sign-Up

A Place For Impact

The official guide for non-profits, campaigns, organizers and advocates

ADD TO FRIENDS
ADD TO GROUP
SEND MESSAGE
ADD TO FAVORITES
FORWARD TO FRIENDS

ABOUT MYSPACE IMPACT:

Welcome to A Place For Impact! The **IMPACT Channel** is MySpace's hub for social and civic engagement – a channel for the causes and campaigns MySpace users care about. As part of the mission of IMPACT, we assist not-for-profit organizations and political campaigns in their efforts to make a positive difference in the world: this page is dedicated to help you leverage the free tools of the MySpace platform to inform, inspire, and motivate our users to take action. Check out our tips and FAQs below, and join the Impact community by **becoming a friend!**

FEATURED VIDEOS

TINA FEY FOR MERCY CORPS

Sex Workers
Mercy Corps
Eating Disorders
Aid To Artisans

SIGN UP HERE!

Are you a non-profit? Are you a candidate running for public office? Or are you just a concerned citizen that wants to make a positive impact on your community or the world? Sign up to be listed in the MySpace IMPACT directory **HERE!** (COMING SOON!)

OUR BLOG

Vote for Kiva and help fight global poverty! ([view more](#))

Attention Non-profits: Announcing Nonprofit Boot Camp! ([view more](#))

Presidential Debate video clips now posted! ([view more](#))

VolunteerSpace: Volunteering made easy! ([view more](#))

Help Oprah Winfrey fight sex predators! ([view more](#))

A good **MySpace tutorial** can be found here:
<http://www.diosacomunications.com/myspacebestpractices>

Also, become friends of **Nonprofit Organizations**. It's another great resource for MySpace nonprofit connections:
<http://www.myspace.com/nonprofitorganization>

Twitter.com

Simply put: Twitter is a microblogging network that allows you to make a post of 140 characters of text or less. While it asks you to answer “What are you doing?”, most use it for a variety of other mini-posts (some including links).



Twitter has its own terminology: the quick posts are known as “tweets”, people are “twittering” when they post, when someone is “following you” they are merely subscribing to your posts and they become your “followers”. Another interesting element is that Twitter can also be used via mobile devices.

Twitter is engaging and connecting. It involves communication - but Twitter communication is brief and its life-span is short.

Twitter Benefits:

- Find out what people are talking about. Use Twitter's search and look up keywords.
- Build your relationship with supporters and community.
- Post new information, blog posts, press releases, etc. Many organizations such as GreenPeace, use Twitter to call out press releases, links to new pages on their blog or website, and sometimes asks for donations.
- Encourage action / tell a story.

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- Mobilize people to do something with urgency - donate, encourage signing of petition, etc.
- Find out information. Ask questions of your supporters.
- Organize offline "Tweet-up" events. Announce that there is an event and invite others to attend.

Nonprofit Twitter Examples:

Genocide Intervention: <http://twitter.com/antigenocide>

Youth Service: <http://twitter.com/youthservice>

One Voice Walk: <http://twitter.com/onevoicewalk>

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The screenshot shows a Twitter profile for 'antigenocide'. The profile picture is a hand with fingers spread. The bio reads: 'The Genocide Intervention Network empowers individuals and communities with the tools to prevent and stop genocide.' The profile has 101 following, 220 followers, and 71 updates. The main content area shows several tweets, including one about Sudan's offensive against civilians in North Darfur, a tweet about a visa revocation for a US Olympian, and a tweet about UNAMID peacekeepers being attacked in North Darfur. A vertical banner on the left side of the page reads 'GENOCIDE INTERVENTION NETWORK'.

Highly Effective Twittering:

Frozen Pea Fund:

http://bloombergmarketing.blogs.com/bloomberg_marketing/2007/12/all-of-love.html

“Twitter, Facebook, Chris Brogan and 81 other people send Cambodian girl to college:”

http://beth.typepad.com/beths_blog/2007/10/the-campaign-re.html%20

“The Well That Twitter Built:”

<http://mashable.com/2008/09/19/the-well-that-twitter-built/>

Use Twitter in Emergencies:

<http://stephensonstrategies.com/2007/10/01/new-on-youtube-use-twitter-in-emergencies/>

Change.org

Change.org believes everyone can Make a Difference. They are an online hub and media network for social issues and collective action.

Nonprofits can create their own Social Network on Change.org.

1. Connect Your Supporters

Users can create virtual organizations around social issues, called "Causes," to share ideas and organize collective action.

2. Create Social Fundraising Campaigns

Change.org host social networks for 1.5 million non-profits, allowing people to directly communicate with leading organizations.

3. Spread Virally Across the Web

Fundraise for projects around the world, volunteer with friends, or join online advocacy campaigns.

The image is a screenshot of the Change.org website. At the top, there is a navigation bar with the logo 'change.org' on the left and links for 'Causes', 'People', 'Nonprofits', 'Join', and 'Sign In' on the right. Below the navigation bar, the main heading reads 'NONPROFITS: CREATE YOUR OWN Social Network ON Change.org'. The page is divided into three columns, each representing a key feature:

- 1. Connect Your Supporters:** This section features an illustration of a person standing on a globe, holding up a large smartphone. Below the illustration, the text states: 'Users can create virtual organizations around social issues, called "Causes," to share ideas and organize collective action.'
- 2. Create Social Fundraising Campaigns:** This section features an illustration of two people standing on a globe, with a large lightbulb above them. Below the illustration, the text states: 'We host social networks for 1.5 million nonprofits, allowing people to directly communicate with leading organizations.'
- 3. Spread Virally Across the Web:** This section features an illustration of a globe with several human silhouettes scattered across it. Below the illustration, the text states: 'Fundraise for projects around the world, volunteer with friends, or join online advocacy campaigns.'

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They offer:

Basic Service (Free)

- Accept online donations and post fundraising campaigns.
- Upload your logo, photos, videos, and additional information about your organization.
- Enable your supporters to spread your message by putting fundraising badges on their websites.

Premium Service (\$20 per month)

- Custom-designed and branded social network for your organization.
- Personal fundraising pages that enable your supporters to fundraise on behalf of your organization.
- Tools to create viral email campaigns and capture supporter contact data in order to build your mailing list.
- And many more features such as a blog, "Donate Now" buttons for your website, the ability to post events and volunteer opportunities, actively recruit new members from the Change.org community, email all supporters, and more.



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Create an About page. Enter Mission, Programs and History.

The screenshot shows the 'About' page of the World Neighbors website. The header includes the World Neighbors logo and navigation links: Home, About, Fundraising, Testimonials, Supporters, Videos, and Photos. The 'About' section on the left provides contact information: Website (www.wn.org), Location (4127 NW 122nd St, Oklahoma City, OK 73129), and Basic Info (Founded 1911, EIN: 73-0707128, Tax Status: 501(c)(3), Annual Budget: \$5,134,098). The main content area features three sections: 'Mission' (World Neighbors inspires people and strengthens communities to find lasting solutions to hunger, poverty and disease and to promote a healthy environment), 'Programs' (World Neighbors, Inc. supports programs in 16 countries in Asia, Africa and Latin America/Caribbean by working in partnership with communities to address priority problems and build capacity for local management of community development...), and 'History' (World Neighbors' late founder, Dr. John L. Peters, was born in Van Buren, Arkansas on October 6, 1907. As a young...).

Display your Fundraising Projects. Set a goal and watch.

The screenshot shows the 'Fundraising Projects' page on the World Neighbors website, powered by change.org. The header includes the change.org logo and navigation links: Home, Causes, People, Nonprofits, Join, and Sign In. The main content area features a project titled 'Increase Women's Literacy in Burkina Faso' with a description: 'The fact that you can read this sets you apart from 75 percent of the people living in the West African country of Burkina Faso. In this country, almost 90 percent of women cannot read or write. WDWI is launching a campaign to change that. With your support, WDWI will help fund World Neighbors literacy programs in Burkina Faso, with the spec...'. A 'Donate' button is visible, along with a progress bar showing 'Raised: \$20.00' and a goal of '\$1,000'. Below the project, there is a section for 'Top Fundraisers for this Project' featuring a profile for 'Kylie McBride' from Oklahoma City, OK, who has raised \$20. At the bottom, there is a 'General Fund' section with a description: 'World Neighbors helps people develop, manage and sustain their own programs. Most programs begin using locally available resources and simple, low-cost technologies. As people gain skills and confidence, local leaders and organizations emerge to carry on the work, multiply results and participate in coalitions.' and a 'Donate' button showing 'Raised: \$12,345.00'.

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Gather Testimonials from volunteers, donors, current and former employees, board members, clients served, professionals in the field and the general public.



Display your photos and share your videos.

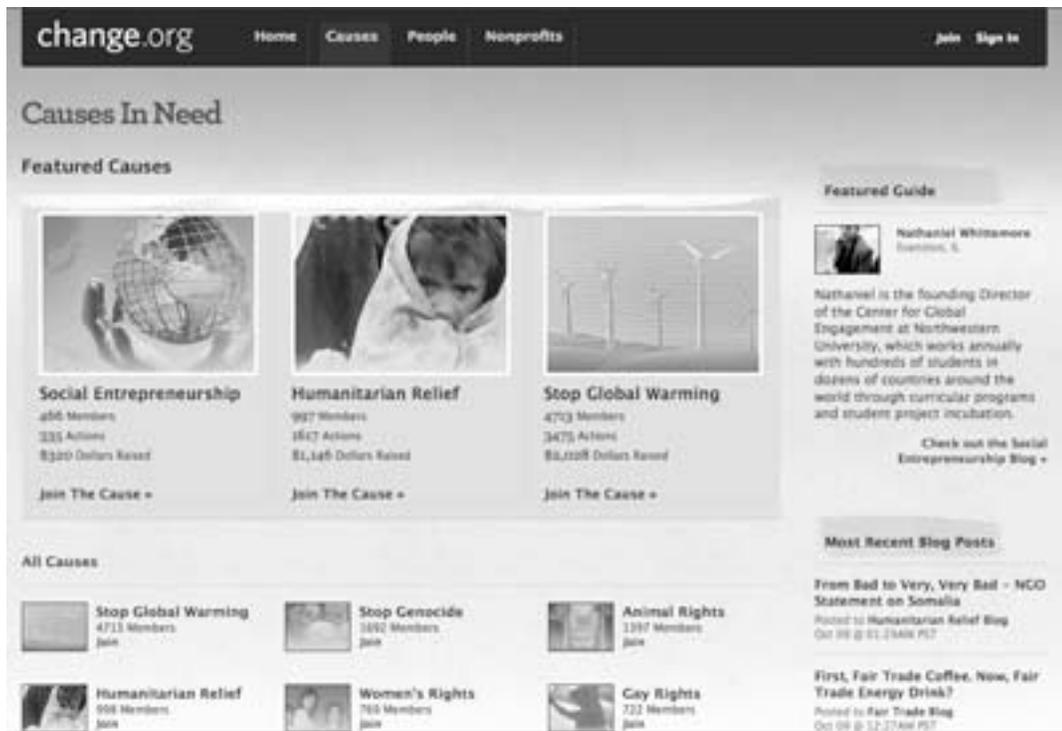


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See your Supporters.



In addition to searching for Nonprofits, members of Change.org can find **Causes in Need.**



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Additional sites to consider:

Flickr.com

Flickr is a popular online photo-sharing community that allows anyone to share and organize their digital photos. While many people use Flickr recreationally, it can also be a powerful tool for organizations, including nonprofits.

Members can document the impact of their work through photos that they upload to the organization's Flickr group.

Organizations can create an image bank from which they can select photos for their Web site and blog.

You can easily upload and share photos publicly and privately. In addition, use Flickr photos to make presentations. Utilize their Creative Commons licensing search feature and find appropriate photos to use for free with attribution.



YouTube.com

Does your organization have a compelling story to tell? Do you want to connect with your supporters, volunteers, and donors but don't have the funds to launch expensive outreach campaigns?

YouTube can help.

Video is a powerful way to show your organization's impact and needs, and with a designated "Nonprofit" channel on YouTube, you can deliver your message to the world's largest online video community.

Program Benefits

- Premium branding capabilities and increased uploading capacity
- Rotation of your videos in the "Promoted Videos" areas throughout the site
- The option to drive fundraising through a Google Checkout "Donate" button
- Listing on the Nonprofit channels and the Nonprofit videos pages

YouTube Nonprofit Tips:

http://www.youtube.com/t/ngo_tips

Video Campaign Tip Sheet:

http://www.youtube.com/t/nonprofit_campaigns

YouTube on a Shoestring: http://www.youtube.com/t/nonprofit_budget

Ning.com

Ning is an online platform for users to create their own social websites and social networks. It's your own social world. Your members. Your content. Your settings. No technical skills required.

Custom Brand

Use your logo — or any other image — at the top of your network. Fully customize the look of your network by choosing a theme or creating your own design with CSS.

Add Text and Widgets

Insert widgets from other websites or create an area for your weekly column, special projects or community announcements.

Member Profiles

Each member of your network has a fully customizable profile with their photo, basic information and everything they've contributed to the network.

Event Listings

Schedule events, invite network members, and keep track of who's attending.

Interest Groups

Create groups inside your social network around interests, affinities, geographical locations and more.

Real-time Activity Stream

Keep up with the members of your social network. Find out what your members are saying, how they're interacting and what they're sharing.

Discussion Forum

Get people talking. Start a discussion on any topic and watch your members respond with posts, photos and attachments.

Custom Video Players

Upload original footage or share videos from popular video services like YouTube, Google Video and Vimeo.

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Photos & Slideshows

Post photos and organize them into albums. You and your members can show off your photos in galleries or slideshows.

Viral Widgets

Create a network badge that your members can display with pride on their MySpace profile, blog or website.

The screenshot shows a MySpace profile for 'SWEAT' (Students Working in the Environment for Active Transformation). The profile features a navigation menu with options: Main, My Page, Members, Photos, Forum, Blogs, and Gadgets. The main content area includes a profile picture, a 'Service-Learning Trip-Anzaldo, Bolivia' widget, and a 'Short Trip Description' section. The description states: '20 students will be traveling to Anzaldo, Bolivia for the service-learning experience of their lives. From the coca jungles of Chapra, the busy markets of Cochabamba to the excited people of Anzaldo, this trip will be a whirlwind of Bolivian culture combined with funding/building a set of sustainable greenhouses to provide fruits and vegetables to Bolivian students at a boarding school in Anzaldo. The learning portion will be focused on sustainable development and the US's affect on several industries that we will experience first-hand. Throughout the trip we will be led by Rob Weldon, a proud UNC graduate who has been working in the region for nearly two years and will be able to provide an unforgettable experience for everyone.' Below the description is a 'Service-Learning Trip-Anzaldo, Bolivia's Blog' with a 'STILL SPACES AVAILABLE!' announcement. The right sidebar contains a 'Welcome to SWEAT' sign-up widget, an 'Avanza Google' widget, and two other promotional widgets: 'Fútbol: Bolivia y Perú' and 'Llamar Bolivia'.

Yahoo Groups

<http://groups.yahoo.com>

People with a shared interest can meet, get to know each other, and stay informed on Yahoo Group. Your group gives you instant access to:

- Shared message archives
- Photos and photo albums
- Group event calendars
- Member polls and shared links

And best of all, it's free. While this isn't as "fancy" as other options, this has been effective with group communication.

Google for Nonprofits

<http://www.google.com/nonprofits>

Reach more donors. Improve operations. Raise awareness.

Learn how non-profits can use Google tools to promote a cause, raise money, and operate more efficiently.

Find information on:

- **Google Grants.** Reach and engage your supporters through free online advertising.
- **Checkout.** Collect donations online and process them for free.
- **Google Apps.** Give your team the tools to collaborate. Check out their nonprofit tutorials on Gmail, Docs, Sites and Calendar.
- **Analytics.** Understand how people find and interact with information on your website.
- **Maps & Earth.** Give life to your cause by illustrating its global context.

Additional Learning Resources:

Common Craft

<http://www.commoncraft.com/show>

This site is for anyone who wants to know more about new technologies. No special skills needed. Watch and learn. Common Craft uses a very simple, visual method of explaining all the latest technologies so that anyone can understand, using short video clips narrated by a positive and respectful voice. The next time you hear someone talking about RSS feeds or some other new doo-dad, stop here first so you will know what they are talking about.

TechSoup.org

<http://www.techsoup.org/learningcenter>

Powered by CompuMentor, one of the nation's oldest and largest nonprofit technology assistance agencies, TechSoup.org offers nonprofits a one-stop resource for technology needs by providing free information, resources, and support.

WiredSafety.org

<http://www.wiredsafety.org/>

The world's largest online safety and help group. WiredSafety, is the largest online safety, education and help group in the world. They are a cyber-neighborhood watch and operate worldwide in cyberspace through 9,000 volunteers worldwide. WiredSafety is run entirely by volunteers. Their work falls into four major areas:

1. Help for online victims of cybercrime and harassment
2. Assisting law enforcement worldwide on preventing and investigating cybercrimes
3. Education
4. Provide information on all aspects of online safety, privacy and security.

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eOrganizer

<http://www.campaignconsultation.com/GIZMOs/eorganizer/>

An interactive clearinghouse for the latest and greatest web instruments of change. This GIZMO Shows you how to maximize free and inexpensive online tools and resources to mobilize people around issues and within organizations. Structured around eight categories important to community organizing, it offers descriptions and provides access to many of the most current web arenas and strategies for bringing groups together to create community change.

Material Makeover: Publications and Website Critique Clinic

This session includes:

- designing a printed piece that supports your communications objectives
- using design concepts that help to bring main ideas to the surface
- using design principals to effectively convey your message

Design Building Blocks

There are five basic elements for the design of a printed piece: format, line, type, shape and texture.

1. **Format**

The first decision, after defining and shaping your message [S.O.C.O.] but before beginning any design, is to decide the best delivery of your message (web or print). Once the delivery method is decided, it is important to establish the size of the design. Printed pieces may vary in size while web based material is more standard. 1024x768 is now the most common screen size. 800x600 is the safest size when keeping older monitors in mind. Next you can turn to using the basic design elements.

2. **Line**

The simplest of the elements, line (also called a “rule”) can be used to organize, decorate, connect or divide the other elements so that the reader better comprehends the message.

3. **Type**

The type style, size and spacing are all essential elements of the design. Type can also convey mood.

4. **Shape**

Shape is often incorporated into a design in terms of the shape of the text blocks and in the form of photographs and graphical elements. Shape adds cohesiveness to a design.

5. **Texture**

Visual texture is an object’s surface characteristics—rough or smooth. It is used as a support element to reinforce an idea.

Design Principles

There are four basic concepts (principles) that are used to structure content and graphics in design. Following the principles will help your materials to look more professional, organized, unified and interesting.

1. **Contrast**

Contrast essentially defines shapes and space on the viewing area. Extremes can give a design interest, keep it from being static and even help establish a visual hierarchy. Keep in mind that high contrast on screen can be distracting or even painful to look at, whereas in print a severe contrast could be a point of interest. Some contrast is always necessary for legibility.

2. **Unity/Repetition**

You can strengthen a piece by repeating visual elements throughout. You can repeat color, shape, texture, sizes, etc. As with contrast, remember to use a light touch on screen as patterns can cause eye strain.

3. **Proximity**

Proximity is like family: items relating to each other should be close together. When grouped closely, items become a visual unit. Use this effect to organize information for the reader.

4. **Alignment/Balance**

Every element on a page should be placed thoughtfully, with some visual connection to another element. Using guides to align chunks of text, photos, etc. is a good way to keep things organized. Balance can be achieved by thinking about how they eye moves around the screen or page, is there space to rest? Are all the heavy elements on one side?

Designing the Print Format

The format of a printed piece is the basic size and shape of the piece. The format possibilities are virtually endless.

However, in many cases the format will be predetermined by a standard paper size – e.g., an 8.5” x 11”, tri-fold brochure or standard letterhead.

When the choice of format is up to you, there are two main questions to consider:

1. What visual impact do you want to have and what format would best accomplish this?

[This can be the most important creative decision to be made because format plays a big role in creating the proper mood for the piece.]

2. What constraints exist? There are many practical constraints on a project, such as:

- Quantity of the print run
- The amount of money budgeted for paper and printing
- The quantity of text and art
- The final use of the piece
- How the piece will be folded
- Whether the piece will be mailed, and how it will be posted

Good design can be made great by the creative use of format ... your creativity balanced by practical constraints.

Designing for a Web Format

Things to consider when designing a website include the screen size, file size and types of media (html/video/flash).

When possible, a best practice in this area is to create a website that is flexible and will resize to fit the browser. In other cases, use a preset size, defined by pixels per square inch (ppi, sometimes referred to as dpi). The most common screen size is 1024x768 pixels. The older standard of 800x600 pixels is safest when considering all viewers. It is important to consider your audience in this decision.

File size is also important. Screen resolution is always 72 dpi. Any photo or image for the web must be saved at 72 dpi. To find out if your image is set to this resolution, open your image in any photo editing program, choose “image size” and look for the dpi.

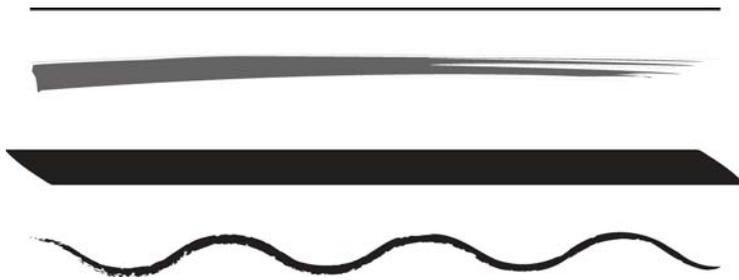
Another consideration is that larger files will take longer to load. Although Internet connections continue to get faster, it is important to remember many people still have slow connections when considering what media to include. For example, a 10 second video will be more useful than a 2 minute video.

There are many issues to consider when choosing what type of media to use (HTML/Flash/Video).

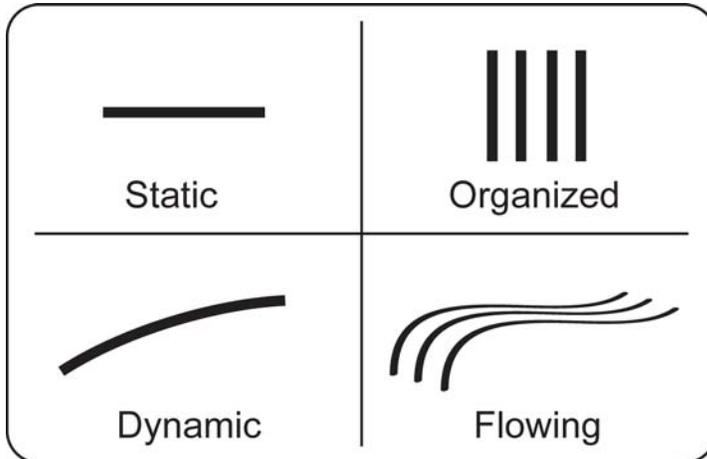
- Accessibility (does it need to be accessible to all, compliant with the Persons with Disabilities Act, etc.?)
- The amount of money budgeted for programming
- How often it will need to be updated

Designing with Line

This simplest element of design has the power to direct the eye. At its most basic, a line can add strength to an idea or communicate a feeling. Each of the following lines has a distinct feel.



- Use lines to create a mood.



- Use lines as an organizer.

Lines can be used to join related elements or to divide unrelated ones. Borders—lines organized around shapes—organize and define.

- Use lines to add texture.

Designing with Type

For most communications, the text is a major design element. How you use type can make or break your delivery.

Cardinal Rule: *When communicating a message, the type should never get in the way of communicating.*

Categories of Type

Typefaces are divided into four general categories: serif, sans serif, script and decorative. In each category, there are thousands of different type families.

Serif Gets its name from the little feet (strokes) at the bottom. Traditional thought is that the strokes improve legibility on the printed page, so body copy is often set in a serif typeface for print.

San Serif Doesn't have the little feet, and has a more modern feel. A San Serif typeface is also much easier to read on-screen.

Script *is derived from calligraphy and most commonly used to convey elegance and sophistication.*

Decorative (or display) faces are to be used sparingly, for headlines or impact.

Consider:

- Which type style will best communicate the feeling of your message?
- Does the typeface complement or detract from your message?
- What combinations of typefaces might be effective?
- Is the size chosen adequate? Appropriate for the audience?

Relationships Between Typefaces

If you are using more than one typeface on a page, you will need to pay attention to the relationships between them.

Concordant

In a concordant relationship, you use only one type family; for example, you might stick with Times Roman for headlines, subheads, and text, only occasionally using Times Roman Italic or Times Roman Boldface.

Conflicting

When you combine typefaces that are similar (but not exactly the same) in style and weight, you end up with conflicting typefaces. This can be disturbing to the reader because things are not quite the same but they aren't quite contrasting, either. Rule: never put two typefaces from the same category on the same page.

Contrasting

In a contrasting relationship, you combine typefaces that are distinctly different. When done well, contrasting typefaces create visual appeal that attracts attention. Typefaces can contrast in terms of size, weight, structure and direction.

Web vs. Print

The default type size in many software applications is 12 pt font. Although this generally creates readable type on screen displays, 12-pt text can sometimes look clunky on a printed page. If designing for a wide audience where type size is an issue, you can offset this "clunkiness" by adjusting the "leading" or space between lines of type. Sizes between 9 and 11 pts are common for printed text in publications such as annual reports, brochures, etc. Keep in mind that some fonts display differently at different point sizes, so print an example of the desired typeface at various sizes to explore options.

Working with Large Amounts of Text

Nothing repels the eye faster than too much text. Copy-heavy material requires good design to aid the reader:

- Remember the negative space around the text box is just as important as the positive space the text fills. Let the paper show through where you can; resist the urge to fill all the space with shaded boxes, clip art, etc. and instead leave white space.
- Create a visual **hierarchy** within the information to facilitate skimming. Readers use visual cues (such as bullets, bold text, underlines, italics, all caps, etc). When choosing what to read first and how much time to spend in a section. For each level of hierarchy, incorporate only one distinct visual cue.
- Font choice and line spacing can make a large amount of text look either dense or light. As line spacing becomes more extreme, the block of text begins to read as separate lines rather than a shade of gray.
- When writing for the web it is better to break large blocks of text into smaller more digestible chunks. Readers tend to have shorter attention spans when surfing the web.

Designing with Shape and Texture

Shape is any element that is used to give or define form. Shape can be created in a variety of ways:

- Type can be used to create shape.
- A photograph or illustration can provide shape.
- A solid block of color is a shape.

Shape can hold the interest of the reader. On a page that is heavy with type. Shapes help:

- Relieve the eye.
- Break copy into smaller segments.
- Separate and organize (such as with sidebars).

Shape can be used as a tool to lead the reader's eye through the design, helping them to understand the concept.

Shapes are most powerful when they support the message and add meaning.

Use the Principle of Contrast

Contrast is created when two elements are strikingly different. Using contrast effectively, adds visual interest to a piece, thus making people want to look at the page.

Contrast can be created in many ways:

- Large type juxtaposed with small type.
- Serif typeface with a bold sans serif face.
- Putting complementary color together.

The most important thing to remember is the contrast must be strong for it to be effective.



Use the Principle of Unity/Repetition

The “whole” of a design should be better than the sum of its parts. It will be when the multitude of elements work with each other. Unity is the coordination of design elements.

Unify a design by using similar elements (this is where templates in popular computer packages obtain their usefulness).

Another way to achieve unity is through repetition – repetition helps organize information and guide the reader.

Repeat aspects of the design throughout the piece. Virtually any element can be repeated: the typeface used for headlines, rules, icons, drop caps. The consistency that repetition brings provides readers with visual clues that unify.

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Use the Principle of Proximity

Proximity implies a relationship between items – the reader assumes that items that are near to one another are related and those items that are farther apart are not related.

When creating a design, you should group related items together to form a logical, communication unit. Text elements – such as a headline and the related story – that are working together in communicating a message should be visually connected (as opposed to "floating").

By grouping similar elements, you organize the page and help readers know where to begin.

Chamber Concert Series
Santa Rosa Junior College

Friday February 8 at 8 p.m.
Alexander String Quartet
Mozart, K387, Bartok#3, Beethoven, Opus 59, #1
Sam Pritchert & Ethel Libitz, violins,
Sandra Yarbrough, viola; Mark Wilson, cello
Friday, March 1, 8 p.m.
Trio Artaria
Beethoven "Archduke" Trio, and trios by Haydn,
Schoenberg and Magnard
Richard Samson Norantz, violin
Reception following concert in SRJC Art Gallery
Friday, April 26 at 8 p.m.
Santa Rosa Chamber Players
Brahms G Minor Piano Quartet,
Schubert Arpeggione Sonata
Polly Hollyfield, violin, Linda Batticioli, viola,
Norinne Antiqua-Tempest, cello,
Margaret Park-Raynolds, flute, Robin Plantz, piano
All concerts in Newman Auditorium,
Emeritus Hall, Community Education
Tickets \$10 and \$8
For ticket information phone (707) 527-4371



Chamber Concert Series

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Mozart, K387, Bartok#3, Beethoven, Opus 59-#1
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Use the Principle of Balance & Alignment

When considering balance in graphic design, it helps to think of a painting by one of the great masters. Although most people probably can not explain it, one of the basic attractions of such a painting is the sense of balance within the composition – everything has its place and a purpose within the composition.

Compositions that are off balance just seem a little wrong and off kilter.

There is more than one way to achieve balance. Being balanced does not necessarily mean that all the elements are perfectly symmetrical – that can lead to a static design – but rather that groups of elements on a page have equal weight and appropriate placement. This means that every item should be consciously placed on the page.

Every item should have a visual connection to some other element on the page.

The conscious use of alignment is one way to achieve balance.

Using Clip Art

Clip art is royalty-free art that can be used to illustrate your printed piece. For some designers, there is a temptation to overuse these free images, which has given clip art a bad rap. However, clip art can be used well when it is used to:

- **Grab Attention.** Use large, unique or dramatic images as dominant elements.
- **Organize.** Clip art can be used as a visual cue when the images are tied to the subject of the text (think icons).
- **Establish or Enhance a Mood.** You can incorporate art that adds to the tone of the piece. How the art is drawn is as important as the image itself.

There are two types of clip art users: compulsive and creative. The Compulsives uses clip art to fill holes in a design. The Creative incorporates the art from the beginning (rather than using it as an afterthought).

You can be creative, not compulsive, when using clip art by:

- Thinking bold, big and dramatic and treating good clip art like good photographs--making it dominant.
- Customizing the art.
- Using art in an original way. Instead of using a globe to illustrate the world, find an unconventional piece that is a visual metaphor.
- Place several small pieces together in a montage.

Using Photographs

People have a bias toward photographs with people in them – good photos of people get the reader's attention.

There are many sources of free or relatively inexpensive photos: photo archives, stock photography, CDs, your organization's files, an in-kind donation from a photographer (or a photography student).

Photographs come in four varieties: Wow!, Ho-hum, So-so, and Oh no! Use the "Wow!" ones, and use the following techniques to improve the other three:

- Adding a border or margin to a picture can give it a sense of formality. It presents it as a figure on a stage.
- A full bleed picture runs off the edge of the page making the image seem larger and more active.
- A partial bleed runs off one, two, or three sides leaving room for text but still giving a larger than life quality.
- Cropping a picture is a great way to change the focus of a picture giving it new meaning and emphasis.
- Adding texture or changing the color of a photo is a great way to personalize it to meet your needs. However, one must be cautious of overusing common program filters. Filters are effects built into a program that one can apply to a picture that give it a certain style or look. If used sparingly these can enhance your design, but the overuse of these filters can make your design seem ordinary and cheap.

Designing Email That People Will Read

Traditional Email

jane, thanks again for meeting with me yesterday—it was a great “first” meeting in developing/updating our website content. i have gone through the information we discussed and compiled a list of updates/revisions for john. he and I are meeting at 2 PM tomorrow, thursday, october 9th to discuss said changes. in the meantime, i have scheduled the first three of our regularly-scheduled meetings to discuss future updates/revisions of the website content in the calendar. the first on tuesday, november 11th. we'll get acquainted with the team and discuss the goals of the work group. the second is a check in on thursday, december 4th. and the third will kick off our new campaign on tuesday, january 6th. again, all of these are scheduled in the calendar, but if you'd like me to send you a reminder i can do that as well.

thanks,

amy

Problems

- Looks dense
- Unattractive font
- Information is buried in paragraphs
- Nothing stands out

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Email with Design Elements

Jane,

Thanks again for meeting with me yesterday — it was a great “first” meeting in developing/updating our website content!

First Update/Revision meeting set

I have gone through the information we discussed and compiled a list of updates/revisions for John. **He and I are meeting at 2pm tomorrow, Thursday, October 9th to discuss said changes.**

Future Update/Revision meetings set

In the meantime, I have scheduled the first three of our regularly-scheduled meetings to discuss future updates/revisions of the website content in the calendar:

- **Tuesday, November 11th:** *get acquainted with team, discuss goals of work group*
- **Thursday, December 4th:** *check in*
- **Tuesday, January 6th:** *begin new campaign*

Again, all of these are scheduled in the calendar, but if you'd like me to send you a reminder I can do that as well.

Thanks again!

Amy

Strategies:

- Use color
- Use attractive fonts
- Allow space between topics
- Use headers to highlight topics
- Use bold type for information you want to draw to the reader's attention.
- Use bullet points instead of dense paragraphs

In Short...

High-powered, effective, long-lasting designs have...

- Stopping power
- Staying power
- Selling power

Use the design elements of line, shape, texture and type, and the principles of contrast, repetition, unity, proximity, alignment and balance to create designs that catch attention and get results.

Material Makeover: Critique Clinic

Use the following questions as well as the Design Checklist on the next page to critique sample materials.

Look for positive examples for each of the five Design Building Blocks and four Design Principles. Also, look for and suggest ways the piece could be improved.

1. How would you rate the piece and the message: Snooze, Ho Hum, Interesting, or Inspired?
2. Was it informative? Why or why not?
3. What do you think was the central message?
4. What feelings did it generate?
5. Did it capture your heart? Did it stimulate your mind? Why and how?
6. Was the message clear and to the point?
7. Did it build bridges and relationships?
8. Would it motivate you to take action/respond? Why and how?
9. What did you appreciate most?
10. What would you suggest as a design strategy to help strengthen it?

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Design Checklist

<ul style="list-style-type: none"><input type="checkbox"/> When you look at the piece, where does your eye go first?<input type="checkbox"/> Is this where it should go?
<ul style="list-style-type: none"><input type="checkbox"/> Who is the intended audience?<input type="checkbox"/> What visual impact should this piece have on the intended audience?<input type="checkbox"/> What is the end use? Does the format support that?
<ul style="list-style-type: none"><input type="checkbox"/> What do you notice about the dominant shapes?<input type="checkbox"/> Is there a focal point?<input type="checkbox"/> Which shapes jump off the page and which play a minor role?<input type="checkbox"/> Which shapes hold your interest and which are distracting?<input type="checkbox"/> Do the shapes lead your eye through the design?<input type="checkbox"/> Are the shapes helping to sustain the reader's interest?<input type="checkbox"/> Are the kinds of shapes used appropriate to the concept?<input type="checkbox"/> Are there photographs? Illustrations? Shaded areas? Text blocks?<input type="checkbox"/> What shape is the text taking? Does it make sense to break it into various blocks?
<ul style="list-style-type: none"><input type="checkbox"/> Is the design balanced? What elements have been used to achieve balance?<input type="checkbox"/> If unbalanced, was it by design ... does it feel obviously unbalanced?
<ul style="list-style-type: none"><input type="checkbox"/> Does the design look unified? Do the various elements look as though they belong together?<input type="checkbox"/> What is repeated (or could be repeated) to help to unify and organize the piece?<input type="checkbox"/> Are items grouped logically or are things floating in space?<input type="checkbox"/> Are things aligned (right or left) or placed willy-nilly?
<ul style="list-style-type: none"><input type="checkbox"/> Does the type style best communicate the feeling of the message?<input type="checkbox"/> Does the typeface complement or detract from the message?<input type="checkbox"/> Are the combinations of typefaces effective?<input type="checkbox"/> Is the type size chosen adequate? Appropriate for the audience?<input type="checkbox"/> How many different typefaces are used?
<ul style="list-style-type: none"><input type="checkbox"/> Which elements distract the eye?<input type="checkbox"/> What might you remove or rearrange to make this a better layout?

Glossary of Web Design Terms

Back End

What happens “behind the scenes” of a website. This could mean anything from the work required to format HTML code on a simple web page, to creating a shopping cart, to developing a complex script which interacts with a database full of information.

Broken link

This occurs when the file a link is referring to has been moved or renamed. Also called a dead link. Leaving broken links on your website can lower your status in search engine results.

Browser based

A web application supplied to users directly through a web browser is a “Browser Based” application. All the necessary software is hosted on a remote server. Browser-based apps are the wave of the future, as people are increasingly cautious of downloading potentially virus-laden applications from the internet.

Database

A database is an accessible warehouse of information, much like the records of an excel file. A database allows a large amount of data to be stored and retrieved in an organized way by applications and users.

Dial-Up

An Internet connection that uses telephone lines to access the World Wide Web. Also referred to as "slow speed," and for good reason. This is the lowest common denominator when considering file size, load times, media, etc.

Flash

A robust authoring software (made by Macromedia and recently bought by Adobe Systems) that enables website developers to create rich applications with motion. Flash can be used to build an entire website, or to develop dynamic elements which can then be placed into a site built in another program.

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Front End

The part of a website that the end user interacts with. You are interacting with the Front End of a website when you open your browser and surf the web.

FTP

Stands for "File Transfer Protocol." This is a method by which files are exchanged between computers or between computers and servers.

High-speed

Refers to an internet connection that is "cable" or "DSL." With a high speed connection, you are literally able to move at a faster speed than with other connections, such as Dial-Up.

Hyperlink

Coding an image or piece of text so that a user may click the item to visit another page. Usually, hyperlinks are underlined to show that they are clickable bridges to other webpages.

Javascript

A programming language created to enhance the user experience. Unfortunately, most search engines are unable to properly index information supplied within the scripts.

JPEG

A JPEG is the most common image format used by digital cameras. This is also the most common format for storing and transmitting photographic images on the World Wide Web.

Meta tags

Information placed on webpages which is not intended for users to see. This data is placed in a file to communicate with search engines and other internet applications.

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Page weight

The amount of Kilobytes of information each page of a website contains. The higher the page weight, the more time it takes to load. As a rule, a page shouldn't weigh more than 100KB on average. Page weight includes image weight, Flash weight, text weight and script weight. Anything on a webpage contributes to the page weight, however minutely.

Resolution

Refers to the sharpness and clarity of an image. The term is most often used when referring to monitors, printers and bit-mapped graphic images.

Screen resolution signifies the number of dots (pixels) on the entire screen. For example, a 800-by-600 pixel screen is capable of displaying 800 distinct dots on each of 600 lines. This translates into different dpi measurements depending on the size of the screen.

The most common screen size is 1024x768 pixels. The older standard of 800x600 pixels is safest when considering all viewers.

RGB

RGB is the color language used by computer monitors and digital cameras. It stands for "Red, Green, Blue." These three colors of light combine in varying degrees to create all the colors of the rainbow. CMYK is used to describe ink color in Print.

Script

A term used in programming to define an action or set of actions that is executed by a third party application instead of the computer itself. Programmers use scripts to create custom movements and actions, which enhance the user experience on the web.

Search engine

Any software (usually browser-based) that "spiders" the web, catalogs every page based on certain keywords and returns the most relevant results possible to a user's search criteria.

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Server

A computer designated for handling requests from other clients and programs on a network. The World Wide Web – the entire Internet – is actually a huge group of servers all linked together across a worldwide network.

Sidebar

In web design, this refers to information that is set apart from the main body of information, usually in a box that is on the left or right of the page.

Sitemap

A sitemap is a page displays all the links to every page on a website. It is helpful to have an overview of the site and how all the different sections fit together as one entity.

Slow speed

Synonym for Dial-Up internet connection.

Template

A powerful tool in website design that allows you to use the same look for multiple pages. Using a template, web designers can create an entire website containing many pages, and then update the entire website's look by changing only one file.

Glossary of Print Design Terms

Accordion Fold

Parallel folds in a print piece, each folding in the opposite direction than the one before it so that the entire piece folds and unfolds like an accordion.

Bleed

A term used in printing to describe the ink running to the very edge of the paper. A "full bleed" is when the ink reaches the edge on all sides of the page. In the design file for a printed piece that bleeds, the artwork must extend past the borders so the printer can trim the paper down and achieve the desired look.

Brochure

A promotional piece of literature (in any shape or size). Many people are stuck on the definition of a brochure being a tri-fold of an 8.5"x11" sheet of paper. Thinking outside the box for brochure shape and size can help you stand out from the crowd!

CMYK

Stands for the ink colors "Cyan, Magenta, Yellow and black." Also referred to as "full color." These four inks are blended on the printed page to create a continuous tone as you see in printed photographs.

Coated stock

Paper that will have a finish applied to it after printing to give the surface a shine. Synonyms: gloss, varnish. *See also: uncoated stock.*

Cover stock

A thicker paper, usually used as the cover of books and magazines due to their resistance to wear and tear. Also called cover paper.

Die cut

A specialized printing technique used to cut custom designed shapes directly into one or many sheets of paper.

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dpi

Stands for "dots per inch." Used to describe how many dots are used within a square inch to compose an image. The higher the dpi, the finer the print quality. Newspapers print at 170dpi, higher quality printing usually starts at 300dpi. *Synonym: ppi.*

Duotone

An image (usually photographic) produced by combining only two ink colors, usually black and a Pantone color. Any two colors may be used together to reproduce an image, however the combinations can produce unexpected results.

Emboss

A specialized printing method wherein the paper is stamped with a design. The result is a raised imprint on the paper.

Gloss finish

A highly reflective clear coating applied to a paper after printing. The benefits of employing a finish are: readability, photo enhancement, paper protection, etc. A semi-gloss will produce half the shine and matte finish will show a minimal shine.

Matte finish

A clear coating with little to no reflection. *See also Gloss Finish and Semi-Gloss Finish.*

Metallic ink

A special printing ink infused with flecks of metal to simulate a gold, silver or bronze surface. Definitely a head-turner!

Pantone®

The industry-standard method of ensuring that colors are reproduced as expected. These colors come pre-mixed exactly. Be sure to determine your corporate color using a Pantone book, then a graphic designer can then translate that color into equivalent CMYK and RGB colors for use in other applications.

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Paper weight

The paper weight, represented in “pounds” (lbs. or with the # symbol), is determined by its thickness. The thicker the paper, the higher the weight. Standard normal paper weights are 24#, 70#, 80#, 100# and 120#. These paper weights can be expressed as "text," "cover," or “card” depending on the use. Letterhead is usually printed on a 70# Text, whereas business cards may be printed on an 80# or 100# cover weight. Stationary or internal book pages are lighter, 24# text for example.

Perfect Bound

A method of binding. The paper is stacked together and a plastic glue is then applied to the spine and covers to hold all the pages in place. This results in a flat, square spine to a book. *See also: Saddle Stitch.*

PMS

Stands for Pantone® Matching System.

ppi

"Pixels per inch" or "Points per inch." *Synonym: dpi.*

Print Run

Sometimes called a “press run,” this refers to the number of pieces to be printed in one printing session. As most of the cost is in set-up, you can save money per piece with a larger order. (500 printed pieces may be \$1000, but you could spend an extra \$200 to get 1000 printed, for example). Always ask for a range of quantities when requesting quotes from print vendors.

Printing plate

A surface that bears the likeness of the image to be printed. You’ll want to examine your print proofs carefully before your document goes to the plate stage, as this is an expensive step to do over for a missing comma!

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Registration

The exact alignment of color plates. This is very important when printing with more than one ink. For example, with a full color printout, there are four separate print plates (CMYK) which produce the tiny dots of ink in various patterns to create letters and images. Without proper registration, your images and fonts will appear fuzzy or muddy.

Saddle stitch

A basic binding method combining the signatures of a book together by sewing a wire or simply stapling them through their centers.

Semi-gloss finish

A semi-reflective clear coat applied to a paper after printing.

Stock

The term that is used to describe the specifics of the paper to be used for printing: The type of paper, its opacity, weight, texture, etc.

Swatchbook

Used in the print world to refer to a Pantone® book that has samples of all available print colors. There are many different kinds of books offered by Pantone® to accommodate various types of print methods and papers.

Text stock

Lighter weight paper used primarily for the inside pages of a book (the “text pages”).

Uncoated stock

This is the most common type of paper used for printing and copying. It has no special chemical finish or coating.

Branding: Image, Idea & Ideal

This session includes:

- ways to distinguish your program from the other similar programs
- ways to get both internal and external audiences energized about your program
- strategies to remind and reinforce your brand among primary and secondary audiences.

2. Keep It Simple

- » The more information you add, the harder it is for people to decipher your brand's message.
- » Utilize the Elevator Speech rule
- » Forget the jargon

KISS
keep it simple ...

HILL & KNOWLTON

3. Consistent, Consistent, Consistent

- » Once you determine how you want to be perceived, keep that brand consistent across the board
- » Be consistent visually (logos, themes, colors) but also in your activities
- » Consistency will build trust in your brand over time.

9. Be Committed

- » Make sure you are truly committed to what you say you are
- » Make sure you are committed to branding. You want people to feel positively connected to your brand and if you keep changing it, your audience will become confused and move on.

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Okay, Here's Your 30 Seconds...



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Additional Resources for Branding...

- » American Marketing Association, www.marketingpower.com
- » Bigpond Marketing, http://www.kaminc-usa.com/BigPond_Marketing/What_Is_Branding/what_is_branding.html
- » *Branding for Dummies*, Bill Chiaravalle & Barbara Findlay Schenck, www.brandingchannel.com
- » *Emotional Branding: The New Paradigm for Connecting Brands to People*, Marc Gobe

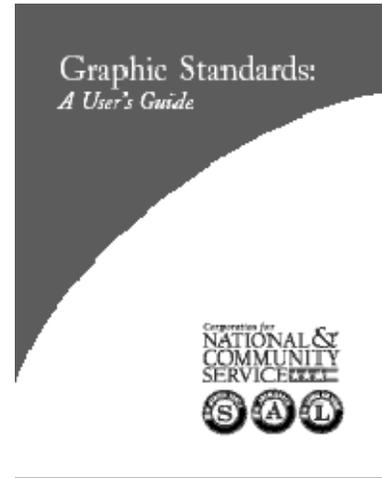
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Logos: Appropriate Use

In October 2002, the Corporation for National & Community Service and its three major programs—Senior Corps, AmeriCorps, and Learn and Serve America—unveiled their new logos.

The new logos were designed to:

- Better reflect the Corporation's mission
- Give a strong, consistent look to the Corporation and its programs
- Allow for customization by states and grantee programs
- Connect national service to the idea of patriotic duty



Guidelines For Using the Corporation Logo and Other National Service Insignia

The Corporation logo and other national service insignia (AmeriCorps, Senior Corps, Learn and Serve America, Get Involved, and the Martin Luther King, Jr. Day of Service) are the property of the Corporation for National and Community Service, an agency of the federal government. They may be used only in accordance with authorization provided by the Corporation.

Appropriate Use of the Corporation Logo (and Other National Service Insignia)

The Corporation logo (and other national service insignia) may be used on informational materials describing Corporation and other Corporation-supported programs and in connection with approved programmatic activities.

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Inappropriate Use of the Corporation Logo (and other National Service Insignia)

The Corporation logo (and other national service insignia) may not be used in any of the following ways:

- Attempting to influence legislation
- Organizing or engaging in protest, petitions, boycotts or strikes
- Assisting, promoting, or deterring union organizing
- Impairing existing contracts for services or collective bargaining agreements
- Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office
- Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation or elected officials
- Engaging in religious instruction, conducting worship services, engaging in religious proselytization
- Supporting for-profit, commercial activities

Available Formats

Each logo is available in six different file formats - GIF, JPG, EPS, Photoshop PSD and TIF. The EPS, and high resolution (300 dots per inch) JPEG and TIFF files are for printed materials, and the GIF file is for web use and should be 72 DPI.

- **Helpful tips on how to use and customize the Corporation and program logos** can be found at http://www.cns.gov/pdf/graphic_standards.pdf.

Choosing a File Format

- The EPS version is appropriate for commercial printing and can be used with vector/illustration programs.
- The JPEG and PNG versions are appropriate for printing and for photo usage on the web.
- The PSD and TIFF versions are appropriate for both commercial and laser printing.

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Please note that the file sizes are large. Set aside some time for download, particularly with TIFF files!

Usage Tips

- The logos are also available in Pantone Spot Color, grayscale and reverse versions. Please contact logos@cns.gov for these versions.
- JPEG and GIF web images need to be saved at 72 DPI.
- Most commonly used programs, such as Microsoft Word and PowerPoint, require that you simply "place" or "insert" a graphic into a document.
- Unless you have image-editing software (e.g., Illustrator, Freehand, Photoshop) on your computer, you won't be able to edit the file dimensions.
- The Corporation logos and photos that appear on this and other Corporation-related websites are low resolution GIF or JPEG files and should not be used for printing purposes. Do not cut and paste to a document that will be commercially printed.
- If you are scaling an image from a TIFF file, you'll get best results by doing it in factors of two (half, quarter, etc.).

The logos on this page have been provided only for use by official Senior Corps AmeriCorps, Learn and Serve America and other Corporation for National and Community Service-sponsored programs and projects. Use of the new logos by the Corporation and its programs is required. In addition, all grantees and sub-grantees are strongly encouraged to use the new logos on service gear and on their printed and electronic documents. Such usage, however, must be in accordance with Corporation grant provisions.

If you have any questions or require additional information, contact logos@cns.gov.

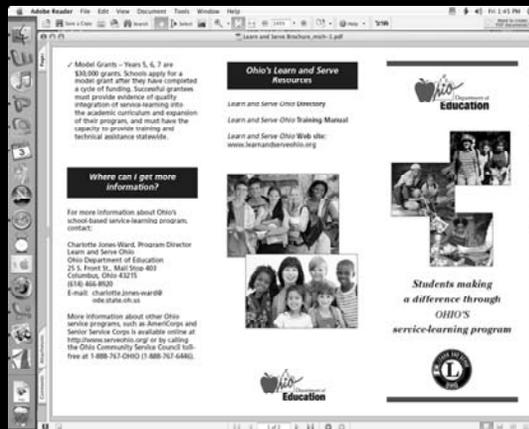


Peer Exchange

Three panelists representing a State Education Agency, a grantee and the National Service Learning Clearinghouse speak about successful communication strategies. Often the most useful information comes from our colleagues in the field; those who have experienced the same challenges and obstacles as you. Each member of today's panel has developed a specialty related to the field of public relations, media and marketing.

Learn & Serve Ohio Brochure

- ✓ Acknowledge CNCS
- ✓ Purpose
- ✓ Grant information
- ✓ Contact information
- ✓ Web site information



Learn & Serve America Communicators Institute

The national Learn and Serve initiative

In 1989, President George H. W. Bush introduced the *Thousand Points of Light* initiative to promote volunteer service by citizens of all ages. In 1990, he signed a bipartisan bill to fund service-learning for K-12 schools as a part of the National and Community Service Trust Act, which provided funds to state education agencies through Learn and Serve America. Learn and Serve America programs integrate service into the daily academic life of students in all 50 states.

Learn and Serve Ohio

Learn and Serve Ohio supports service-learning programs that provide youth with opportunities to learn and develop by bringing together classroom instruction and community service.

Grants are awarded to local education agencies that engage students K-12 in opportunities to help communities address education, public safety, human and environmental needs. Funds are used to create new programs, replicate existing programs and provide training and development to staff, students and volunteers.

What is service-learning?

Service-learning integrates community service into the academic curriculum. It is a method by which students learn and develop through active participation in service experiences that meet identified community needs and:

-  Are coordinated in collaboration with the school and the community;
-  Provide structured time for students to reflect on their experiences;
-  Provide opportunities for students to use acquired skills and knowledge in "real-life" situations;
-  Enhance what is taught in school by extending student learning beyond the classroom; and
-  Help foster the development of a sense of caring for others.



How can I become involved?

Ohio Schools can apply for up to seven years of continuous funding, through different types of grants, for a total of \$133,000. With continued successful performance, a grantee initially can receive \$43,000 over a four-year-period. Upon completion of those four years, grantees have the potential to receive an additional \$90,000 for three additional years through a model program grant.

- ✓ Development Grants – Year 1 provides a \$3000 grant to involve all stakeholders in the development of a three-year plan to implement service-learning.
- ✓ Implementation Grants – Year 2 is a \$15,000 grant to begin implementing the three-year plan.
- ✓ Implementation/Adult Volunteer Grants – Year 3 is a \$15,000 grant to continue implementation of the three-year plan, with a focus on involving adult volunteers who participate in the planning and who serve side-by-side with students.
- ✓ Transition Grants – Year 4 is a \$10,000 grant that provides a transition year with reduced funding to focus on identifying funds to support the program locally.

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Serving through Technology
Antwerp Local School
Antwerp Middle and High School

Cathy Barnett
303 S. Harrmann Rd.
Antwerp, OH 46835
Phone: 419-258-5421, ext. 2137
Fax: 419-258-5421
Email: barnett_c@aw.noacsc.org



Number of **Teachers** Involved: 4
Number of **Students** Involved: 18
Number of **Community Partners**: 3
Grade Level: 6-12
Areas of **Need** Addressed: Education, Human Services, Environment, Public Safety

Program Description:
The purpose of the Antwerp Learn and Serve America project is to connect students with the community via partnerships that link career technical education and experience. Students enrolled in Technology Applications I, II, III, and IV have a required service learning component built into the curriculum that involves learning to provide technical support and training for all K-12 students and staff members in addition to working with community members on various projects involving technology. Through these partnerships students will be engaged in services to the community that enrich academic learning, foster social awareness, and promote personal growth.

Curricular Connections:
We integrate service into science and technology. The Technology Applications courses have a built in service learning requirement of 10-20 hours depending upon the course level. Each student must be involved in one or more school/community projects outside their regular school hours such as the county-wide recycling program, inservice days, Internet Safety Awareness seminars and senior citizen/computer camps.

Example of what it looks like and the Template is Simple

- Catchy Title
 - District & building
 - Contact info
 - Teacher, student, partners, grade level
 - Description
 - Curricular connections
 - Digital pictures
-
-
-
-

Learn & Serve America Communicators Institute

A GLIMPSE AT THE DATA

Participants

As you study the figures below, you will notice the continued effort on the part of the coordinators, students, and others that are a part of Learn and Serve Ohio. Even with funding restraints, Learn and Serve Ohio participants work hard to improve their community while increasing student achievement. Students in Learn and Serve Ohio continue to serve more beneficiaries per student with over 8 beneficiaries served on average per student—the highest ever for Learn and Serve Ohio students! Also noteworthy is that median number of student participants in our programs, which is more than twice the median for programs nationwide.

Finally, since 2002, Learn and Serve Ohio has received \$4,507,952 in grant funds from the Corporation for National and Community Service. During that time, the value of service time provided by our student participants is \$42,877,496! That is an 851% return on grant funds in supporting community needs while learning!

Number of students	Median Number of Participants per Program
2003..... 34,373	National: 120
2004..... 32,270	Learn and Serve Ohio: 275
2005..... 32,270	
2006..... 23,445	
2007..... 21,282	

Number of beneficiaries	Average Served Per Student
2003..... 100,608	2.93
2004..... 245,839	7.62
2005..... 140,740	4.68
2006..... 149,908	6.39
2007..... 172,315	8.45

Hours of service	Average Hours Per Student
2003..... 509,770	14.83
2004..... 514,595	15.94
2005..... 463,593	15.41
2006..... 293,274	12.51
2007..... 242,387	11.39



Hudson High School students roll up their pants and help keep the waterways clean.

Total value of service hours (total hours x value of volunteer time—\$18.77 according to Independent Sector 2006)

2003.....	\$8,181,808
2004.....	\$8,259,250
2005.....	\$8,136,057
2006.....	\$5,290,662
2007.....	\$4,549,604

Average value per participating student

2003.....	\$238
2004.....	\$256
2005.....	\$271
2006.....	\$225
2007.....	\$214

Gender Diversity



Racial Diversity	2004	2005	2006	2007
African American	10.43%	7.00%	6.90%	6.20%
Hispanic	4.18%	3.00%	3.40%	4.10%
Asian	1.10%	1.00%	1.30%	0.70%

Disabilities and disadvantages of participants¹

Special Needs: 4%
Economically disadvantaged: 23%

Diversity is another important aspect of the Learn and Serve Ohio programs. As shown above, gender of the student participants is almost evenly split in Learn and Serve Ohio programs, with 53% females and 47% males. Minority students make up 11% of the racial diversity of the Learn and Serve programs, mostly representing African-American, Hispanic, and Asian

A Look Back...

1980s: National service efforts are launched at the grassroots level, including the Campus Outreach Opportunity League (1984) and Campus Compact (1985), which help mobilize service programs in higher education; the National Association of Service and Conservation Corps (1985), which helps replicate youth corps in states and

Learn & Serve America Communicators Institute

Programs

School Levels



While service-learning is often a "perfect fit" for many high school classes, we continue to reflect on ways to encourage and sustain implementation of service-learning programs at the elementary level. We need to find creative ways of including younger students in service-learning opportunities. The long-term benefits of service-learning may increase if the important values and attitudes from service-learning are established at an early age, which will require creative ways of including younger students in service-learning opportunities.

Areas of Service

Human Service	71%
Education	81%
Conservation/Environment	76%
Public Safety	41%
Homeland Security	22%
Community and Economic Development	54%
Health and Nutrition	73%
Housing	19%

Learn and Serve Ohio programs have committed their energies to a wide range of service areas across the state. While at the inception of Learn and Serve Ohio, most projects fell into four main categories, participants have made it clear that they will continue to research additional needs across the state, resulting in newer service areas: homeland security, community and economic development, health and nutrition, and housing.

Project History	2004	2005	2006	2007
New Project	5%	15%	32%	25%
Continuation of an Existing Project	63%	50%	32%	25%
Expansion of an Existing Project	32%	35%	36%	50%



Canton City School students and adults stand inside one of the local homes.



Elementary students in Edison Local School District use math skills to total the money raised for United Way.

Project Scope	2007		
One classroom	0	School-wide	37%
Multiple classrooms	22%	District-wide	38%
Grade-wide	3%		

Length of Project ¹	2005	2006	2007
Two months or less:	38%	33%	49%
One Semester:	32%	34%	11%
Entire School Year:	30%	33%	39%

For the 2006-2007 school year, a majority of the projects are expansions of previous designs, which works towards program sustainability and capacity building. In fact, all of the Learn and Serve programs this year worked outside the "single classroom" approach. It is this constant collaboration and administrative support that will make Ohio one of the leading service-learning states.

Type of District	Percentage of Programs	Percentage of Student Participants
Urban	21%	4%
Suburban	13%	11%
Rural	41%	52%
Small Town	25%	32%

Once again, we have seen an increased service-learning efforts and impacts in the rural community. Rural school districts make up 41% of our 2006-2007 programs and account for 52% of service-learning students throughout Ohio. As the capacity for service-learning is sustained throughout the state, 75% of the programs are building- or district-wide; 59% of the programs have expanded their previous efforts; and nearly 40% of the programs are year-long initiatives. While we have good representation of urban districts in our programs, in looking to the future, Learn and Serve Ohio will evaluate how to make service-learning most effective in these urban school districts.

A Look Back...

1989: Wingspread Principles of Good Practice in Service-Learning written more than seventy organizations collaborate to produce the ten principles.

Learn & Serve America Communicators Institute

SUCCESS THROUGH STUDENT'S EYES

On these next pages, you will read about just a few of the many ways students in Ohio have grown through their service-learning experiences. While many of these growths may not be measurable on paper, they are felt and witnessed by the students themselves, their mentors and advisors, and the community. It is this personal, social, and civic growth in Ohio's youth that will remain etched in their hearts and minds.

North Olmsted City Schools

Luis is a Hispanic student who volunteered at Rocky River Municipal Courts. During this experience, he learned how to communicate with adults in a professional way. He felt that this was an "amazing experience." He learned to appreciate his bilingual talents as he translated court proceedings from English to Spanish for some of the court's clients. Luis grew as a person through these experiences and provided a valuable service to a governmental agency, as well as to people in the community.

Hancock County Educational Service Center

Van Buren "Circle of Friends" Project at Van Buren Middle School was a very successful new project. This project paired middle school students in mentoring relationships with their peers that have a variety of mental and physical disabilities. Students assist their peers with academic needs as well as

A Look Back...

1998: Association of Supervision and Curriculum Development endorse the importance of linking service with learning.

developmentally appropriate social skills. This year-long project had students meet weekly to help build these skills. Most sessions took place in school during the school day, although some sessions were out in the community in a variety of social situations in order to practice skills. These relationships have brought a greater understanding and appreciation for diversity issues to the entire school.



Hudson City Schools

"I don't think one story could even begin to show one how much I gained from my experiences. I have lived in Hudson my whole life and never realized that 10 minutes away people were living in a different world. I feel like every week at Robinson Memorial was another jaw dropping experience. Through my service at the Child Abuse Advocacy Center I realized how difficult the world can be and how amazing it is for the kids to have someone to look up to and feel comfortable around. Even the small gifts of comfort (scarves, hats, books, stuffed animals) brought the biggest smiles to the smallest kids!!"

Hamilton City Schools

This year a need was identified by the Booker T. Washington Community Center, a center located in one of our social and economically deprived areas. The director asked that a mural be made reflecting the history of the center. The mural addressed the history and background of the community center and allowed for Hamilton students to learn about the residents in the community. Our Art Department and their students began researching the history and developed plans to create a mural. It was completed and dedicated in June. There were many discussions and reflections regarding the project, especially the sense of pride and accomplishment established in the students.

Antwerp Local School

At the end of the year each STS student was asked to complete a self-evaluation based on their participation in technology service activities through the Technology Applications classes. One of our students is from a very low-income background and entered the program as a shy nondescript student who appeared to be very sullen and withdrawn, but extremely respectful and serious. He has grown into an outstanding young man, working for the technology department the last three summers. He is well respected by the staff for the way he has learned to communicate and mentor with respect and humility. In his year-end reflection and evaluation he commented "I want to let you know that the STS program is by far the best program offered by the school. I have learned so much, not just about technology, but also about myself and my ability to contribute to others in a meaningful way. STS has helped me become a better person and leader."

Wayne Trace Local Schools

After an in-depth study of small engine operations within the Industrial Technology classroom, students suggested providing a service to the community to do tune-ups and minor repairs to lawn mowers and a variety of lawn care products. A partnership was developed with a local implement dealer and hardware store to provide tools and supplies as well as advice and

Learn & Serve America Communicators Institute

Learn and Serve Ohio



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Resource Center

ODE National and State Resources

[NATIONAL](#)
[OHIO](#)

NATIONAL

New! **Safety in Ohio Through Service (SOS):**
Replicable Statewide Service-Learning Model for Homeland Security will integrate K-12 youth into the service-learning and volunteerism components of Ohio's broad and on-going homeland security efforts, building upon state and local collaborations through the Ohio Department of Education (ODE) and Learn and Serve Ohio. Building upon state and local partnerships with businesses, private schools, first responders, faith-based and community organizations, six Local Education Agencies (LEAs) will develop prototypes of homeland security related service-learning projects in Urban, Rural and Suburban populations. The results of these SOS projects are found in the following section, found by clicking on this link:
[SOS Modules](#)

Academy for Educational Development
AED is an independent, nonprofit organization committed to solving critical social problems in the U. S. and throughout the world and to building the capacity of individuals, communities, and institutions to become more self-sufficient. The major areas of focus include education, health, youth development and the environment.
www.aed.org

**Alliance for Service-Learning in Educational Reform
[Council for Chief State School Officers]**
The Alliance, which has promoted service-learning as an impetus for educational reform and policy advocacy, has published Standards of Quality for School-based Service-learning (1995) and other related standards for community-based service-learning.
www.ccsso.org

American Youth Policy Forum
The American Youth Policy Forum, a nonprofit, nonpartisan professional development organization based in Washington, DC, provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels. Among its service-learning publications is Finding Common Ground: Service-Learning and Education Reform, a survey of 28 leading school reform models.
www.aypf.org

America's Promise
This organization seeks to help young people develop the skills, knowledge, and attitudes needed to succeed in the 21st century.

Learn & Serve America Communicators Institute

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Learn & Serve America Communicators Institute

LSO - Students Student's Section Learn ... LSO - Students LSO - News & Events Learn & Serve Ohio

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News & Events

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Georgetown Jr.-Sr. High School "Achievers" Visit to the Brown County Courthouse; Hosted by Judge Corbin

Perianne Germann, Georgetown

As part of their academic curriculum, the "Achievers," who make up Georgetown Jr.-Sr. High School's Learn and Serve Program complete a study on citizenship. Their studies cover the role of a citizen and their responsibilities at local, state and federal level of government. As part of their studies, the Achievers visited the Brown County Courthouse and were hosted by Judge R. Alan Corbin, the presiding judge of the Common Pleas Court.

Judge Corbin presented an overview of his court and his responsibility, as well as those of his magistrates. He toured the courthouse with the students to better familiarize them with the facility and its daily operations. The Achievers later reflected on their visit, shared the information which they felt was very informative. It was the first time many of them would visit the courthouse.

Afterwards, a final question and answer session, Judge Corbin posed for a photo of some of the visiting Achievers. In the photo, from left to right, are Kayla Robinson, Sarah Kiger, Marilyn Sturgill, Ali Radcliffe, Hannah Scott, Judge Corbin, Synthanie McClughen, Kayce Cahall, Danielle Parker, Kaitlenn Thomas, Rachel Swearingen and Tiffany Stewart.





Present On A Service-Learning Student Perspective At A School Board Or Other Public Meeting

Source: National Service-Learning Clearinghouse, May 2008

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at www.servicelearning.org.



GOAL:

Use your story to show that service-learning programs make a difference. Present on service-learning to your student government, Chamber of Commerce, school board meeting, a school assembly, or other audience.

GETTING STARTED:

Think about your own service-learning experience. Your story can be an invaluable tool for making the case for service-learning.

1. Get in touch with a contact from your intended audience (i.e. a school board member, PTA president, community relations officer for television or radio stations, etc.) to discuss setting a date for you to come and make a service-learning presentation.
2. The annual Learn and Serve Challenge (October 6-12, 2008) can be an especially good time for scheduling an event. See www.learnandservechallenge.org for more information.
3. Contact Learn and Serve America's National Service-Learning Clearinghouse (NSLC) at 1-866-245-SERV(7378) or visit our website at www.servicelearning.org to order the free *Bring Learning to Life* campaign tools (8 minute DVD, brochure, posters, and getting started guides for parents and teachers). Remember to order enough materials for your audience.

MATERIALS NEEDED:

- *Bring Learning to Life* video or DVD and brochures.
- DVD player or VCR to play service-learning promotional video(s).
- Flier for attendees that includes information on service-learning, state-specific statistics and impacts, short testimonials, etc., or you can simply use some of the *Bring Learning to Life* materials.

BEFORE THE MEETING:

Remember that you want to convey a message that will stick in the minds of your audience. Give them clear ideas to take away from the meeting.

- Your own story is the best example that you can give. Reflect on your experience and think about how best to describe the ways service-learning has affected your life. Ask yourself how service-learning impacted your learning, your commitment to service, and your future career and education plans. The answers

can be the foundation of your presentation.

- Watch *Bring Learning to Life* and see if you have any ideas for a service-learning project particularly appropriate for your school or community. Make notes for discussing those ideas to make the meeting more personal and to help localize the idea of service-learning.
- You can make individual packets containing all the *Bring Learning to Life* information or you can set up a display area to show off the materials.
- Create your message, connecting what you say to the video. Possible themes could be how service-learning improves academic performance and/or engages students with hands-on, active learning.

DURING THE MEETING:

- Use the visual appeal of the *Bring Learning to Life* materials to strengthen the message that starting a service-learning program will benefit schools, students, and the community.
- Point out key information that you feel may really connect with your school. Remember: make it personal! Your story will help your audience visualize the advantages of a service-learning program at your school.
- Follow up at the end of the meeting by reminding attendees of the benefits a service-learning project can have for youth and communities.
- Answer questions attendees may have. If you're stumped, don't worry. Just send them to the NSLC website for more information or to ask reference questions (contact information is on all the *Bring Learning to Life* materials).

AFTER THE MEETING:

Contact one or two audience members to follow up on questions, ideas and feedback.

RESOURCES:

[What is Service-Learning?](http://www.servicelearning.org/what_is_service-learning/index.php)

www.servicelearning.org/what_is_service-learning/index.php

[Bring Learning to Life](http://www.servicelearning.org/lisa/bring_learning/) materials

www.servicelearning.org/lisa/bring_learning/

[Resources for Parents page](http://www.servicelearning.org/instant_info/parents/index.php)

www.servicelearning.org/instant_info/parents/index.php

[Learn and Serve America logo](http://www.cns.gov/about/media_kit/logos.asp)

www.cns.gov/about/media_kit/logos.asp

[Why Districts, Schools, and Classrooms Should Practice Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/

[Impacts of Service-Learning on Participating K-12 Students](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/

[Parent & Family Involvement in K-12 Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/



Demonstration and Celebration!

Recognize Teachers and Students For Their Service-Learning Efforts

Source: National Service-Learning Clearinghouse, May 2008

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at www.servicelearning.org.



GOAL:

Recognize the commitment of students and teachers who are making a difference in their communities through service-learning and give the participants a chance to demonstrate what was accomplished during their service-learning

GETTING STARTED:

Take a moment to reflect, asking yourself how you would like to be recognized. If you were a student or teacher involved in service-learning, what would make you feel your contribution was valued? Meaningful expressions of appreciation can help reinforce the idea that service and service-learning are an core values in your community. Also remember that

1. Whatever you choose to do to recognize participants, ask community partners to participate so their voice is recognized and so they can share their sense of the authentic value of the service-learning project.
2. Contact your school's administration to propose the idea and set a date for the event.
3. The annual Learn and Serve Challenge (October 6-12, 2008) can be an especially good time for scheduling an event. See www.learnandservechallenge.org for more information.
4. Keep it simple. To be effective, the event does not have to be extravagant or expensive. The main ingredient for success is a genuine desire to show your appreciation.

IDEAS:

1. It is important to connect the recognition celebration to the service-learning experience itself. For example, the recognition ceremony might be organized as a venue in which participants can share their experience and their own sense of accomplishment with the larger community. Remember your goal: recognition of the efforts of all those participating and a demonstration of the service-learning project's goals and outcomes.
2. If you'd like to provide participants with a token of your appreciation, be sure it is in keeping with the spirit of the project and does not take away from the value of the project in and of itself. For instance, if the service-learning project involved working on a community garden, you might recognize participants by giving a gift of a signed photo of community members taken at the new garden.
3. Hold a service-learning appreciation brunch. Have the parents and community

partners get involved. You can make invitations and serve juice, coffee, muffins, or bagels. Keep it simple, but special.

BEFORE THE EVENT:

Remember that you want to convey a two-fold message that will stick in the minds of your audience. First, you want to show appreciation for the efforts of teachers and students to make a meaningful difference in students' lives and in the life of the community. Second, you want to emphasize to audience members the authentic benefits service-learning has for all those involved by providing a venue showcasing the service-learning projects outcomes for both the community and the students.

- Contact the service-learning project's community partners and see if a representative would like to say a few words or write a letter of thanks to be read at the event.
- Call Learn and Serve America's National Service-Learning Clearinghouse (NSLC) at 1-866-245-SERV(7378) or visit our website at www.servicelearning.org to order free *Bring Learning to Life Materials* that you can hand out to attendees.
- Consider creating a commemorative program to hand out to the audience with a description of the project; a list of the students, teachers, and community partners; and quotations from participants.

DURING THE EVENT:

Just remember to show all those involved with the project that you appreciate all the time and hard work that they have put into both their service and the learning process.

RESOURCES:

[What is Service-Learning?](http://www.servicelearning.org/what_is_service-learning/index.php)

www.servicelearning.org/what_is_service-learning/index.php

[Bring Learning to Life](http://www.servicelearning.org/lisa/bring_learning/) materials

www.servicelearning.org/lisa/bring_learning/

[Resources for Parents page](http://www.servicelearning.org/instant_info/parents/index.php)

www.servicelearning.org/instant_info/parents/index.php

[Learn and Serve America logo](http://www.cns.gov/about/media_kit/logos.asp)

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[Recognition in Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/he_facts/recognition/)

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[Why Districts, Schools, and Classrooms Should Practice Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/)

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[Parent & Family Involvement in K-12 Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/

[Service-Learning with Disadvantaged Youth](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/disadvantaged_youth/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/disadvantaged_youth/



How to Promote Your Service-Learning Program Online

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at www.servicelearning.org.

Ever wonder how you could promote your service-learning program to a national audience?

Learn and Serve America's National Service-Learning Clearinghouse can do it for you. Our website reaches a nationwide audience and we want to show all those folks the great work you and your students are doing.

We've made it even simpler for you to contribute.

Send the Clearinghouse your:

- photos,
- success stories,
- lesson plans and syllabi,
- sample forms, and/or
- other service-learning resources.

By doing so, your project and works are getting publicized to a nationwide audience of tens of thousands AND you're helping grow and support the service-learning community! Check out all the ways to promote your program through NSLC at www.servicelearning.org/library/share/.

Sharing library materials is especially easy.

How easy is it? It's easy as 1...2...and that's all! Fill out our simple form today and become part of the nation's largest service-learning resource collection and let others know about the successful approaches used in your service-learning program! www.servicelearning.org/library/promote/index.php

If selected for the online and/or lending library, your materials will become part of the nation's largest service-learning resource collection. They will be listed in NSLC's online library catalog, promoted in relevant publications and alerts, available for Learn and Serve America grantees and subgrantees to borrow, and the general public to browse onsite or via the online catalog whether you provide print and/or electronic versions of your materials. You or the copyright holder will retain copyright to the materials and materials will not be duplicated in whole without permission.

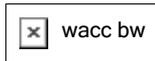
www.servicelearning.org/library/lib_cat/index.php

NSLC has also created a selection of tools to help you with online marketing using social media and Web 2.0 tools.

Learn what RSS feeds, Podcasts, Wikis, and social networking is and how to use them to spread the word about service-learning!

www.servicelearning.org/instant_info/marketing_101/





Washington Campus Compact Congressional District Update

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Volume 1, Issue 1

Fall 2007

Washington Campus Compact (WACC) is pleased to send you this Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning. You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Congressional District News

WASHINGTON

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IDAHO

[1st](#) Congressional District

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Please take a moment to read the information about the four WACC Programs, Learn and Serve, AmeriCorps Retention Project, WACC VISTA Project, and Students in Service. You'll find the links to these programs below.

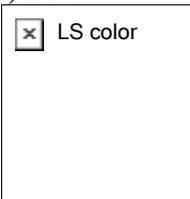
Additionally, on the left you will find information about programs in each of Washington's nine Congressional Districts and Idaho's two Congressional Districts. This will allow you to find information about WACC programs in your own Congressional District and throughout each state.

Thank you! Enjoy the Congressional District Update.

Dialogue for Democracy

Forum Convenes on Wednesday, November 14, 2007

Washington Campus Compact (WACC) will present the second forum of Dialogue for Democracy on Wednesday, November 14, 2007 from 10am - 4pm in Seattle at Town Hall. The forum is designed to provide a forum for stakeholders to dialogue, share strategies, and develop actions plans to address a critical community issue that was previously identified by the participants. WACC invited teams from throughout Washington state to dialogue about service as a strategy to address critical issues in their communities. Teams will include members of the nonprofit and business community, policy-makers, and education administrators, faculty, and staff; those that work daily on issues that impact society.



Join Our List

Join Our Mailing List

Already, recipients of Learn and Serve funding, through Washington Campus Compact, are convening teams and planning to attend. This year, teams will address:

- What is an engaged democracy?
- How does an engaged democracy address critical community issues?
- What is the role education serves in fostering an engaged democracy?

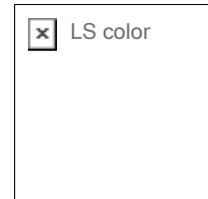
Funding for your team is available and you can apply and register by contacting visiting [WACC's website](#)

Learn and Serve Grantees Announced

Grantees for 2007-2008 Announced

Washington Campus Compact (WACC) has awarded 11 recipients funding from WACC's Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS). They are:

Boise State University
 Cascadia Community College
 Clark College
 Edmonds Community College
 Everett Community College
 Gonzaga University
 Lewis-Clark State College
 Olympic College
 Seattle University
 Spokane Falls Community College
 Washington State University



Grant recipients will develop programs to serve disadvantaged youth and promote service-learning.

[Read More](#)

Students in Service Continues to Grow



Students in Service Active at 28 WACC Member Campuses

Washington Campus Compact (WACC) was recently awarded a continuation grant for the highly successful and popular Students in Service program. Twenty-eight WACC campuses participate in the program, serving over 1000 students in Washington state. Throughout the Western Region of California, Hawaii, Idaho, Montana, Oregon, and Washington nearly 2,500 students participate in the program.

[Read More](#)

Retention Project Announces Grantees

Retention Project Grantees Announced

The Retention Project begins Program Year #2 with two new Washington Campus Compact (WACC) members hosting an AmeriCorps member: Big Bend Community College and Wenatchee Valley College. The following 14 campuses this year will host an AmeriCorps member:



- Big Bend Community College
- Cascadia/UW Bothell
- Eastern Washington University
- Edmonds Community College
- Evergreen State College
- Gonzaga University
- Heritage University
- Lake Washington Technical College
- Northwest Indian College
- Spokane Community College
- Tacoma Community College
- University of Washington Tacoma
- Wenatchee Valley College
- Western Washington University

The Retention Project utilizes service-learning as a strategy to improve the retention of first-generation college students and the academic advancement of disadvantaged and non-traditional college, high school and middle school students.

[Read More](#)

VISTA Program Expands

New Campuses Begin Work

The Washington Campus Compact (WACC) VISTA Project utilizes service-learning to address the needs of campuses and communities in Washington State. Full time AmeriCorps*VISTA members are placed on campuses to serve faculty, staff and students, and the surrounding community, including community members and organizations. Participating campuses for 2007-2008 are:



- Antioch Seattle University
- Eastern Washington University
- Shoreline Community College
- Spokane Community College
- Spokane Falls Community College

The Evergreen State College
University of Washington
Walla Walla Community College
Wenatchee Valley College

WACC VISTA Project members receive training and professional development opportunities through the Corporation for National & Community Service, WACC and their higher education host sites. With this training, WACC VISTA Project members:

- Mobilize college/university service-learners and volunteers to serve poverty-affected populations
- Develop and sustain campus/community partnerships to serve poverty-affected K-H students and community members
- Develop service-learning projects and/or lessons within college/university service-learning courses that address poverty issues.

[Read More](#)

Look for Issue Two in January 2008

Washington Campus Compact (WACC) will send the Congressional District Update four times a year. Please do not hesitate to contact the [staff](#) at WACC if you have any questions.

Sincerely,
Washington Campus Compact

Email Marketing by





Washington Campus Compact Congressional District Update

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Volume 1, Issue 2

Winter 2008

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Thank you! Enjoy the Winter Congressional District Update.

Upcoming Events

[Clark College](#)

[Gonzaga University](#)

[Seattle University](#)

Dialogue for Democracy

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Join Our Mailing List

Forum Convenes on Wednesday, November 14, 2007

LS color

Washington Campus Compact (WACC) presented the second *Dialogue for Democracy* forum on November 14, 2007. The forum was designed to convene higher education, K-12 and community leaders, and policy-makers to dialogue on the critical issues facing communities and education today.

Teams from throughout the state, with nearly 100 attendees, worked together to both identify key issues, and share strategies to address them. Following the event, teams were invited to develop action plans to further formulate local teams and put into action some of the ideas generated during the *Dialogue*.

This year, teams addressed:

- What is an engaged democracy?
- How does an engaged democracy address critical community issues?
- What is the role education serves in fostering an engaged democracy?

It is our hope that the work accomplished will provide the framework to:

- Promote and convene partnerships to address education and community issues of common interest
- Deepen participants' understanding of pressing issues related to Washington state communities and education
- Provide opportunities for disseminating strategies

through publications and conference presentations

- Promote the development of, and commitment to, local issue-oriented action plans

WACC asked recipients to complete an evaluation survey, and from the findings:

- 100% agreed that the event was meaningful
- 82% are more committed to local issue-oriented action planning
- 82% developed a better understanding of current critical issues facing Washington communities and education

For the full evaluation survey click [here](#).

New Learn and Serve Grantees Announced

Three New Grantees for 2007-2008 Announced



Washington Campus Compact (WACC) has awarded Cascadia Community College, Shoreline Community College, and The Evergreen State College, funding from WACC's Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS).

Cascadia Community College and The Evergreen State College will receive funding to build upon the successes of the work they accomplished at the Dialogue For Democracy Event.

Shoreline Community College was awarded a grant to develop a Congressional District Action Team.

[Read More](#)

Learn and Serve Mid-Year Report

Mid-Year Report Highlights



Washington Campus Compact asked the Learn & Serve Grantees to report on some of their successes during the 2007-08 grant year.

The 11 sub-grantees have done tremendous work in their communities, serving thousands of students, and working with a diverse group of stakeholders to advance service-learning.

Click [here](#) to view the full report.

UPCOMING DATES

Congressional District Update
Report: **April 10, 2008**

Invoice and In-Kind Match Reports:
June 15/August 31, 2008

LASSIE Survey: **June 30, 2008**

Self Assessment Rubric for the
Institutionalization of Service-
Learning: **June 30, 2008**

WACC Year-End Progress Report: **July 10, 2008**
(Incorporates summer Congressional Update Report)

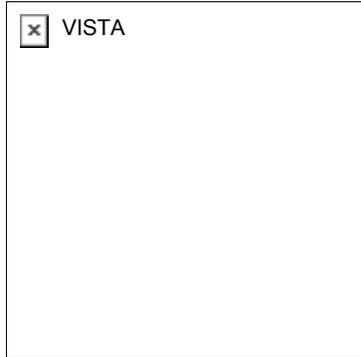
(College Student) Civic Engagement Survey: **Ongoing**

Teacher/Administrator Survey: **Ongoing**

Look for Issue Three in April 2008

Washington Campus Compact (WACC) will send the
Congressional District Update four times a year. Please do not
hesitate to contact the staff at WACC if you have any questions.

Sincerely,
Washington Campus Compact



Email Marketing by





Washington Campus Compact Congressional District Update

In This Issue

[2008-09 New and
Continuation RFP](#)

[Congressional District
Team Updates](#)

[Upcoming Dates](#)

Volume 1, Issue 3

Spring 2008

Washington Campus Compact (WACC) is pleased to send you the Spring Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning.



Join Our Listserv

[Click Here!](#)

You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Thank you! Enjoy the Spring Congressional District Update.

2008-09 New and Continuation RFP Released

Request for Proposal Now Available for Year Three

Washington Campus Compact (WACC) funding from WACC's Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS).

Click [here](#) to read the Request for Proposal.

Congressional District Team Updates

Teams Continue to Build Stakeholder Support

Congressional District Action Teams report quarterly on events and activities that are made possible by Learn and Serve funding to build stakeholder support for service-learning.

Read highlights from their activities [here](#).

UPCOMING DATES

New and Continuation Proposals Due: **June 12, 2008**

Invoice and In-Kind Match Reports:
June 15/August 31, 2008

LASSIE Survey: **June 30, 2008**

Self Assessment Rubric for the Institutionalization of
Service-Learning: **June 30, 2008**

WACC Year-End Progress Report: **July 10, 2008**
(Incorporates summer Congressional Update Report)

Look for Issue Four in July 2008

Washington Campus Compact (WACC) will send the
Congressional District Update four times a year. Please do
not hesitate to contact the staff at WACC if you have any
questions.

Sincerely,
Washington Campus Compact

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Washington Campus Compact Congressional District Update

In This Issue

[2008-09 Grantees
Announced](#)

[Learn and Serve
Challenge](#)

[2007-08 Progress
Report Summary](#)

[Upcoming Dates](#)

Volume 1, Issue 4

Fall 2008

Washington Campus Compact (WACC) is pleased to send you the Fall Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning.



You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Join Our Listserv

[**Click Here!**](#)

Thank you! Enjoy the Fall Congressional District Update.

2008-09 Learn and Serve Grantees Announced!

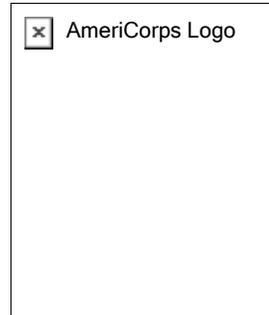
Eighteen Colleges and Universities selected to participate

Washington Campus Compact (WACC) has selected 18 colleges and universities from Washington and Idaho to participate in the Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS).

Read [More](#)

Learn and Serve Challenge October 6-12, 2008

The Learn and Serve Challenge, www.learnandservechallenge.org is the signature event promoting service-learning.



Through the Challenge, you can:

- Spotlight the value of service-learning to young people, schools, and communities
- Encourage others to launch service-learning activities
- Build support for service-learning among decision-makers
- Increase recognition of Learn and Serve America, the only federal program dedicated to service-learning

If you are a Learn and Serve grantee, take the Learn and Serve Challenge [here](#), and join us during the week of October 6-12, 2008 in promoting Learn and Serve and service-learning!

2007-08 Progress Report

Data from 2007-08 Program Year Released



The purpose of this summary is to share highlights of the Progress Report results-reflecting activities between September 1, 2007 and July 15, 2008-with each participating campus.

The information reflects activities from Learn and Serve grantees Boise State University, Cascadia Community College, Clark College, Edmonds Community College, Everett Community College, Gonzaga University, Lewis-Clark State College, Seattle University, Shoreline Community College, Spokane Falls Community College, The Evergreen State College, and Washington State University.

Washington Campus Compact is pleased to share results, stories, and activities from the past year.

Read the report [here](#).

UPCOMING DATES

Year Three Begins: **September 1, 2008**

National Learn and Serve Challenge: **October 6-12, 2008**,
<http://www.learnandservechallenge.org/>

Congressional District Action Team Report due: **October 15, 2008**

Self Assessment Rubric for the Institutionalization of Service-Learning: **October 30, 2008**

WACC Mid-Year Progress Report: **January 8, 2009**

Invoice and In-Kind Match Reports: **January 15, 2009 (September 1 - December 31, 2008)**

Look for Issue Five in Winter 2008-2009

Washington Campus Compact (WACC) will send the Congressional District Update four times a year. Please do not hesitate to contact the [staff](#) at WACC if you have any questions.

Obstacles & Opportunities

This session includes case studies that highlight the following common challenges and opportunities:

- Generating Support from City Hall
- Piggybacking on a National Story
- Standing Out in a Crowd
- Shaping a New Image – Staying Relevant
- Leveraging Current Events
- Internal Champions
- Co-Branding
- Leveraging Partnerships to Build Media Support
- Working with Business/Corporate Partners

Case Study #1: Generating Support from City Hall

The Situation:

City Hall has been hosting a series of community forums to help identify pressing community concerns and establish priorities for its new strategic five year plan. Your organization works with K-12 age students, organizing service-learning activities during out-of-school time such as after school, weekends, and school breaks. The youth have been conducting a community needs and assets assessment in the area surrounding your offices. Among the findings, there is no safe place for older youth (ages 12 to 19) to gather in the evenings. Your site is too small.

Think About:

- How can you get your young peoples' community assessment to be taken seriously as a part of the strategic plan research?
- How can you effectively energize support among community members in general, and parents and young people in particular, to educate and encourage the city to make a safe place for youth to gather a priority in the strategic five year plan?
- How can you keep your youth engaged through all the steps in this process and teach them the communication skills needed to participate effectively?

Case Study #2: Piggybacking on a National Story

The Situation:

Reporters love stories on current trends and stories that are based on statistical analysis. Your organization focuses on keeping middle-school students in school, using service-learning to achieve that goal. When the U.S. Department of Education issues a report on drop-out levels among middle-school students, your city has a prominent place on the list. How can you take this negative story and use it to publicize the efforts your organization makes on behalf of middle-school students who are in danger of dropping out? Demonstrate how you would piggyback the story of your success on the national story.

Think About:

- What are the differences between the national statistics and the local statistics? Define the reasons for those differences.
- Can your organization's work be replicated in other communities? How can you reach out to regional and national publications to tell the story of your successes?
- How would you go about crafting the message?

Case Study #3: Standing Out in the Crowd

The Situation:

The number of non-profit organizations involved in service-learning continues to grow and grow. Each organization has an annual special event, a defining annual appeal campaign, and/or a national celebrity spokesperson.

Your service-learning organization is not at the top of the public's agenda or awareness, but it serves a great community need through mentoring and has made a significant impact on one of your districts. In addition to these challenges, your organization has a very small public relations budget. This is as a result of a tight budget year and a reallocation of resources.

As such, your organization relies heavily on student volunteers for much of your staffing. Your current volunteers are beginning to age-out of their positions, and it is difficult to find younger volunteers.

Think About:

- What can you do to stand out in a crowded field? How do you create awareness of your organization among those who give financially to and volunteer with other education-related organizations?

- What methods would you use to capture the attention of a different kind of volunteer or student?

- What methods would you use to revisit your message and craft a more effective appeal to both volunteers and potential funders?

Brainstorm:

- What are the overarching communication goals and objectives for overcoming these obstacles and/or for leveraging this opportunity?

- Outline the related strategies and actions for moving forward faster.

Case Study #4: Shaping a New Image – Staying Relevant

The Situation:

Your service-learning program seems stuck in a rut. Your programs are going smoothly--providing service-learning opportunities to students, meeting community needs, and producing some really terrific success stories here and there, but the program isn't really flourishing. You are struggling with recruitment, and enthusiasm among the faculty and administrators is waning. Your promotional materials are dated, and your program doesn't seem to appeal to new funders and partners the way it used to. You feel that your old "identity" and "pitch" for service-learning have grown stale, but your advisory board, faculty, and administrators are hesitant to make changes. "Why fix it if it isn't broken?" seems to be the message you receive from them.

Think About:

- How can you craft a message that will appeal to new partners and participants and gain media attention?
- How do you craft a message that key decision makers will find attractive? How do you get them excited again about service-learning?
- How can you best build on the strengths of your existing program to go in a new direction?

Case Study #5: Current Events

The Situation:

In this year's Presidential election, student service has played an important role in both campaigns. As part of your university's five year strategic plan, your institution plans to create 50 new service-learning courses. Your institution has received a Learn and Serve America grant to support the increase of service-learning courses on campus. To support this ramp up, your office is conducting major outreach to local area agencies to encourage them to partner with your faculty, staff, and student organizations. You would like to use the national spotlight on service to highlight your local service contributions to the community.

Think About:

- What would be the best way to use the local media and constant national dialogue on service to further your efforts?
- One of the local reporters is a former national service participant herself. How can you appeal to her to further your campaign?
- How would you go about crafting a message for her and others?

Case Study #6: Internal Champion

The Situation:

Your Service-Learning Office, which is at a large research university, has mini-grants available to assist faculty members in integrating service-learning into their courses. Your office has already established partnerships with the local, primarily African American inner-city schools and has matched college students with K-12 students in tutoring/mentoring relationships. Your mini-grant program encourages the faculty recipients to involve the students in their classes in the successful tutoring/mentoring program.

In the past, you have only recruited student volunteer tutors through student-run organizations. This has made it difficult to create a clear identification for your program among faculty members and with academic affairs.

Over the last several years, the public schools in which you have volunteers have documented a 25% increase in their students' reading scores! However, you are frustrated with the faculty's lack of interest in your program and the difficulty of defining clearly who you are and what you do. Now, you are concerned you may not generate enough faculty participation in your mini-grant program and may not be able to match enough college students with the local youth.

Think About:

- How can you use your success working with student-run organizations to build connections with the faculty?
- How can you build interest and support from the university's academic community?
- What simple efforts, tools and methods of outreach can you use most effectively?

Case Study #7: Co-Branding

The Situation:

You are partnering with a national home improvement retailer that has strong regional ties and is well known for its support of community renovation and service projects. The civil engineering class at your university is undertaking a service-learning project, and the home improvement retailer is working with them on it. The students' participation includes helping project managers with planning, surveying, and environmental analysis for several urban renovation programs. The project is going well and getting good media attention. However, every time the project receives media attention, the press focuses only on the retailer's sponsorship, but does not understand, recognize, or give credit to the work your service-learning students are doing.

Think About:

- How can you co-brand the work that the organizations are doing together?
- How can you build an identity for your class project as a force behind the efforts of your partners?
- How can you make educating the public about service-learning part of your branding?

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Brainstorm:

- What are the overarching communication goals and objectives for overcoming these obstacles and/or for leveraging this opportunity?

- Outline the related strategies and actions for moving forward faster.

Case Study #8: Leveraging Partnerships to Build Media Support

The Situation:

Your organization, Public Safety through Prevention (PSP), is a Learn and Serve community-based grantee. Your service-learning program supports local partnerships between schools and affiliates of your organization. Projects involve student teams going door-to-door in the community to ensure that people have working smoke detectors. They offer to test existing detectors, provide new batteries for those that need them, replace detectors that are not operating, and install new smoke detectors where necessary. PSP provides the materials, and students do the legwork.

The local projects receive a great deal of media attention for bolstering community relations and providing a much-needed service to the community. The problem is that while the schools are frequently mentioned throughout the media stories, PSP is not mentioned at all, and the students are not identified as being part of Learn and Serve America.

Think About:

- What strategies can you suggest to ensure that PSP and Learn and Serve receive recognition for their contributions in future media coverage?

- How can you better leverage the opportunities that are provided by the existing partnership?

Case Study #9: Working with Corporate and Business Partners

The Situation:

Your college is working with Eddie's Farm and Garden Center, which is a small, locally-owned business, on a community gardening/outdoor classroom project that kicks off with a one-day community event to clear the plot and plant. Eddie's store has provided all of the supplies and equipment, plus employee volunteers, to support the garden in this local low-income community. The project is a big step toward solidifying your college's partnership with the local elementary school, Elmwood, as you will work together with the school to develop and maintain this outdoor classroom and community garden. As part of Elmwood's science curriculum, all the 5th graders from are serving with 30 students from your college on the kick off day--during Learn and Serve Challenge Week! The project receives a lot of local and regional media attention. However, the media does not cover the involvement of Eddie's Farm and Garden Center.

The day after the event, you receive a call from Eddie, who wants to know why his business was not mentioned in the media coverage even though his company provided all of the supplies and some of the labor for the project.

Think about:

- What strategies should you have used to ensure that Eddie's received recognition for its contributions?
- How could you have used the partnership with Eddie's to gain even greater media attention?
- How can you use the media attention that was generated to expand and improve your partnerships and get future media coverage?

Case Study #10: Martin Luther King, Jr. Day

The Situation:

Your school has decided to conduct service-learning projects tied to the Martin Luther King, Jr. Day of Service (MLK Day). In doing so, you have to decide how to confront some challenges. First, your students, and a majority of your faculty members, were not even born when Martin Luther King, Jr. was alive. Of course, they know that he is an historical figure; however, they lack detailed information about him, his accomplishments, and the values and virtues that he extolled. Second, the faculty is not happy about additional responsibility being put on their plates. After all, you told them that service-learning was not an add-on. Third, students want to know why they are being asked to conduct service-learning projects on MLK Day. They want to know why they don't have the day off like all other holidays. Fourth, school is not in session on MLK Day and that may lead to some logistical obstacles. And finally, there are already other organizations and agencies in the community that are sponsoring MLK Day activities, and you want to partner with them so that they can view students as a resource and to add a youth voice to their activities.

Think About:

- Why is it important for students to learn about Martin Luther King Jr.? How can service-learning projects be designed around MLK Day so that students can learn about the man, his accomplishments, and the values and virtues that he extolled?
- How can you integrate the MLK Day service-learning projects into the classroom curriculum so that faculty members do not view it as additional work?

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- How do you convince students that MLK Day is a Day On, not a Day Off, and why?
- What logistical obstacles will you have to deal with since school is closed on MLK Day?
- How do you go about partnering with local organizations and agencies to involve your students in MLK Day service-learning projects?

Brainstorm:

- What are the overarching communication goals and objectives for overcoming these obstacles and/or for leveraging this opportunity?

- Outline the related strategies and actions for moving forward faster.

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Case Study #11: Getting Responses to Your Email Communications

The Situation:

Often when you send email to colleagues or sub-grantees, they do not respond. When you follow-up with them by phone, it is clear that they either have not read the email at all or that they have scanned it and did not realize that it required a response. Since email is the most efficient way to communicate with a large number of colleagues about your service-learning program and with sub-grantees about what is required of them, you are left in a quandary about what to do. It is not an effective use of time to make a follow-up phone call each time you need a response to your email.

Think About:

- What can you do to make your email communications more appealing for people to read?
- How can you make it more apparent when a response is required to your email?
- What other methods of communication might you use to reach your audience?

Communications Action Planning: Communicate, Connect, Adapt!

Good planning is an essential part of any communications strategy. But, even with the best laid plans, sometimes outside forces require us to change, adapt, etc. In this session, participants will explore...

- How to link to and build local media on national stories.
- How to connect the work of your program to seasonal, annual or special events.
- How to create tie in between your program and public education and awareness days.
- How to plan and strategize to meet your communications goals.

Communications Action Planning

Examples for the Organizational Tier

- National Learn and Serve Challenge local initiatives
- Back to School Events
- Local or State-wide Education Conferences
- Governor's Volunteer Conference
- Organizational- or State-level plans for Service Days (MLK Day, Make a Difference Day, National Volunteer Week, etc.)

Examples for the Event/Activity Tier

- Press release about persons attending national conferences
- Articles or events around the Learn and Serve Challenge
- Teach-ins or other activities to call attention to educational trends making the news.
- Host a service-learning or volunteer day to coincide with the release of reports such as the Report on the Teenage Volunteer Survey. Have teens in your program act as team leaders.
- Articles about service-learning to coincide with the annual release of reports on civic life, volunteering or civic engagement.
- Media event focused on Martin Luther King Day or other days of service.
- Articles that show youth in a positive light in response to articles about negative youth behaviors
- Press announcement in business section when receiving grant award

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Action Plan

Goal:				
Strategy	Actions	Who	Start-End	Status
I.	1.			
	2.			
	3.			
II.	1.			
	2.			
	3.			
III.	1.			
	2.			
	3.			

Join the Communicators Network

- Network with other national and community service communicators
- Share your stories in response to media inquiries
- Receive Corporation press releases first

E-mail sscott@cns.gov with your request to join the Communicators Network.

Learn & Serve America Communicators Institute

FOR IMMEDIATE RELEASE
Friday, October 03, 2008

CONTACT: Siobhan Dugan
Phone: 202-606-6707
Email: sdugan@cns.gov

Learn & Serve Challenge Spotlights Students As Solutions to Community Problems

Washington, D.C. -- From serving meals and cleaning rivers to tutoring and raising money for cancer research, students across the country will show how they make a difference through service-learning during the National Learn & Serve Challenge the week of October 6 through 12.



Joining under the banner of “Be a Solution,” more than 85,000 young people, educators, business leaders, and community partners nationwide will come together to spotlight the ways youth are translating what they learn in the classroom into action to improve their own lives and communities.

The National Learn & Serve Challenge is a concentrated week of activities designed to increase public understanding of service-learning, the federal Learn and Serve America program, and to inspire more communities to launch their own service-learning programs. Nearly 200 events are planned, ranging from service projects and community presentations to service-learning fairs and celebrations. Last month the U.S House passed a resolution recognizing the benefits of service learning and supporting the National Learn & Serve Challenge, and 14 governors or chief state school officers have issued proclamations.

Service-learning is a hands-on teaching method that engages young people in solving problems within their schools and communities as part of academic work and other out-of-school time activities. Research has demonstrated that service-learning increases academic achievement and student engagement, improves civic attitudes and community involvement, and decreases risky behaviors.

“We know that students who become involved in their communities through organized, intentional service-learning activities experience a range of benefits, from improved academic achievement to the development of a lifelong ethic of civic involvement,” said David Eisner, CEO of the Corporation for National and Community Service, which oversees Learn and Serve America. “By shining a spotlight on the great results that these programs have, we hope to inspire more schools and universities to embrace this powerful and proven teaching method.”

Nelda Brown, executive director of the National Service-Learning Partnership, commented, “Every day in schools and communities nationwide, young people are daring to make a difference by using the knowledge and skills they learn in school and community-based programs to help solve important community problems. And while serving others, they learn for themselves.”

Learn & Serve America Communicators Institute

Learn and Serve America is the nation's largest source of support for service-learning. Last year the program supported 1,700 grantees across the country that engaged more than 1.4 million students who served 27.9 million hours with more than 124,000 community partners. The Corporation for National and Community Service also supports service-learning through its other core programs and special initiatives, including the National Service-Learning Clearinghouse training and curriculum website, the President's Higher Education Community Service Honor Roll that recognizes outstanding colleges for their service commitments, and the Bring Learning to Life television PSA campaign.

The Challenge supports the federal goal to engage 5 million college students serving and ensure that 50 percent of America's K-12 schools incorporate service-learning into their curricula by 2010. For more information and to find local Challenge events and activities, visit: <http://www.learnandservechallenge.org>.

The Learn & Serve Challenge is a signature event of the National Service-Learning Partnership, made possible with support from the State Farm® Companies Foundation. Lead Organizing Partners include: SEANet - the State Education Agency K-12 Service-Learning Network, America's Promise Alliance, Camp Fire USA, Campus Compact, the National Service-Learning Clearinghouse, National Youth Leadership Council, and Youth Service America.

For a list of activities during the week, visit <http://www.learnandservechallenge.org>. Among the events are:

- **St. John the Baptist Elementary (St. Louis, MO):** In October students will begin a year-long partnership with the naturalists at Forest Park Forever to restore an area to native prairie grasses. Students are planting and weeding as they learn about native prairie grasses and their impact on the environment. In addition, students are participating in a pollination study where they gather data on the different kinds of pollinators, particularly bees, in this restored prairie area.
- **State Farm - Austin, Texas Operations Center:** State Farm is hosting two Learn & Serve Challenge week events: An employee Lunch & Learn workshop to teach employees what service-learning is and how to apply for service-learning grants. The is also an exhibit style event showcasing service-learning winners and participants from local schools for employees to see and learn from as well as announce new grant winners.
- **University of Maine at Farmington:** Environmental sustainability is part of the mission statement for University of Maine at Farmington. Pre-service teachers are doing a service-learning project that focuses on sustainability. They work with the Department of Environmental Protection and Agriculture in the Schools Consortium. With the information and activities that students receive from these partners and their own creativity, they develop lessons and activities to share in the local elementary and middle schools. The visit to the elementary and middle school classrooms is followed by students providing a guided tour of the LEEDS Certified Education Center.

Learn & Serve America Communicators Institute

- **Annual Convening of Service-Learning Leaders (Baltimore, MD):** At the invitation of state school superintendent Nancy S. Grasmick, local service-learning leaders, including central office staff and teachers, are meeting for the Annual Convening of Service-Learning Leaders to explore and share new and effective strategies for service-learning implementation. Maryland requires public school students to engage in service-learning as a condition of graduation.
- **Gonzaga University (Spokane, WA):** Gonzaga University students will participate in the October 4th Annual Spokane River Clean-up. They will be picking up trash on a section of the river adjacent to campus. Over 500 Spokane citizens help with the Clean-up every year. Staff and some student volunteers will act as group leaders during this event. During the week that follows, we will offer Gonzaga student volunteers an opportunity to reflect on their experience and tie it back to the University's selected theme of the year "Water."

The Corporation for National and Community Service is a federal agency that improves lives, strengthens communities, and fosters civic engagement through service and volunteering. Each year, the Corporation engages four million Americans of all ages and backgrounds in service through its Senior Corps, AmeriCorps, and Learn and Serve America programs. For more information, visit <http://www.nationalservice.gov>.

###



BASIC CHALLENGE TALKING POINTS

Use the following as suggested talking points when making a speech or talking to the media about service-learning and the Learn & Serve Challenge:

INTRODUCING SERVICE-LEARNING

- Service-learning is a teaching method that engages young people in solving problems within their schools and communities as part of their academic studies or other type of intentional learning activity.
- Students master important curriculum content by making meaningful connections between what they are studying and its many applications in the world around them.
- Service-learning also helps young people develop a range of service skills, from acts of kindness and caring, to community stewardship, to civic action.
- Service-learning is an active learning strategy that improves student engagement, which is a key factor in promoting academic achievement.
- <<INSERT EXAMPLES OF HIGH QUALITY SERVICE-LEARNING ACTIVITIES FROM YOUR LOCAL SCHOOL AND/OR COMMUNITY.>>

THE NATIONAL LEARN & SERVE CHALLENGE

- The National Learn & Serve Challenge is a weeklong series of local, state, and national events designed to raise awareness and public support for service-learning.
- What does that mean for <<INSERT YOUR LOCAL COMMUNITY/SCHOOL>>? By participating in this national week of activities, we hope to spotlight how service-learning has made a difference in the lives of young people right here in our own school/community.
- In 2006, President George W. Bush's administration established a national goal to ensure 5 million college students serve and to engage 50 percent of America's K-12 schools in service-learning by 2010.
- We're doing our part to get our nation's young people and our schools closer to this goal. After highlighting the ways learning is brought to life and communities are transformed, we hope to inspire others to launch their own service-learning activities.
- Last year, <<INSERT STATISTICS ABOUT THE NUMBER OF YOUNG PEOPLE or SCHOOLS WHO PARTICIPATING IN SERVICE-LEARNING IN YOUR LOCAL COMMUNITY OR STATE>> participated in service-learning right here in our school/community/state. We would like to see that number increase by #/% every year as we get closer to 2010.

NATIONAL



LEARN & SERVE
CHALLENGE
OCTOBER 6-12, 2008

TITLE HERE (CONT'D)

Insert your text here!



LANGUAGE FOR SUPERINTENDENT, LIEUTENANT GOVERNOR OR GOVERNOR'S MESSAGE ON THE CHALLENGE

GOAL:

Give greater visibility to service-learning in your state by requesting a message from your state's highest elected officials that officially adopts the Learn and Serve Challenge.

TIPS:

1. Do some investigation to find out who the contact person is that handles these requests.
2. Send your request in writing by fax or email (preferably on organizational letterhead). Ask your contact which method he or she prefers.
3. Include a page of information, typically a draft of your proposed message that you would like highlighted in the document.
4. When drafting your proposed language:
 - a. Start out broad and funnel down to your local area.
 - b. Include statistics.
 - c. Acknowledge that the event is being held nationally.
 - d. The proposed language should not take sides in matters of political controversy, ideological or religious beliefs, or individual conviction.
5. Be sure to leave a contact name and phone number in case there are questions about your submission.
6. Give the office 4-6 weeks lead time in order to process your request.
7. Find out about their procedure for obtaining completed documents. Will they mail it or should it be picked up? Will it also be available on their website?
8. Governmental offices use their discretion in modifying or denying any request.

TIPS FOR SOME LANGUAGE USED IN A MESSAGE ON THE CHALLENGE:

- Encourage school districts to make service-learning a regularly used instructional method.
- Explain how service-learning can enhance a student's education by making the connections between curricula and the real world.
- THE OFFICIAL fully supports and commends THOSE WORKING TO educate our students.
- The National Learn & Serve Challenge is organized by a coalition of service-learning and youth service organizations (<http://learnandservechallenge.org>). In YOUR STATE, hundreds of local and regional service-learning organizations will be conducting public awareness events and activities during the week of the Challenge (October 6-12).
- Give examples of several community groups and/or schools participating in the National Learn & Serve Challenge.
- Give examples of school districts with a service-learning graduation requirement.



INVITING STATE AND NATIONAL LEGISLATORS TO CHALLENGE AND SERVICE EVENTS

GOAL:

Give greater visibility to service-learning in your community and/or state by inviting elected officials to participate in Challenge and service events.

DESCRIPTION:

Invite (your) state and national legislators to Challenge and service events to generate attention from the legislators, the media, and your local community.

ACTION STEPS:

1. **Select the project you would most like to showcase.** Choose well-run projects that provide a clear link between service and academic or civic learning. Also be on the lookout for activities that have successfully involved students in decision-making and that have a very clear impact on their community.
2. **Start by sending a written invitation** to the legislator's scheduler or appointments secretary. For Members of Congress, you should preferably make the first contact two to three months before the time of the visit. Also, try to schedule visits during congressional recess periods, when your Member of Congress is more likely to be in his or her district. Local legislators may not have an assistant but can often be contacted through e-mail. (Addresses are often posted through the legislature.)
3. **Remember to include** your name and address with city, state and zip code + 4 digits.
4. **Include your superintendent, principal and school board in the visit.**
5. **Read the National Learn & Serve Challenge's Media Kit** for information on how to invite the media to your event.
6. **Send a letter of appreciation** after the official makes the visit, including a restatement of what you may be asking the elected official to do. See the last page of this tip sheet for a Sample Letter of Invitation.

THINGS TO CONSIDER:

- **During Congressional Recess:** recess periods are when Congress is not meeting in Washington D.C. Winter recess usually includes the month of December and early January; spring recess is in late March or early April and the summer recess is usually the full month of August until after Labor Day.
- **During Year-End Celebrations and Recognition Events:** As the school year begins to wind down, service-learning supporters often plan year-end recognition events and ceremonies to celebrate another successful year of service-learning. Consider inviting public officials to participate in these celebrations with you.
- **Don't forget to document:** Remember to take pictures to document the event, and let us know at nslp@aed.org.

NATIONAL



LEARN & SERVE
CHALLENGE
OCTOBER 6-12, 2008

INVITING STATE AND NATIONAL LEGISLATORS TO CHALLENGE AND SERVICE EVENTS (CONT'D)

SAMPLE LETTER OF INVITATION (change underlined portions):

Dear Representative or Senator Name:

I would like to invite you and your staff to visit the name of your school and/or organization during the National Learn & Serve Challenge, where we are engaged in an exciting service-learning project. Service-learning is a teaching method that engages students in solving problems within their schools and communities as an integral part of their academic studies. Students master important curriculum content by making meaningful connections between what they study and its real-life applications, and more effective citizens through acts of kindness, community stewardship, and civic action.

May we suggest that you visit us on date, time and location? This will give you an opportunity to see our program in action! We would be honored if you would state what you want them to do. To date, we have invited list of people, organizations and media you have invited. We would be honored to include you as another participant in our National Learn & Serve Challenge events.

We have enclosed a one-page profile of our program for your reference. I will contact your office within the next two weeks to follow-up on this invitation. If you have any further questions about the event, please contact contact person at phone number. Again, I hope you can join us on give the date again.

Thank you for your consideration.

Sincerely,

Your Name

Your School/Organization

Your School/Organization Mailing Address

Your Phone Number

Your Email Address

The National Learn & Serve Challenge

October 6-12, 2008

ACCEPT THE CHALLENGE!



Join your peers from around the country for a concentrated week of special events and community outreach activities designed to raise awareness and build support for service-learning.

Through the Challenge, you can:

- Spotlight the value of service-learning to young people, schools and communities
- Encourage others to launch service-learning activities
- Build support for service-learning among decision-makers
- Increase recognition of Learn and Serve America, the only federal program dedicated to service-learning

Join us in moving closer to achieving our 2010 national goals to:

- Engage 5 million college students in service
- Ensure 50 percent of America's K-12 schools incorporate service-learning into their curricula.

www.learnandservechallenge.org

Start Planning Now!

Simple ways you can participate in the Challenge:

- 👉 **Organize a service-learning t-shirt or button day at your school or organization**
- 👉 **Write a letter to the editor of your school or community newspaper**
- 👉 **Host a Service-Learning Fair to introduce or spotlight opportunities to get involved**
- 👉 **Invite key officials and the media to experience service-learning first-hand**
- 👉 **Make a presentation to your school board or city council**
- 👉 **Ask school or local officials to issue a proclamation or letter of support for service-learning**
- 👉 **Create your own service-learning YouTube video**
- 👉 **Sponsor an award ceremony or school assembly to recognize and celebrate your service-learning accomplishments**

For more activity tips and tools, visit www.learnandservechallenge.org

Gear up for the Challenge now:

- 1. Designate when and how your school or organization will celebrate.**
- 2. Register your Challenge activity at www.learnandservechallenge.org**
- 3. Join the growing community of participating partners. Email nslp@aed.org with “Proud Partner” in the subject line of your message to add your school or organization’s name to the list.**
- 4. Order your Challenge t-shirts, buttons, and more at the Online Store at www.learnandservechallenge.org**

The Learn & Serve Challenge is a signature event of the National Service-Learning Partnership, made possible with support from State Farm® Companies Foundation.

Lead Organizing Partners include: SEANet - the State Education Agency K-12 Service-Learning Network, Camp Fire USA, Campus Compact, the National Service-Learning Clearinghouse, and Youth Service America in collaboration with the Corporation for National and Community Service.

Janet Napolitano
Governor

Office of the Governor

*** LEARN AND SERVE CHALLENGE WEEK ***

WHEREAS, Arizona's youth make important contributions to the State's well-being every day of the year and Arizona depends on youth as vital community assets; and

WHEREAS, service-learning, an effective teaching method that combines service to the community with curriculum-based learning, allows students and other youth to practice knowledge, skills, and behaviors, while meeting community needs; and

WHEREAS, research has shown that service-learning has an enduring positive impact on students' academic achievement, personal and social development, and civic engagement, and empowers students and other youth to take leadership roles in improving society; and

WHEREAS, students not only learn about democracy and citizenship, and also become engaged community members through the service they perform; and

WHEREAS, service-learning activities provide students and other youth with opportunities for career exploration and the chance to develop and practice job skills; and

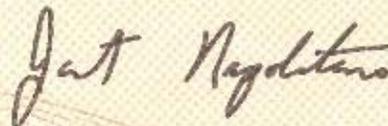
WHEREAS, it is important to encourage all Arizona teachers and schools to engage students and communities in service-learning activities;

NOW, THEREFORE, I, Janet Napolitano, Governor of the State of Arizona, do hereby proclaim October 6-12, 2008 as

*** LEARN AND SERVE CHALLENGE WEEK ***

and call upon Arizona youth and communities to engage in service-learning projects, promote the spirit of service-learning, and recognize the contributions of all those who participate in the civic and academic engagement of Arizona's young people.

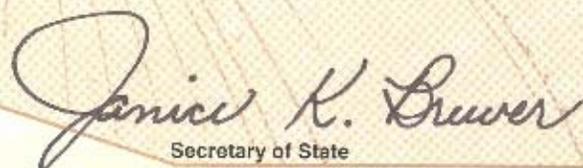
IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Arizona



GOVERNOR

DONE at the Capitol in Phoenix on this seventeenth day of September in the year Two Thousand and Eight and of the Independence of the United States of America the Two Hundred and Thirty-third.

ATTEST:



Secretary of State





Executive Department
State of Idaho

The Office of the Governor Proclamation

State Capitol
Boise

WHEREAS, Idaho's youth make important contributions to the state's welfare every day of the year, and Idaho depends on youth as vital community assets; and

WHEREAS, service-learning – an effective teaching method that combines service to the community with curriculum-based learning – allows students and other youth to practice knowledge, skills and behaviors through meeting community needs; and

WHEREAS, research has shown that service-learning has an enduring positive impact on students' academic achievement, personal and social development, and civic engagement, and empowers students and other youth to take leadership roles in improving society; and

WHEREAS, students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform; and

WHEREAS, service-learning activities provide students and other youth with opportunities for career exploration and the chance to develop and practice job skills; and

WHEREAS, it is important to encourage all Idaho teachers and schools to participate and engage others in service-learning activities;

NOW, THEREFORE, I, C.L. "BUTCH" OTTER, Governor of the State of Idaho, do hereby proclaim the week of October 6-12, 2008 to be

Learn and Serve Challenge Week

in Idaho.



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at Boise, Idaho, on this 8th day of October in the year of our Lord two-thousand and eight and of the Independence of the United States of America the two hundred thirty-third and of the Statehood of Idaho the one hundred nineteenth.

Ben Yursa

BEN YURSA
SECRETARY OF STATE

C.L. "Butch" Otter
C.L. "BUTCH" OTTER
GOVERNOR

The State of Maryland



Proclamation

From the Governor of the State of Maryland

LEARN AND SERVE CHALLENGE WEEK OCTOBER 6-12, 2008

- WHEREAS,** *Maryland's youth make important contributions to the state's welfare everyday of the year and Maryland depends on youth as vital community assets; and*
- WHEREAS,** *Service-learning, an effective teaching method that combines service to the community with curriculum-based learning, is a hands-on approach to mastering subject material while fostering civic responsibility; and*
- WHEREAS,** *Research has shown that service-learning has an enduring positive impact on students' academic achievement, personal and social development, and civic engagement, particularly among students from disadvantaged backgrounds, and that the historically high level of volunteering demonstrated by America's youth has been attributed in part to the growth of service-learning in our nation's schools; and*
- WHEREAS,** *Young people will benefit greatly from expanded opportunities to engage in meaningful service-learning. Young people should be viewed as the hope not only of the future, but also of today, and should be valued for the idealism, energy, creativity, and commitment they bring to the challenges in their communities; and*
- WHEREAS,** *Through service-learning, young people build character and learn valuable skills, including teamwork, time management, needs-assessment, and leadership, that are sought by employers.*

NOW, THEREFORE, I, MARTIN O'MALLEY, GOVERNOR OF THE STATE OF MARYLAND, do hereby proclaim OCTOBER 6-12, 2008 as LEARN AND SERVICE CHALLENGE WEEK in Maryland, and do commend everyone who contributes to the civic and academic engagement of Maryland's young people.

*Given Under My Hand and the Great Seal of the State of Maryland,
this 6th day of October
Two Thousand and eight*



Martin O'Malley
Governor
Michael B. Brown
Lt. Governor
John C. McPherson
Secretary of State



STATE OF NEW JERSEY
EXECUTIVE DEPARTMENT

Proclamation

WHEREAS, *service-learning is a method of teaching and learning that combines academic work with service to the community, where students learn by doing through a clear application of skills and knowledge while helping to meet needs in the school and broader community; and*

WHEREAS, *service-learning practice is instrumental in enhancing the quality of life for thousands of New Jersey citizens; and*

WHEREAS, *service-learning fosters civic engagement and brings people of all ages and diverse backgrounds together to identify and address common needs; and*

WHEREAS, *Learn and Serve America supports and encourages service-learning throughout the United States and enables more than one million students to make meaningful contributions to their communities while building their academic and civic skills; and*

WHEREAS, *October 6-12, 2008, has been designated nationally as a week to recognize and commend service-learning efforts throughout K-16 education; and*

WHEREAS, *New Jersey's teachers are applauded for their exemplary accomplishments engaging their students in rigorous and relevant learning through service to their communities; and*

WHEREAS, *New Jersey's young people should be viewed as the hope not only of the future, but also of today, and should be valued for the idealism, energy, creativity, and commitment they bring to meeting the needs of their communities;*

NOW, THEREFORE, I, JON S. CORZINE, Governor of the State of New Jersey, do hereby proclaim

OCTOBER 6 TO 12, 2008

AS

LEARN AND SERVE CHALLENGE WEEK

in New Jersey and, call upon the people of this State to engage in service-learning activities, promote the spirit of service-learning, and be devoted to the recognition of everyone who contributes to the civic and academic engagement of New Jersey's young people.

GIVEN, under my hand and the Great Seal of the State of New Jersey, this sixth day of October in the year two thousand eight, the two hundred thirty-second year of the Independence of the United States.

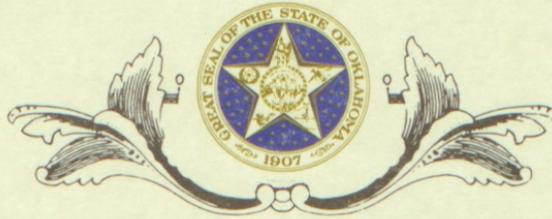


BY THE GOVERNOR:

GOVERNOR

NINA MITCHELL WELLS
SECRETARY OF STATE

STATE OF OKLAHOMA



EXECUTIVE DEPARTMENT

Proclamation

Whereas, Oklahoma's youth make important contributions to the state's welfare everyday of the year and Oklahoma depends on youth as vital community assets; and

Whereas, service-learning, an effective teaching method that combines service to the community with curriculum-based learning, is a hands-on approach to mastering subject material while fostering civic responsibility; and

Whereas, research has shown that service-learning has an enduring positive impact on students' academic achievement, personal and social development, and civic engagement, particularly among students from disadvantaged backgrounds, and that the historically high level of volunteering demonstrated by America's youth has been attributed in part to the growth of service-learning in our nation's schools; and

Whereas, young people will benefit greatly from expanded opportunities to engage in meaningful service-learning; and

Whereas, young people should be viewed as the hope not only of the future, but also of today, and should be valued for the idealism, energy, creativity, and commitment they bring to the challenges in their communities; and

Whereas, through service-learning, young people build character and learn valuable skills, including time management, teamwork, needs assessment, and leadership, that are sought by employers;

*Now, therefore, I, Brad Henry, Governor of the State of Oklahoma, do hereby proclaim
October 6 – 12, 2008, as*

"Service-Learning Week"

in the State of Oklahoma, to recognize and commend service-learning efforts and everyone who contributes to the civic and academic engagement of Oklahoma's young people.

*In Witness Whereof, I have hereunto set my hand and caused
the Great Seal of the State of Oklahoma to be affixed.*



*Done at the Capitol, in the City of Oklahoma
City, this 10th day of October, in the
Year of Our Lord two thousand and eight,
and of the State of Oklahoma in the one hundredth
year.*

M. Susan Savage
SECRETARY OF STATE

Brad Henry
GOVERNOR

ATTEST:

The State of Washington



Proclamation

WHEREAS, Washington's youth make important contributions to the state's welfare everyday, and Washington depends on youth as vital community assets; and

WHEREAS, service-learning, an effective teaching method that combines service to the community with curriculum-based learning, is a hands-on approach to mastering subject material while fostering civic responsibility; and

WHEREAS, research has shown that service-learning has an enduring positive impact on student achievement, personal and social development, and civic engagement, particularly among those from disadvantaged backgrounds, and that the historically high level of volunteerism is due, in part, to the growth of service-learning in our nation's schools; and

WHEREAS, through service-learning, young people build character and learn valuable skills including time management, teamwork, needs-assessment, and leadership—abilities that are sought by employers; and

WHEREAS, young people should be viewed as the hope not only of the future, but also of today, and should be valued for the idealism, energy, creativity, and commitment they bring our communities;

NOW, THEREFORE, I, Christine O. Gregoire, Governor of the state of Washington, do hereby proclaim October 6-12, 2008, as

Learn and Serve Challenge Week

in Washington State, and I urge all citizens to join me in this special observance.

Signed this 12th day of September, 2008

Governor Christine O. Gregoire





A Proclamation

Whereas Wisconsin is committed to developing a civically engaged workforce prepared with 21st century skills; and

Whereas Wisconsin schools and communities believe in taking shared responsibility for nurturing thriving communities; and

Whereas Wisconsin recognizes the need for an education system that inspires learning for the common good, with students using their abilities to make our democracy stronger, our economy more viable, and our social systems healthier; and

Whereas service-learning is an effective instructional strategy that engages students in applying academic knowledge and skills to solve personally relevant community issues; and

Whereas service-learning strengthens classroom instruction by providing a meaningful context in which to utilize communication, critical thinking, problem solving, and other 21st century skills critical to a global economy; and

Whereas research has shown that service-learning has an enduring positive impact on students' academic achievement, civic engagement, and personal and social development; and

Whereas young people should be viewed as the hope not only of the future, but also of today, and should be valued for the idealism, energy, creativity, and commitment they bring to the challenges in their communities; now

Therefore, be it resolved that

the week of October 6-12, 2008, be devoted to the recognition of everyone who contributes to advancing service-learning as an effective pedagogy in Wisconsin's schools, and be designated as Learn and Serve Challenge Week in Wisconsin.



Elizabeth Burmaster
State Superintendent of Public Instruction