SERVICE-LEARNING IN CALIFORNIA: A PROFILE OF THE CALSERVE SERVICE-LEARNING PARTNERSHIPS (1997-2000)

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Executive Summary
Service-Learning in California: A Profile of the CalServe Service-Learning Partnerships (1997-2000)

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Background and Methodology

Responding to the National and Community Service Act of 1990, the California Department of Education developed the CalServe Initiative to support K-12 service-learning partnerships that would enhance student academic achievement and civic responsibility, increase teacher effectiveness and satisfaction, heighten school district awareness of service-learning, and provide authentic service to the community.

In 1997, following the completion of a statewide study of service-learning conducted by RPP International, CalServe enlisted the Service-Learning Research & Development Center (SLRDC) at the University of California, Berkeley to assist with the development of the 1997-2000 local evaluation process. This process was designed to assist CalServe partnerships in the collection of participation and impact data for their local service-learning activities. The data collected were also to be used to develop a statewide profile of service-learning participation and impact across CalServe's funded partnerships. The profile report summarized here presents the findings from this three-year statewide evaluation effort.

During the 1997-2000 funding cycle, a total of 38 local school-based service-learning partnerships (34 each year) were funded to implement K-12 service-learning district wide. CalServe expected that these grants would help achieve Superintendent Delaine Eastin's Year 2000 Goal of having 25% of California's school districts offer

students at least one community service or service-learning opportunity at each grade span (K-5, 6-8, 9-12) during their K-12 education.

CalServe asked partnerships to conduct yearly evaluations to promote local self-reflection and program improvement, to provide information for the construction of a picture of service-learning in the state, and to establish accountability. The overall question addressed in the statewide evaluation profile of these partnerships was, "How is service-learning impacting students, teachers, schools and communities?" All partnerships were required to report on two types of student impacts—the growth of academic knowledge and skills and the development of civic responsibility. In addition, partnerships were asked to select one other area to address—impacts of service-learning activities on teachers, impacts on schools/districts, or impacts on communities.

In addition to the reports submitted by individual partnerships, SLRDC staff conducted intensive site visits of seven partnerships during the 1999/2000 academic year. During these visits, focus groups and individual interviews were conducted with participating students, teachers, administrators, service-learning coordinators, and community members or agency contacts.

Measurement of Student Academic Impacts. Since service-learning can be used at any grade in any subject matter area, flexible assessment methods were needed to assess academic outcomes. Moreover, both teacher and student perspectives on student learning were desired. Consequently, local partnerships were asked to report and discuss academic impact data for classrooms using at least three different assessment strategies. They were asked: (1) to collect student self-assessments of their content learning using an approach called a "KWL" (what I Know; what I Want to

know; what I have Learned); (2) to use teacher-generated assessments of targeted content learning ("Anchor Tasks"); and (3) to collect student scores on California's standardized achievement test (the STAR). Partnerships were also encouraged to include other measures of academic success that might speak to the effects of service-learning on student learning. To make it practical for partnerships to obtain this richer description of the academic impacts of service-learning, they were encouraged to restrict their evaluation efforts to just a sample of classrooms within their partnerships.

Measurement of Civic Responsibility. To assess the impact of service-learning on students' civic development, the SLRDC developed and distributed a Civic Responsibility Survey (CRS) during Years 1 and 2. Three grade-appropriate forms of this pre-test/post-test survey were sent to all local evaluation teams as a possible measurement instrument. Those partnerships that chose to use the CRS were offered the services of SLRDC in the processing of data collected using this survey during 1997/98 and 1998/99. To try to understand findings of the surveys from the first two years and to pursue questions about how various service-learning activities might lead to different civic attitudes among students, a new survey was developed by SLRDC and administered by seven of the 34 CalServe partnerships in Year 3 (1999/2000). These seven partnerships also cooperated in more detailed documentation of the service activities in sample classrooms and provided access to teachers and students for detailed interviews about civic attitudes, knowledge, and skills as well as about other aspects of service-learning implementation.

Other Measurement Procedures. While all local CalServe partnerships were requested to gather information on students' academic and civic development using the suggested methods, they were free to develop their own methods for studying their

third category of impact (i.e., impacts on participating teachers, on schools and districts, or on the community).

The following pages provide a summary of the study's findings regarding implementation, impacts, and sustainability of service-learning. Implications for practice, research, and evaluation are also discussed.

Implementation of Service-Learning

Although individual partnerships varied widely in the number and kinds of students engaged in service-learning, across all the partnerships it can be said that service-learning activities were implemented with:

- More than 86,000 students at all three grade-spans (amounting to as many as 1/4 of the total number of students in participating districts).
- Students representing all of California's major ethnic groups.
- Students just beginning to learn English ("English Learners") as well as those fluent in the language.
- Students from low income and low achieving schools as well as those from more middle class and advantaged backgrounds.

From an analysis of the background of a sample of teachers participating in CalServe partnerships, it appears that a majority of them were fairly new to service-learning, having tried this teaching methodology in their classrooms for two or fewer years. Topics that teachers chose for service-learning varied but most often centered on core subject matter areas (e.g., English, Science, History, etc.). The time students spent providing service tended to involve a total of 10 or fewer hours. (This average

does not include time spent beforehand preparing for service or time afterward reflecting on service.) Efforts most frequently involved educational, environmental, or human service projects at public school sites or locations near school sites.

Goals articulated by partnerships in their reports were:

- Stated very generally, making it difficult for partnerships to map their own progress.
- Focused principally on the immediate tasks of enlisting the participation of the primary stake-holders in the partnership and on having a successful impact on students.
- Less concerned with long-term efforts such as sustainability, coordination with other school initiatives, or with influencing district policies.
- Connected partially with the developmental status of the partnership (such as focusing on community needs and training of constituents in the early years of the partnership, working on tighter curriculum integration after a few years of operation, and teacher recruitment when the emphasis shifted to sustainability).
- Not necessarily related to the goals that individual teachers adopted for their service-learning activities.

Impacts of Service-Learning

Student Academic Impacts. Partnerships experienced difficulties in measuring the academic impacts of service-learning. Though a great deal of information was obtained through partnership reports and site interviews about the diversity of academic goals in local service-learning activities, many teachers had difficulty clearly

specifying their primary academic goals or designing tasks suited to their stated academic goals. Consequently, data collected by local partnerships using the various measurement approaches were insufficient to allow overall generalizations to be made about the extent of academic learning achieved by students while engaged in service-learning activities. However, the reviewed data, especially from the intensive study interviews, provided clues that should be pursued in subsequent research focused on program features related to high levels of academic learning.

Characteristics of implementation that appear to be important for facilitating academic outcomes include the following:

- *Clarity of Academic Goals:* the extent to which a teacher has thought through the subject matter concepts to be taught via service-learning and explicitly communicates these goals to students
- *Connection between Goals and Activities:* the match between the type of targeted concepts or skills and the *nature* of the service-learning activities (e.g. if problem-solving skills are targeted, the degree to which students engage in problem solving activities)
- *Reasonable Scope:* the likelihood that the learning goals can be substantially addressed within the amount of time devoted to the service-learning activities
- *Support by Focused Reflection:* the degree to which reflection activities relate directly to the concepts to be taught.

Student Civic Impacts. Analyses of the 1997/98 and 1998/99 Civic Responsibility Survey data by SLRDC indicated that students' sense of civic responsibility increased in some classrooms where service-learning was used.

However, increases did not occur uniformly and were of different magnitudes in various classrooms. As with academic impacts, a review of the survey results and the interview findings suggests that there are no simple relationships between students' participation in service-learning activities and civic outcomes. Rather the data suggest that there were:

- Substantial differences in teachers' goals regarding civic responsibility and citizenship outcomes.
- Disparities among classrooms in whether, how much, and in what way students' civic attitudes were changed.
- Linkages between student attitudes about service and students' personal interests and previous service experiences.
- Differences in students' thinking about good citizenship (for example, individual differences among students in their citing of moral, social or political behaviors when defining civic responsibility).

Teacher Impacts. Data collected from participating teachers suggested that they were motivated to use service-learning for a variety of reasons and that they learned about its possibilities from many different sources. Most often, however, teachers reported that they used this pedagogical strategy to motivate students to enjoy school and to help them acquire important civic, social, and personal skills. Teachers' service-learning goals were varied, and the nature of the particular goals selected seems to have had a profound effect on implementation strategies.

Teachers were asked how they benefited personally from using service-learning. Their responses focused on contributions such as the acquisition of better teaching management skills, increased subject-matter knowledge, enhanced relationships with

students, and more opportunities to collaborate with other teachers and members of the community. The challenges most frequently cited by teachers involved logistical difficulties in arranging service activities, a need for more planning time, and the need for more support from administrators and other teachers. Many of these difficulties might be ameliorated with better and more continuous professional development.

District and Community Impacts. Only a few partnerships explicitly addressed either district or community impacts during Year 1 (1997/98) or Year 2 (1998/99). Those that did evaluate school and district impacts tended to do so informally and frequently concluded that:

- Understanding of service-learning had increased among school and district administrators.
- Strategies had been identified to advance service-learning at the school and district levels.

Interviews conducted by SLRDC staff with administrators and coordinators during 1999/2000 also indicated other positive benefits that local administrators and staff believed were attributable to service-learning activities being carried out in their schools—that involvement by parents and community members had increased, that school climate had improved, and that feelings of "community" within the school had grown.

Community outcomes reported by partnerships included the following:

- The community was involved in various ways (ranging from simply receiving student volunteers to partnering with teachers to develop curricula and assessments).

- Services performed by students met a legitimate need in the community.
- Service-learning assisted the work of community agency partners, generating positive feelings toward participation in the partnership.
- Service-learning activities positively affected attitudes toward youth in the community.

Sustainability of Service-Learning

The primary goals of the CalServe Initiative are not only to promote but also to sustain and institutionalize service-learning in California's K-12 schools. Examination of the 1997-2000 local partnership evaluation reports and the site visit interview data led to the identification of key factors that were related either to advancement or to lack of progress in the sustainability efforts of local service-learning partnerships:

- Many partnerships tended to focus the bulk of their attention on expanding the number of participating teachers and schools rather than on building the quality of their service-learning efforts.
- Few partnerships established clear and comprehensive long-term visions of their partnerships.
- Partnerships focused predominately on immediate issues and were often not clear about the meaning of sustainability or the long-term implications of practices such as depending on temporary funding for key staff.
- Personnel turnover hindered many partnerships' ability to sustain service-learning activities.

- Sustainability was promoted by strategies such as tying service-learning to other educational reform efforts in the district or developing an issue focus that promoted long-term collaborations with community partners.

Conclusions and Recommendations

This three-year study of service-learning in California has provided important insights into ways partnerships can improve the practice and evaluation of service-learning and has identified questions about key components of service-learning that future research needs to clarify.

Implications for Ensuring High-Quality Practice. In reviewing student outcomes of service-learning reported by partnerships, it became clear that most teachers would have profited from more assistance in selecting, evaluating, and reflecting on students' attainment of academic and civic impact goals and from time dedicated to planning for better achievement of those goals. To ensure that real community needs are met, teachers as well as representatives of the community need to be involved in discussions about competing priorities in the selection and implementation of service activities.

Recommendations:

- *Urge partnerships to build in sufficient time and ongoing support for teachers and other participants to develop clear goals for academic and civic knowledge and skills to be gained through service-learning and ways of evaluating and continuously improving these outcomes.*
- *Acknowledge the developmental nature of quality implementation by urging partnerships to devote ongoing resources to two types of professional development – individualized assistance and feedback, and group discussions*

that promote intellectual stimulation and the feeling of camaraderie and participation in a larger worthwhile effort.

- *Use the expertise of experienced teachers who use service-learning to help train new teachers.*
- *Be mindful of the extra work required for teachers to implement service-learning and carefully consider each additional requirement presented to participants, especially in relation to evaluation activities and coordination activities with community partners.*

Implications for Sustainability and Institutionalization. Partnerships need to visualize what sustainability for service-learning might look like in their districts. Partnerships need assistance in clarifying and articulating particular types of school and district or community outcomes that fit in with their long-term goals and in working out reasonable ways of confirming these school/district and community impacts. In addition, partnerships need to place sufficient emphasis on improving the quality of all implemented activities and take steps to minimize personnel turnover. Among the recommendations offered to enhance service-learning partnerships' sustainability are the following:

Recommendations:

- *Help partnerships conceptualize a clear and comprehensive vision by supplying examples of successful district-wide service-learning initiatives.*
- *Provide CalServe grants to fund the development of formal district-wide strategic plans for sustaining and institutionalizing service-learning.*
- *As part of the granting process, require school districts to provide a financial match to support key coordinating positions.*

Implications for Local Evaluation. The 1997-2000 local evaluation process was structured to accomplish multiple goals—evaluation of program implementation and improvement, sustainability, impacts on all participants, and best teaching practices.

The data collected during the SLRDC study suggest that one process and methodology cannot successfully accomplish all of these goals. Given the limited resources available and the expertise required for effective evaluation of the various aspects of service-learning, choices need to be made about the primary goals and most suitable methodology for each particular evaluation effort. In addition to sharpening the focus of evaluation, a number of procedural and strategic steps might improve the effectiveness of the local evaluation process and facilitate the statewide evaluation of service-learning programs.

Recommendations:

- *Separate the local and state evaluation processes by having local partnerships focus their evaluation primarily on studying implementation and program effectiveness issues and by having the state be responsible for studies of impacts on various participants.*
- *Tie the local evaluation process more firmly to partnerships' efforts to achieve their own goals and benchmarks, not to their success in satisfying criteria imposed from outside the partnership. Ensure that local ownership of the evaluation is maintained when state-led evaluation guidance is provided.*
- *Provide incentives to encourage partnerships to conduct longitudinal evaluations of program implementation and improvement.*
- *Explore ways of maximizing the use of evaluation funds (e.g., establishing regional centers for training and technical assistance in service-learning evaluation, networking evaluators and local evaluation teams for collegial feedback and problem-solving, etc.).*
- *Use a variety of contexts and types of interactions (such as focus groups, e-mail exchanges, and evaluation reports) to collect feedback and ideas from local evaluation teams for improving the evaluation process.*

Implications for Research on Impacts and Best Practices. This study suggests that more research is needed on the implementation of service-learning as it relates to student development in the areas of civic responsibility and academic learning. In order to carry out such investigations, different targeted aspects of civic responsibility and citizenship need to be clearly differentiated. Similarly, different types of academic learning objectives need to be clearly conceptualized and operationally defined if their achievement is to be evaluated and linked to instructional practices.

In addition to clarifying definitions and being more specific about civic and academic goals, special attention needs to be paid to evaluation issues, such as the match between goals articulated for particular service-learning activities and the measures used to assess impact. More research is needed to make the connections clearer between service-learning curricula and the development of knowledge and skills in various subject matter areas. More work also needs to be done to increase understanding of ways particular service-learning experiences interact with student characteristics such as previous service-learning experience, existing attitudes and values, and dominant intellectual interests.

In order to build better theories of the links between service-learning teaching practices and student outcomes, the field currently might be better informed by well-executed case studies carried out in partnership with teachers and focused on particular service-learning goals and practices, as opposed to experimental studies that employ standardized tests of general subject areas to compare large heterogeneous collections of classrooms being taught with or without service-learning.

Recommendations:

- *Clarify the range of definitions of civic and academic outcomes for service-learning and develop measures that match the types of learning emphasized.*
- *Use detailed case studies as well as existing theory and research to develop hypotheses about key civic and academic learning domains impacted by service-learning, about student behaviors that indicate growth in these domains, and about implementation practices frequently associated with positive outcomes of these various types.*
- *Look for relationships between growth in civic and academic areas during service-learning and student characteristics such as existing attitudes, values, interests, and previous service-learning experience.*

Implications for Research on Sustaining and Institutionalizing Service-Learning. Findings from this study pertinent to the sustainability of service-learning suggest that more information is needed on basic issues such as strategic planning, staffing approaches, and the contextualization of such strategies to particular districts and partnerships.

Recommendations:

- *Use the current school reform literature and new research to investigate productive approaches for strategic planning and visioning, for maintaining stability of staff and resources, for promoting program quality, and for creating collaborations with other district programs and community partners.*
- *Investigate distinctions in the development and sustainability of partnerships of different types over time.*

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We dedicate this profile report to all the members of the CalServe Service-Learning community.

Chapter 1

California's K-12 Service-Learning Initiative: Background and History

Summary

This report presents a statewide profile of the goals, accomplishments, and impacts of 35 K-12 service-learning partnerships that participated in the California Department of Education's service-learning initiative (CalServe Initiative) between 1997 and 2000. The findings detailed in the report represent partnerships' responses to a set of overarching questions, which focused on detailing the impacts of service-learning on students, teachers, schools, districts, and the community. These responses were analyzed by researchers from UC Berkeley's Service-Learning Research & Development Center over the three-year period.

This document provides a detailed discussion of various topics related to the impact of service-learning, the nature of service-learning participation, service-learning implementation, and the evaluation of service-learning. The findings of the report represent emerging findings that shed light on overarching issues and themes that are appear to be important to California's service-learning partnerships. These findings can be useful in the development of research hypotheses that can guide future investigations of service-learning.

The profile report contains loosely coupled chapters that can be read collectively or independently. Chapter 2 of the report provides an overview of service-learning participation in California. Chapter 3 focuses on teachers and the important role they play both in determining the learning goals and objectives of service-learning and in influencing the ultimate impact service-learning has on students. Chapters 4 and 5 focus on the impact of service-learning on students academic achievement and civic responsibility, respectively. Chapter 6 discusses the impacts of service-learning on school, districts, and community. Chapter 7 moves to a broader discussion on the sustainability and institutionalization of service-learning. And Chapter 8 analyzes the local and state evaluation processes and provides recommendations for how to improve

these processes. The report's Epilogue provides suggestions that might be considered for advancing service-learning in California.

Overall, the findings detailed in the profile report make several contributions that may help advance California's K-12 service-learning initiative and deepen our general understanding of the benefits and limitations of service-learning. Specifically, the report (1) provides a statewide account of the various levels of participation of service-learning in California; (2) provides a deeper understanding of the degree to which local evaluation can be used as a process for continuous program improvement; (3) provides a glimpse of the challenges of having local educational practitioners assume evaluation roles and of the amount of technical assistance needed to make such a process successful; (4) confirms prior research findings about the importance of program context for understanding and interpreting outcome data; (5) sheds light on the challenges of conducting cross-site analyses in statewide studies of service-learning; (6) raises important questions about the role evaluation plays in advancing service-learning in school districts; and (7) reveals the challenges in conducting rigorous research aimed at capturing the kinds of definitive research findings that many in the service-learning field continue to seek.

Introduction

This document presents a statewide profile of the goals, accomplishments, and impacts of 35 K-12 service-learning partnerships that participated in the California Department of Education's service-learning initiative (CalServe Initiative) between 1997 and 2000. Based on data collected from the 35 local partnerships (hereafter referred to as CalServe partnerships) over this three-year period, the report paints a landscape of service-learning participation in California and addresses various important issues regarding the impacts, implementation, sustainability, and evaluation of service-learning. The findings detailed in this report represent the culmination of a series of

data analyses conducted by researchers at the University of California-Berkeley's Service-Learning Research & Development Center (SLRDC) between September 1998 and December 2000. As is described in greater detail later in this report, the findings presented here support several findings from previous service-learning research studies and shed light on new issues that expand our understanding of service-learning practice and evaluation.

History of K-12 Service-Learning Research and Evaluation in California

The establishment of the CalServe initiative in 1992 spawned the development of local service-learning partnerships throughout the state. While most partnerships have focused on implementing service-learning in schools within a district, a small number of partnerships have been multi-district, focusing their efforts on implementing service-learning across several school districts. The primary source of funding to support these service-learning partnerships has been competitive grants offered through the CalServe Local Partnerships Grants Program, with federal funding from the Corporation for National Service's Learn and Serve Program. The first series of three-year grants were offered in 1992. Since that time, almost $15.5 million in grant funds have been awarded to 139 service-learning partnerships in the state.

Since 1992 evaluation has been considered an important component of CalServe partnerships' service-learning implementation process. The 1992 CalServe grants established the "10% rule" for evaluation, a practice that exists today. The 10% rule formalized the importance of evaluation by requiring each partnership to expend a

minimum of 10% of its grant funds for the evaluation of its partnership's activities. As part of the evaluation process, each partnership has been required to submit an annual evaluation report to the California Department of Education detailing the accomplishments and impacts of its service-learning effort. This annual evaluation report has become known as partnerships' *local evaluation report*.

Overall, the goal of the local evaluation process and the culminating local evaluation report has been to encourage partnerships to assess the degree to which they have been successful in achieving their proposed goals and objectives. In the early years of the CalServe Initiative, the flexibility of the evaluation process allowed each partnership to establish its own evaluation criteria. As a result, partnerships focused on issues they believed to be most important for the advancement of their effort. While some partnerships chose to hire external evaluators to complete their report, other partnerships completed their report internally. For the most part, the local evaluations focused on the partnerships' needs and not necessarily on broader issues or outcomes that are important to the statewide advancement of service-learning. This established format for conducting local evaluation set a precedent for how the CalServe local evaluation process would be conducted over the next five years (1992-1997).

In order to gain an understanding of the participation trends, impacts, and best practices of service-learning on a statewide basis, the California Department of Education contracted with RPP Associates in 1994 to conduct a three-year external evaluation of service-learning in California (Weiler et al., 1998). This study (referred to as the "RPP Study") was conducted between 1994 and 1997 using a selected sample of

classes in California's service-learning partnerships. As this study was underway, CalServe partnerships continued with their local evaluations and the production of their annual local evaluation reports. Portions of the RPP Study's design were based on a design used in a national study of K-12 service-learning, which was being conducted concurrently by Brandeis University (Melchior, 1998).

The RPP study proved to be an evaluation milestone for service-learning. Not only was it was the first comprehensive statewide study of K-12 service-learning conducted in the United States, but it was one of the few studies that focused on multiple impact areas. Using the same primary impact areas identified in the Brandeis Study, the RPP Study investigated the impacts of service-learning on students, teachers, schools, and community. Focusing less on local issues and more on generalizable, cross-partnership issues, the RPP study shed light on some important, broad impacts of California's K-12 service-learning activities. Along with identifying several positive impacts on students, schools, and teachers, the RPP Study was one of the first service-learning studies to identify "program quality" (e.g., the quality of the service-learning experience) as a strong predictor of positive student impacts. This finding was corroborated and strengthened both by findings ultimately detailed in the Brandeis Study, and by subsequent studies conducted by other researchers.

In 1997, on the heels of the RPP Study report, the staff of the CalServe Initiative met with the staff at UC Berkeley's SLRDC to discuss ways in which CalServe partnerships' local evaluation process could be used to collect data that could be aggregated across the partnerships to produce a statewide report on the participation

levels and impacts of service-learning. The goal was to maximize the utility of the local evaluation reports by having the reports provide useful data to both the local partnerships and the state. As is described in full detail in Chapter 8, this idea developed into the establishment of the *1997-2000 CalServe Local Evaluation Process*. This new process refocused the role and purposes of partnerships' local evaluations.

Statewide Profile of Service-Learning in California (1997-2000)

In essence, the 1997-2000 Local Evaluation Process attempted to blend a statewide study of service-learning with the partnerships' local evaluations. With the RPP study completed and the next three-year cycle of partnership funding beginning, the California Department of Education (CDE) sought a way to maximize the utility of the local evaluation process (which continued to utilize 10% of CalServe partnerships' budgets). Specifically, the CDE sought to improve partnerships' use of local evaluations for their own continuous improvement while providing the state with a profile of service-learning participation in California. This profile report details the findings from this effort.

To accomplish this combined evaluation process, several parameters on how to conduct the local evaluation process were set. Specifically, partnerships were required to establish a local evaluation team that would convene key stakeholders, work collaboratively to collect and analyze evaluation data, and suggest recommendations for partnership improvement based on their evaluation findings. The hope was that this process would reduce the tendency for partnerships to see evaluation as an activity

an evaluator did independently rather than being a responsibility shared among key partnership participants.

In addition, the 1997-2000 Local Evaluation Process set some parameters around the issues on which partnerships would focus their local evaluations. While, in the past, all investigated issues were determined by individual partnerships, the new Local Evaluation Process provided a set of *overarching questions* for partnerships to address in their evaluations. The set of overarching questions emerged from those addressed in the RPP Study and other general questions considered important to all partnerships. Specifically, the overarching questions were divided into the four impact areas that were investigated in both the RPP Study and the Brandeis Study. Exhibit 1.1 lists the overarching questions.

Exhibit 1.1

1997-2000 CalServe Local Evaluation Process Overarching Questions

- **STUDENT IMPACTS**
  - *Educational Success*:
    - How well do students learn curricular content through service-learning?
    - To what degree does service-learning affect students' overall school performance?
  - *Civic Responsibility*
    - How does a student's sense of civic responsibility change when he/she engages in service-learning?

- **TEACHER IMPACTS**
  - Why do teachers engage in service-learning? Why do teachers choose service-learning as a teaching strategy?
  - To what degree does service-learning affect their teaching?

- **IMPACTS ON SCHOOLS AND DISTRICTS**
  - To what degree are district personnel aware of service-learning, and how has this level of awareness changed?
  - How has service-learning advanced at the school, in the district, etc? How is service-learning spread and implement at the school, in the district?

- **COMMUNITY IMPACTS**
  - What impacts has service-learning had on the community?
  - To what degree have students provided a "service" to the community?

In addition to these overarching questions, the CalServe partnerships were asked to provide data on service-learning participation (how many students, what types of service-learning activities, which subject areas, and the like). From the overarching questions emerged a reporting format that guided the partnerships in the collection and reporting of their data (see Chapter 8). The overarching questions served to identify a set of common issues whose findings, as reported by the CalServe partnerships, would be aggregated on a statewide basis by researchers at the SLRDC. This profile report contains the findings of this statewide analysis.

Profile Report Data Collection and Analysis

The findings presented in this profile report are based on data provided by CalServe partnerships in their 1997-98, 1998-99, and 1999-2000 local evaluation reports. The data collection began in September 1997 and was completed in August 2000. Between September 1998 and December 2000, researchers at the SLRDC reviewed all of the local evaluation reports submitted and analyzed data quantitatively and qualitatively, as appropriate, by impact area. A description of the specific analyses conducted for each impact area is provided in the respective sections of this report.

During the final year of the study (1999-2000), researchers at SLRDC conducted an intensive study of seven of the 35 partnerships. The purpose of this intensive study was to engage the researchers in a more in-depth investigation of the impacts of service-learning on students, teachers, schools, district, and the community. The seven partnerships that volunteered to serve as intensive study sites agreed to provide a full

set of data in their evaluation reports for three classrooms and a comparison classroom (a classroom in which service-learning was not being used) as well as to participate in a set of site visits and interviews led by researchers at SLRDC. The site visits, which included interviews of students, teachers, administrators, and community agency representatives, helped the SLRDC researchers gain a better and deeper understanding of the context in which each of the seven partnerships operated. This context assisted the researchers in identifying important variances in partnerships that help explain why certain impacts are more common in some partnerships than in others. The data collected from the intensive study sites were analyzed qualitatively and the findings from these analyses are included in the respective chapters of this profile report.

It should be noted that this profile report is not intended to be a "research report." Rather, it is intended to provide a discussion of various topics related to the impact of service-learning, the nature of service-learning participation, service-learning implementation, and the evaluation of service-learning, in the context of 35 partnerships that participated in the CalServe Initiative between 1997 and 2000. All of the findings presented in this profile report are based on data that were self-reported by the partnerships. In this regard, the individual data provided by each partnership have not been verified or validated. Additional limitations regarding specific aspects of the data collection, instrumentation, and data analysis for each impact area are discussed in the respective individual chapters. At best, the findings presented in this report should be considered emerging findings that shed light on overarching issues and themes that appear to be important to California's service-learning partnerships. These findings can

be useful in the development of research hypotheses that can guide future investigations of service-learning.

Structure of the Report

The profile report is structured as loosely coupled chapters that can be read collectively or independently. Each chapter begins with a chapter summary, which is followed by a detailed narrative. Each of the main chapters (Chapters 2-8) ends with a set of recommendations for future consideration of the topic. Embedded in most of the chapters are exhibits, which are numbered separately and sequentially by chapter (e.g., Exhibit 2.1, Exhibit 2.2, Exhibit 4.4, and so on). Appendices that are connected with the chapters are located at the end of the profile report and are also numbered sequentially by chapter.

The first chapter to present findings is Chapter 2, which provides an overview of service-learning participation in California. It includes information on student and teacher participation, the grade spans at which service-learning occurs most often, and other participation data. The report then concentrates on teachers and the important role they play both in determining the learning goals and objectives of service-learning and in influencing the ultimate impact service-learning has on students (Chapter 3). In chapters 4 and 5 the focus shifts to the student impact areas of the overarching questions. Chapter 4 discusses the impact of service-learning on students' academic achievement and overall educational success, and Chapter 5 looks at the impact of service-learning on students' development of civic responsibility and citizenship.

Chapter 6 focuses on the overarching questions relating to the impacts of service-learning on school, districts, and community. Although only scant information was provided by CalServe partnerships on this set of overarching questions, the chapter suggests important directions for further study. Chapter 7 moves to a broader discussion of the sustainability and institutionalization of service-learning. Next, Chapter 8 analyzes the local and state evaluation processes and recommends ways to improve these processes. The Epilogue provides suggestions that might be considered for advancing future service-learning efforts in California.

Although this profile report is not intended to provide definitive findings about the impact of service-learning, it does make several contributions to California's K-12 service-learning initiative and to the general understanding of the benefits and limitations of service-learning. First, the report provides a statewide account of the various levels of participation of service-learning in California, as reported by the partnerships; this had not been done before in the state. Second, it provides a deeper understanding of the degree to which local evaluation is used as a process for continuous program improvement. Third, the report provides a glimpse of the challenges of having local educational practitioners assume evaluation roles and the degree of technical assistance that is needed to make such a process successful. Fourth, the report confirms prior research findings on the importance of program context for understanding and interpreting outcome data. For example, the report reveals how the validity of service-learning data is often diminished when they are separated from their specific contexts. Fifth, the profile report sheds light on the challenges of conducting

cross-site analyses in statewide studies of service-learning. Sixth, the report raises important questions about the role evaluation plays in advancing service-learning in school districts. And seventh, the report reveals the challenges in conducting rigorous research aimed at capturing the kinds of definitive research findings (e.g., causal relationships) that many in the service-learning field continue to seek.

References

Melchior, Alan (1998). Final report: National evaluation of Learn and Serve America school and community-based programs. Brandeis University, Center for Human Resources and Abt Associates, Inc.

Weiler, D., LaGoy, A., Crane, E., & Rovner, A. (1998). An evaluation of K-12 service-learning in California: Phase II Final Report. Berkeley, CA: RPP Associates.

Chapter 2

A Profile of Service-Learning Participation and Activities in California (1997–2000)

Summary

Responding to the National and Community Service Act of 1990, the California Department of Education developed the CalServe Initiative to support K–12 service-learning partnerships that would enhance student academic achievement and civic responsibility, increase teachers' effectiveness and satisfaction in their teaching, heighten school district awareness of service-learning, and provide authentic service to the community. During the years 1997–2000, a total of 38 different local school-based service-learning partnerships (34 each year) were funded to implement K–12 service-learning activities. These partnerships were expected to begin to develop their activities district-wide, anchoring the state's effort to reach the goal in the year 2000 of having 25% of California's school districts offer students at least one community service or service-learning opportunity at each grade span (K–5, 6–8, 9–12) during their K–12 education.

CalServe asked partnerships to conduct yearly evaluations to promote local self-reflection and program improvement, to supply information for the construction of a picture of service-learning in the state, and to establish accountability. The overall question addressed in the statewide evaluation profile of these partnerships was, "How is service-learning impacting students, teachers, schools and communities?"

A preliminary step in summarizing the impact of these service-learning partnerships involved the collection of descriptive information pertinent to two questions:

1. *Whom did these local service-learning partnerships involve in these programs (i.e., which students, teachers, schools, and service recipients)?*
2. *What did they set out to do—What were their goals and objectives?*

The purpose of this chapter is to provide data relevant to these two questions about the participants and goals in the 1997–2000 local CalServe partnerships. It contains:

- A general description of the audiences served by these partnerships—students, teachers, schools, and service beneficiaries

- A summary of selected features of the context of the various programs—demographic and socioeconomic characteristics of the communities and program participants
- A profile of the nature and level of student involvement (for example, services provided, the number of students involved compared to the district and school enrollments, and so on)
- An overview of the service-learning goals and objectives of the partnerships and a sample of classrooms from 29 of the partnerships
- A set of overall conclusions and recommendations for advancing service-learning in California by clarifying the focus and participant trends of K–12 partnerships.

Although individual partnerships varied widely in the number and types of students engaged in service-learning, across all the partnerships it can be said that the service-learning teaching approach was well-implemented, with:

- more than 86,000 students at all three grade-spans (which averages to 1/4 of the total number of students in the districts),
- students representing all of California's major ethnic groups,
- students just beginning to learn English as well as those fluent in the language,
- students from low income and low achieving schools as well as those from more middle class and advantaged backgrounds.

From an analysis of the background of a subsample of teachers participating in these CalServe partnerships, it appears that most were fairly new to service-learning, having tried this teaching methodology in their classrooms for two or fewer years. Topics that teachers chose for service-learning projects were variable but most often centered on core subject matter areas. The actual time students spent providing service tended to involve 10 or fewer hours and efforts most frequently involved educational, environmental, or human service projects at public school sites or locations near school sites.

As will be described in this chapter, overall goals articulated by partnerships were:

- stated generally, rather than specifically, making it difficult to use them to map partnerships' progress or to plan technical assistance,
- focused principally on the immediate tasks of obtaining the participation of the primary stakeholders in the partnership and on having a successful impact on students,
- less concerned with long-term efforts such as sustainability, coordination with other school initiatives or reforms, or with influencing district policies,
- connected in interesting ways with the developmental status of the partnership,

- not predictive of teachers' particular student outcome objectives.

Since individual partnerships varied widely in the numbers and types of students, teachers, and schools that were engaged in service learning, more information is needed about the challenges involved in implementing and sustaining effective service-learning programs. Succeeding chapters in this volume will present pertinent insights and hypotheses abstracted from the local evaluation reports as well as from site visits conducted by SLRDC during 1999–2000.

Background and Data

The profile of current service-learning activity in California contained in this chapter has been generated from descriptions provided during the years 1997 to 2000 by 34 of the 38 partnerships funded by CalServe. Each of these service-learning partnerships was asked to provide yearly information specified in a set of evaluation guidelines. Partnerships had the option of submitting their partnership description data using a "report form" template provided by the Service-Learning Research and Development Center (see Appendix 2–A).

For the 1997–98 school year, 13 of the 34 funded partnerships submitted partnership descriptions using the Partnership Description Report Form (PDRF). Another 16 partnerships submitted at least some information about goals and/or service-learning participation within a narrative type of final report (see Exhibit 2.1). In 1998–99, 18 partnerships used the report form format to submit information about their partnership and 6 more provided some narrative description of their goals. In the final year of the grant cycle, 28 partnerships submitted at least partial information using the PDRF and one more provided information about partnership goals in the text of its report. Four of the 38 funded projects failed to provide descriptive information about their partnerships at least once during this three-year funding cycle.

Exhibit 2.1
Number and Type of Reports
Containing Descriptive Information About Local Partnerships

School Year	PDRF Submitted	Narrative Report
1997–1998 (34 funded)	13	16
1998–1999 (34 funded)	18	6
1999–2000 (34 funded)	28	1

General Description of the 1997–2000 Partnerships

Developmental Status of Partnership. As mentioned earlier, 38 partnerships distributed throughout all parts and regions of the state were funded during the 1997–2000 funding cycle—30 for all three years, 4 for two years (1998–2000), and 4 for one year (only 1997–98). Since this was not the first funding cycle for service-learning in California, some partnerships had been under development for a varying number of years.

Exhibit 2.2 contains a classification of the 34 partnerships under funding from 1998–2000 (Years 2 and 3) according to this "partnership development" variable. This exhibit also contains a description of this grouping of partnerships[1] according to the nature of their community contexts, the number of school districts they included (single or multiple-district model)[2], and their size (number of schools and students involved).[3] As this exhibit reveals, longer-established partnerships showed greater development in terms of involving more schools and students. However, the correlation of size with

[1] Note that only 33 of these 34 partnerships submitted partnership information at least once during the 3-year cycle. The partnership with missing data could not be classified in terms of its size or the nature of its communities.
[2] Single district models were partnerships consisting of a single school district. Multiple district models consisted of two or more school districts.
[3] "Large" partnerships had at least 3,000 students (20% of district/s) and 12 schools involved in service learning and district enrollments of at least 15,000. "Medium" partnerships had at least 1000 students in 5 schools involved.

longevity of the partnership may partially be due to the fact that a good number of rural partnerships (which tend to be smaller in size) were funded during the last three years. Appendix 2–B contains more detail about the number of districts, schools, classrooms, and students involved in each partnership during the 1999–2000 school year.

Exhibit 2.2
Classification of CalServe Partnerships Funded During 1997–2000

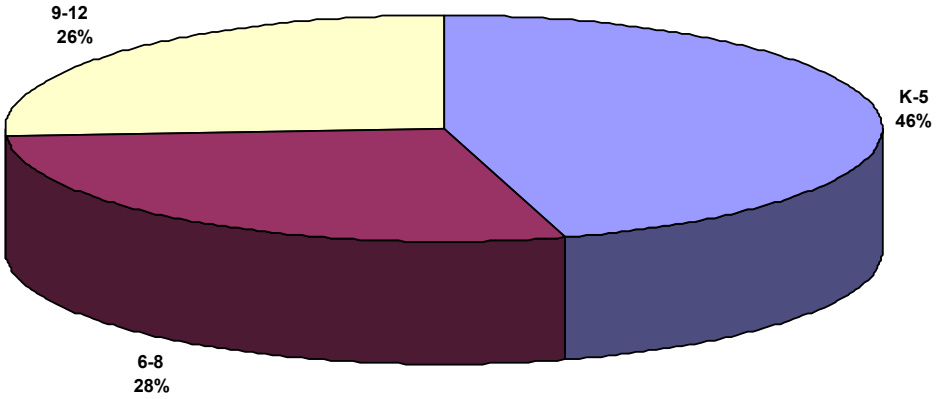
Type of Partnership	Type of Community Context					District Model [2]		Size of Partnership [3]		
	Rural	Suburb	Urban	Mixed	No Report	Single	Mltpl	Small	Med	Lrg
Sustainable 1997 (n=13)	3	2	3	3	2	7	6	5	2	5
Sustainable 1998 (n=9)	2	2	4	1	-	8	1	1	6	2
Developmental (New in 1997) (n=12)	7	2	1	2	-	11	1	8	4	-
TOTALS	12	6	8	6	2	26	8	14	12	7

Grade Level of Participating Students. Of the 34 partnerships, 31 submitted reports for 1999–2000 that provided at least some breakdown of student participation by grade level. Exhibit 2.3 charts the relative proportion of students engaged in service-learning in grades K–5, 6–8, and 9–12. As this diagram indicates, across these 31 partnerships a little more than one quarter of the participating students were in the middle school grades (28%) and about the same proportion were in the high school grades (26%). A little less than half of the participating students (46%) were in the elementary grades. The actual percentage of students at these three grade spans differed considerably from partnership to partnership, as one would expect given the fact that some were centered in elementary school districts and some in high school districts.[4] As an example of this variability, eight partnerships had over 50% of their

[4] Appendix 2–C lists percentages of students at the three grade spans for each partnership individually.

participating students in the elementary grades, five partnerships had over 50% of their participating students in the middle school grades, and nine partnerships had 50% or more of their participants at the high school level.

Exhibit 2.3
Grade Span Distribution of CalServe Partnerships During 1999–2000



Ethnic Classification of Participating Students. In 1999–2000, 32 of 34 partnerships provided information about the ethnicity of students taking part in service-learning. Calculating the percentages of students in the seven ethnic categories across these 32 partnerships yields a profile of students involved in service-learning during the final year of the grant cycle. This 1999–2000 ethnicity profile of participating students looks different from the current enrollment averages for California. It also differs in some ways from the sample of 12 service-learning partnerships that reported ethnicity data in 1997–98. As Exhibit 2.4 shows, in 1999–00 there were fewer Hispanic and White, but more Asian, Black, and Filipino students engaged in service-learning in this sample of 32 partnerships than in the California schools as a whole. There were also substantially more Asian and fewer White students in the 99/00 than in the 97/98 service learning samples. These differences are due in large part to the nature and location of the partnerships contributing data to these tallies in the different years.

Exhibit 2.4
Race/Ethnicity of Students Engaged in Service-Learning (1999–2000)

	Percentages of Participating Students by Race/Ethnicity						
	American Indian	Asian	Pacific Islander	Filipino	Hispanic	Black	White
Ave. S-L % 1999–2000 (32 partnrshps.)	1.2	23.5	1.3	5.7	27.6	14.0	25.7
% Range (1999–2000)	0 – 11.5	0 – 42.1	0 – 6	0 – 29	6 – 98.7	1 – 49.5	1 – 83.9
California Ave. %	0.9	8.0	0.6	2.4	42.2	8.6	36.9
Ave. S-L % 1997–98 (12 prtnrshps.)	1.3	7.2	1.6	5.7	30.6	15.8	36.4

In 1999–2000, the largest numbers of students engaged in service-learning were participants of urban partnerships in Northern California where there are greater proportions of Asian and Black students and fewer Hispanic and White students. Although indicating considerable ethnic diversity among students engaged in service-learning as a whole, the average figures, thus, do not fully capture the variation that existed across and within the different partnerships. The second line of Exhibit 2.4 (and Appendix 2–D) shows the *range* of ethnic percentages across the 32 partnerships. The distributional data reinforce the point that students of varied ethnicities took part in the service-learning conducted throughout California during this three-year period.

Students with Limited English Language Skills. Thirty-one partnerships supplied information from which the number of students engaged in service-learning classified as "English Learners" (formerly called Limited English Proficiency) could be estimated. The average percentage of such students across this group of partnerships was *14.6%*, which is more than 10% lower than the state average of 24.9%, again because of the lower participation rate of students from the urban partnerships in

Southern California (where relatively larger numbers of English Learners reside). However, the percentage of students not yet proficient in English varied considerably across the partnerships, ranging from 0 to more than 75% of the participating students**.** (Appendix 2–E contains EL data tallied separately for individual partnerships).

Income Level of Participating Students. Although data are not available on the socioeconomic status (SES) of individual students engaged in service-learning, the number of low income students may be estimated by examining the percentages of students in participating schools whose families received CalWORKS assistance (formerly AFDC) or who qualified for Free or Reduced-Cost Meals in 1998–1999.[5] Exhibit 2.5 displays the percentage of students receiving CalWORKS benefits and/or free or reduced price meals in the schools participating in 31 CalServe service-learning partnerships.[6] The state averages for those variables are also included for comparison.

Exhibit 2.5
Percentage of Low-Income Students Participating in Service-Learning (1999–2000)

	Counts as Percent of Enrollment in Schools for 31 CalServe Partnerships	Counts as Percent of Enrollment in all California Public Schools in 1998/99
CalWORKS: Average Percentage	**15.5%**	**16.0%**
CalWORKS: Range of Percentages	**0—71.6%**	
Free/Reduced Price Meals: Average Percentage	**42.7%**	**47.6%**
Free/Reduced Price Meals: Range of Percentages	**0—99.4%**	

[5] The count of AFDC (Aid to Families with Dependent Children) children is one factor used to distribute a number of state and federal categorical aid programs. Since the Welfare Reform Act of 1996, California's program has been called CalWORKS and the federal program, TANF. The percentage of students enrolled in programs for free or reduced price meals also indicates the number of low-income families in schools.

[6] It is assumed that the students taking part in service-learning in each school represent the same distribution of income levels as are present in their schools as a whole.

These data suggest that there were slightly fewer low-income students in the schools employing service-learning than was true for the state as a whole. However, the second and fourth row of the table provide the range of the averages of low-income families across the 31 service-learning partnerships. These figures indicate wide variation (from 0 to 71.6% CalWORKS recipients and from 0 to 99.4% receiving Free/Reduced meals) in the number of low-income students where service learning was being used as a teaching strategy (see Appendix 2–F for individual partnership data).

Academic Risk Status. Among the special population counts reported for each school participating in service-learning was the percentage of Compensatory Education students. This designation indicates the number of students at a school participating in the Federal Title I and/or the state Economic Impact Aid/State Compensatory Education (EIA/SCE) program. Title I provides funds to schools in high poverty areas and EIA/SCE provides funds to low-achieving schools with high proportions of transient, low-income, or English learner students. The goal of both programs is to improve student achievement in reading and mathematics. Exhibit 2.6 (and Appendix 2–G) indicate that CalServe partnerships in 1999–2000 included schools that had widely different numbers of Compensatory Education students. The distribution of at-risk students within partnerships may be viewed in terms of five different patterns. Six partnerships had *no* compensatory education students in any of their participating schools. Seven partnerships had low percentages in all their schools, and two had moderate numbers in all participating schools. Seven partnerships had high percentages (above 45%) of compensatory education students in all of their schools. Nine partnerships included schools that varied widely in the number of educationally at-risk students (from none to 100%).

Exhibit 2.6
Percentage of Compensatory Education Students in Schools Participating in Service-Learning (1999–2000)

Various Percentage Patterns in Partnership Schools				
Extreme Variability 0 to 100% Across Schools	No Compensatory Education Students In Schools	Low Percentages (0 to 45%) in All Partnership Schools	Mod.Percentages (33 to 67%) in All Partnership Schools	High Percentages (45% and above) in All Schools
9 Partnerships	6 Partnerships	7 Partnerships	2 Partnerships	7 Partnerships

Another group of students who might be considered educationally "at risk" are those who are enrolled in continuation high schools. Service-learning was conducted with a sizeable number of continuation high school students within the CalServe partnerships over the past three years. At least 15 continuation high schools participated in service-learning within 9 of the partnerships. One partnership exclusively focused on the involvement of continuation high school students and the development of a placement model form of service-learning for continuation students.

The Nature and Level of Student Involvement

Subject Matter Areas. Students participating in service-learning sponsored by CalServe partnerships during the 1997–2000 funding cycle increased their knowledge in a variety of subject matter areas while providing many different types of services of benefit to others. Over 30 subject areas were identified as the focus of service-learning by the partnerships. Exhibit 2.7 displays the ten subject matter areas that were most commonly listed in the local evaluation reports submitted in 1999–2000. In this list representing the service-learning projects in 33 partnerships, four of the five subjects most frequently enhanced by service-learning were core academic areas—Language

Arts, Science, Social Science, and Mathematics. (Appendix 2–H contains the entire listing of subject matter areas.)

Exhibit 2.7
Most Frequent Subject Areas for Service Learning in 1999–2000

Subject Area	Number of Partnerships with 1+ Projects in Subject Area
English/ Language Arts	32
Science	30
Social Science/ History	26
Art	25
Mathematics	23
Leadership	22
Computer Education	19
Interdisciplinary / Integrated	18
Health Education	16
Careers	16

Services Provided. The Corporation for National Service uses four areas and associated subcategories to describe services provided via service-learning, Although the total number of projects in California conducted in each area is not known, reports from CalServe partnerships during 1997–2000 indicated a higher concentration of student effort on projects providing Environmental and Educational services. Services focusing on Health & Human Needs were selected somewhat less often, and services in the Public Safety area were the least frequent. Exhibit 2.8 displays the number of different types of projects reported by 33 partnerships to have taken place within the four general service areas during 1999–2000. Also included in this table are subcategories in each area reported by at least ten partnerships. (See Appendix 2–I for the entire list.)

Exhibit 2.8
Services Provided By CalServe Partnerships in 1999–2000

	Total Reports of Provided Services Categorized by Area			
Service Area	**Environment**	**Education**	**Health & Human Needs**	**Public Safety**
# Different Types of Projects Reported by 33 Partnerships	185	179	150	86
Subcategories Reported by 10+ Partnerships	School/Cmm.Garden Envirnm. Education Energy Conservation Restore Public Lands Educ. Envir. Safety Revitalize Nghbrhds. Monitor Natural Resources Construct or Maintain Trails	Read to Children Mentor Others Tutor Others School Support Coordinate S-L Teach Classes Teach Preschoolers Organize Games	Tobacco Prevention Support for Elderly Serve Meals–Hmless./Needy Othr. Srv.: Hmless. Health Education (HIV,Nutrition) Drug Use Prevntn. Support–Sp.Needs Support—Hospitlzd.	Teach Conflct Res. Mediate Disputes Crime Prevntn./ Safety Educ. Educ.about Fire, Earthquakes, etc

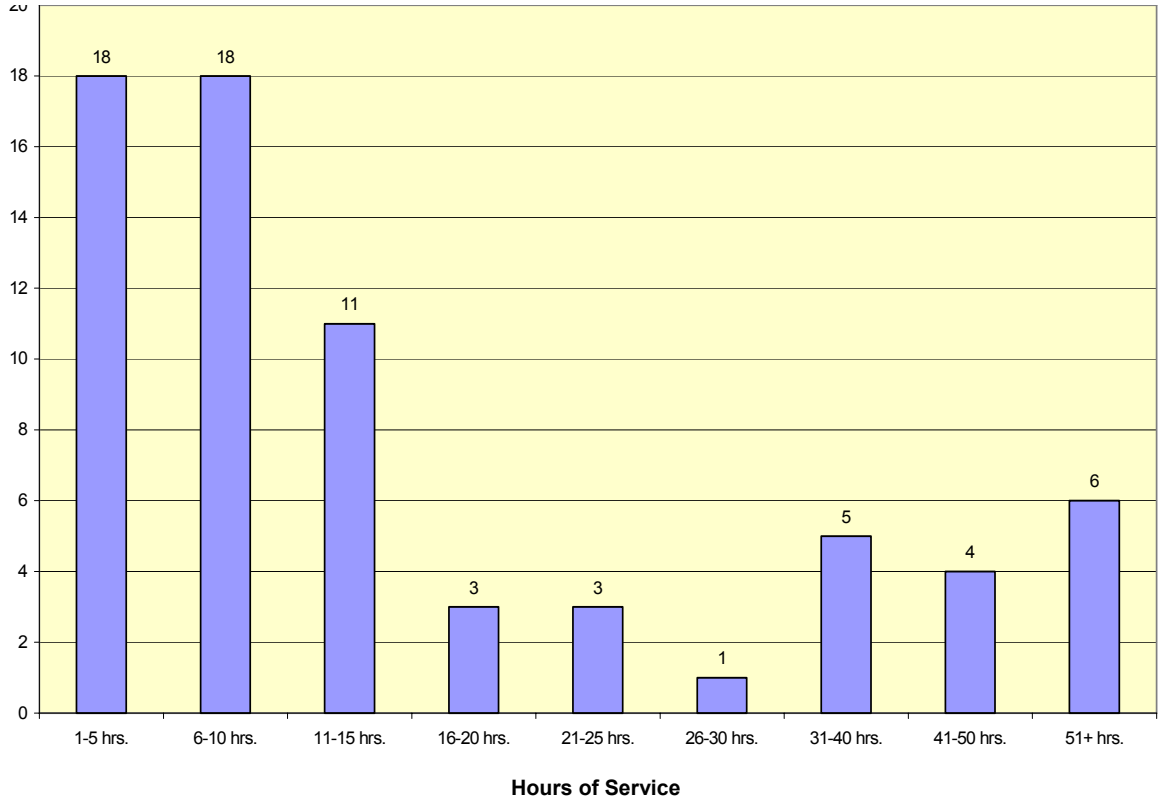
Beneficiaries of Service. Given the above summary of the most common types of services provided, it is not surprising that "other K–12 students" and "the environment" were the most frequent beneficiaries of service-learning activities, being listed by almost every partnership that submitted an evaluation report during 1997–2000. The general public, seniors, economically and educationally disadvantaged or at-risk youth, families, and school site staff were also listed by 15 or more partnerships as benefiting from service-learning taking place in their schools. (Appendix 2–J contains the full list of beneficiaries with the number of partnerships indicating service to each.)

What may not be obvious at first from these lists of services and beneficiaries is the extent to which CalServe projects tended to be carried out in students' own school or at a nearby site. Most of the educational project types together with the health, safety, and environmental education projects and the school garden and creek

restoration projects took place at or near students' own school. The frequent selection of these types of projects is understandable. The problems for K–12 service-learning posed by transportation, parental permission for off-campus activities, and coordination with those receiving service seem to be important determinants of the manageability of projects for teachers, as will be further discussed in Chapter 3.

Length of Service. Although partnerships did not report the average and range of service hours for all of their service-learning activities, they were asked to report this information for a small sample of projects studied for their evaluation reports. In the 1999–00 Partnership Descriptions, 27 of the 34 partnerships reported the number of service hours performed by students in 68 different projects they examined in more detail. (Partnerships mostly described between one and three projects.) Exhibit 2.9 shows the distribution of service hours for these 68 projects.

Exhibit 2.9
Student Hours of Service in Sample of 68 CalServe Projects During 1999–2000



As this graph indicates, students in more than half of the service-learning projects in this sample devoted 10 hours or less to the service component. About one fourth of this sample of projects engaged students in more than 25 hours of service, and, because a number of them involved 100+ hours of service, the service component averaged 20 hours for the entire group of 68 projects. The lower number of service hours for most of these CalServe projects contrasts with descriptions of California programs studied by RPP International (Weiler, LeGoy, Crane, & Rovner, 1998), where the median length of service was 28 hours over the year, and of those examined in the Brandeis Learn and Serve America study (Melchior, 1998), where "well-implemented" middle and high school programs averaged 70 hours of direct service.

Previous studies of service-learning and community service have reported mixed findings with regard to the importance of this length of service factor for student outcomes. For example, Weiler (Weiler et al., 1998) found no relationship between total number of service hours and student outcomes, but found that some of the projects where students developed close relationships with service recipients had stronger civic outcomes. Williams (1992) found that at least 10 hours of community service were required for students to show gains in civic and social attitudes, but Patterson (1987) found that less than 20 hours was ineffective in producing such effects. The RAND study of college students (Gray, Ondaatje, Fricker,& Geschwind, 2000) found than 20 or more hours of direct service per semester produced stronger reported gains in college students, but the strongest effects relating to length of service were in the outcome areas of life skills and academic skills rather than civic participation. Chapters 3, 4, and 5 will provide more detail both about the difficulty of collecting good information from teachers about the length, distribution, and nature of service and about the way

information about teacher objectives and project focus can help clarify relationships between the amount and type of service and various types of student outcomes.

Level of Student Participation in Service-Learning. The level of student participation can be viewed both in terms of the absolute number of students who engaged in service-learning in projects initiated by these CalServe partnerships, and in terms of the percentages of enrolled students in participating districts who were given the opportunity to engage in this type of learning experience. According to the last participation figures reported by each partnership, almost 86,000 students were engaged in service-learning by 32 of the 34 partnerships. This number of students represented nearly one quarter of the total number of students enrolled in the districts participating in the CalServe Initiative. However, both the number of participating students in each partnership as well as the relationship of these participation numbers to district enrollments varied widely. For example one partnership engaged only 17 students in 1 school (2% of the district's enrollment) whereas another partnership engaged more than 27,000 students in 86 schools (41.7% of the 5 districts' enrollment).

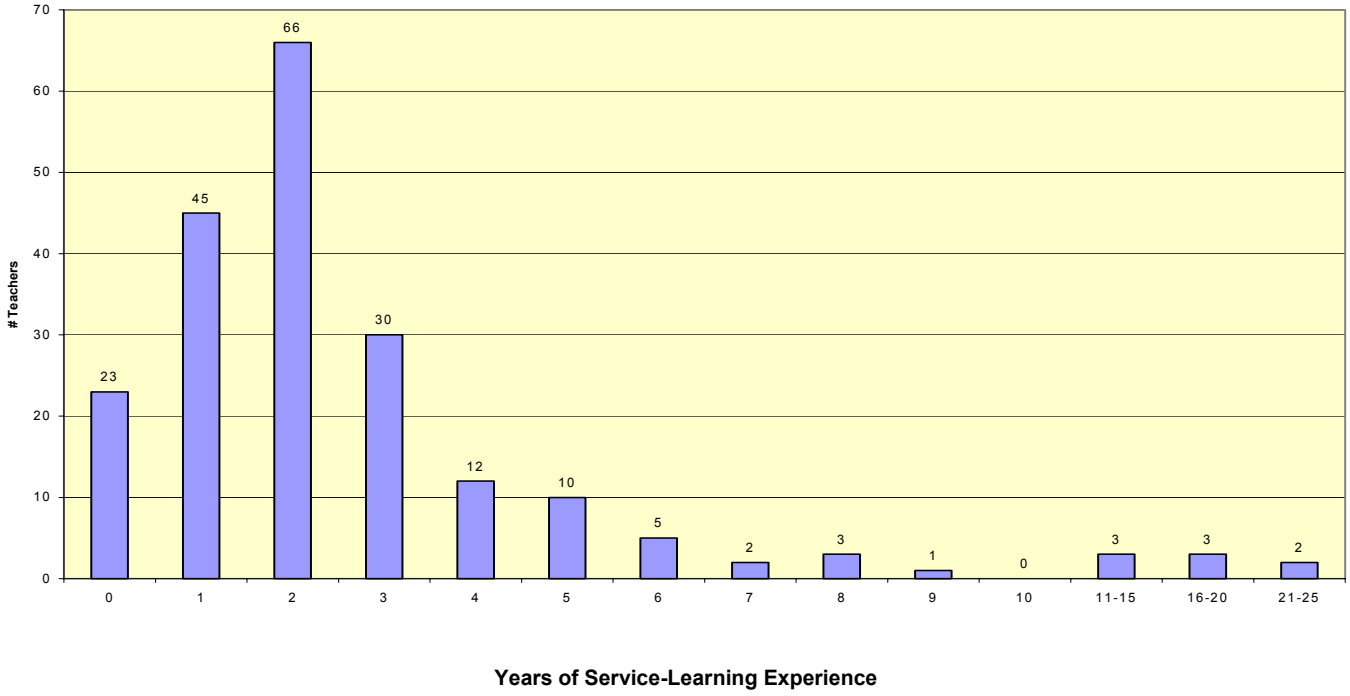
Some partnerships were able to expand participation rapidly whereas others stayed at about the same level of operation or experienced decreases in their number of service-learning schools and classrooms over the grant period. Appendix 2–K contains information on the absolute number of students participating in service-learning activities sponsored by each partnership during 1999–2000 and also displays the percentage of these students relative to the numbers of enrolled students in districts served by each of those 32 partnerships. The factors that appear to impact buy-in of schools and teachers and sustainability of programs will be examined in many of the succeeding chapters.

The Nature and Level of Teacher Involvement

The time, effort, and expense that would have been required by local evaluation teams to collect descriptive and background information on every teacher implementing service-learning would have exceeded reasonable expectations, especially for the larger partnerships. Even partnerships that conducted extensive inservice training found it hard to collect implementation data on all participating teachers every year. In an effort just to document the extent of the use of service-learning in its 5-district partnership, one team sent a brief questionnaire each year to its five district liaisons who queried all 87 school principals. Coordinators of smaller partnerships either made periodic direct personal contacts with teachers using service-learning or had school-site liaisons keep track of and report on the implementation of service-learning. Many partnerships were able to report information only on the small sample of teachers selected for the focused evaluation of student outcomes. Using local evaluators' most recent reports of the number of participating classrooms in their partnership, we can conservatively estimate that the number of teachers using service learning across the state as part of the CalServe Initiative was 2,570 in the last year of the grant cycle.

The service-learning background of a subgroup of 205 teachers was reported by 27 partnerships for the 1999–2000 school year. Although this sample of teachers varied widely in the number of years they had been in the teaching profession (ranging from 0 to 38 years, with an average of 10.4 years), their experience using service-learning as a teaching methodology averaged 2.8 years, with two thirds of the teachers reporting using service-learning for two or fewer years. Exhibit 2.10 displays the distribution of these 205 teachers according to their years of experience using service-learning.

Exhibit 2.10
Service-Learning Experience in 1999–2000 Sample of CalServe Partnership Teachers
(n=205)



Interestingly, it was *not* true that the teachers new to service-learning were in the "New" partnerships and that the teachers with more experience were in the partnerships that had been in operation for more than three years. Twenty-one of the 27 reporting partnerships (14 of which were in the "Sustainable" categories) had at least one teacher in the local CalServe evaluation effort with two or fewer years of experience using service-learning. Teachers with ten or more years of service-learning experience were included in all three types of partnerships. More details about teachers' reasons for using service-learning, their previous experience, and their implementation strategies (data drawn primarily from the 1999–2000 "intensive" evaluation of seven partnerships) will be discussed in Chapter 3.

Partnership Goals and Objectives

In their annual evaluation reports, partnerships were asked to summarize their goals and objectives. They usually responded to this request by reproducing information about goals and objectives from their original grant proposal or renewal application. Although these outlines were brief and were not meant to fully capture each partnership's plans, they do describe major priorities and salient concerns of each partnership during the grant cycle.

A categorization was done of the information included in partnership evaluation reports about vision, goals, and objectives across the three years, using a 16-category classification derived from the CalServe rubric for the 1996–1999 Request For Applications (see Appendix 2–L). A count was made both of the number of statements and number of partnerships referring to each of the following categories:

- Community Needs—assessment or meeting of school or community needs
- Youth Voice—youth involvement in the design or planning of service-learning
- Systemic Educational Reform—linking and integration with local policies and initiatives and other educational reforms and programs
- Indicators of Success—specific measurable indicators of program effectiveness for students
- Curriculum Integration—connection with the core curricular program of the school
- Professional Development for Educators—information about service learning as a teaching strategy & provision of training and resources to improve implementation
- Professional Development for Community Partners and other Stakeholders
- Teacher Recruitment—processes to increase the number of service-learning practitioners in the partnership (Statements about program dissemination goals indirectly implying goals for increased teacher involvement tallied separately.)
- Recognition—activities planned to acknowledge service by stakeholders
- Partnership—broad-based involvement and ongoing collaboration of schools, community, youth, county offices, and IHE's
- Coordination and Management—highly qualified coordinator and staff with duties clearly defined and sufficient time for implementation
- Organizational Commitment/Support for Sustainability—interest and readiness to establish the service-learning initiative and programmatic support to sustain it
- Local Policies and Standards—participation of school boards & administrators to include service-learning in school and district's plans and procedures

- Programmatic Buy-In—cultivation of programmatic support within district or school
- Financial Sustainability—planning to reduce reliance on CalServe funds by exploring other funding sources and linking to other programs
- Evaluation—planning to assess outcomes and impact on various stakeholders and utilizing findings to improve the program

A few general observations can be made about goals and objectives articulated by the partnerships on their partnership descriptions. Most of the goal statements in the evaluation reports did not change much over the three years. The few modifications that did occur had to do with changes in a major curricular focus for a partnership or a change in school or grade level recruitment targets. In connection with these cases, it should be noted that only a few partnerships adopted a narrow curricular or project focus, such as literacy or maintenance of the environment, and it was only in these cases that partnership goals seemed to influence the goals of participating teachers.

Overall, the goals and objectives listed for partnerships were stated quite generally—in a form that was similar to those in the rubric. For example, partnerships tended to say they wanted to improve students' academic achievement or their sense of civic responsibility or to recruit more teachers into service-learning. This characteristic of generality resulted in partnership goals and objectives not being that different from one another, despite the fact that there were qualitative differences in partnership operations and in the activities carried out in classrooms. Nonspecific wording of goals and objectives also makes it more difficult to assess whether or not a partnership has met its objectives over the funding cycle.

In spite of goals being generally stated, some categories of goals had higher priority than others, in terms of their frequency of inclusion in partnership descriptions (see Exhibit 2.11). More than half of partnerships focused on general classes of student outcomes (*success indicators*), on the *professional development of teachers*, on activities

fostering or strengthening *partnership* relations, and on securing and sustaining *organizational commitment*. These areas of emphasis make sense in that they include each of the major stakeholder groups needed to implement service-learning and relate to the primary activities of those managing the partnership.

Exhibit 2.11
1999–2000 Partnership Goals and Objectives

Number of Partnerships Stating Various Goals & Objectives		
Categories of Goals and Objectives	**# Prtnrshps.**	**# Statemnts.**
Indicators of Success	23	78
Professional Development–Educators	23	41
Partnership	21	30
Organizational Commitment or Support--Sustainability	20	29
Curriculum Integration	17	26
Teacher Recruitment	13	15
Program Dissemination—Implying Teacher Recruitmnt	11	11
Partnership Coordination & Management	11	14
Professional Development—Commun. Partners etc.	10	11
Community Needs	9	15
Youth Voice	7	7
Local Policies/ Standards	6	6
Systemic Educational Reform	5	6
Programmatic Buy-In.	5	5
Recognition	4	4
Evaluation	4	4
Financial Sustainability	2	2

Only a few partnerships mentioned *youth voice*, *recognition activities*, *local policies and standards*, *systemic educational reform*, *programmatic buy-in*, *financial sustainability*, and *evaluation*. These types of objectives may have had less salience for different reasons. Youth voice and recognition activities may have been viewed more as a classroom-level goal to be planned and carried out by individual teachers. Local policies, systemic reform, and programmatic buy-in may have been seen as the type of goals that take more than three years to accomplish and ones that cannot always be affected by desires and actions of partnership staff. Financial sustainability, though important, may also

have been seen as a more remote (and perhaps unattainable) goal. Evaluation may not have been listed as a goal because of the fact that its inclusion was mandated. Judging from our interactions with many partnerships, evaluation is also frequently seen as something they *have* to do rather than something they *want* to do (see Chapter 8 for more details).

Because the funded partnerships were organized and under development for a varying number of years, CalServe had classified them into three different categories according to their years of prior experience with service-learning, designating them in 1997 as "Sustainable 1997" (three years prior experience), "Sustainable 1998" (two years prior experience), or "Developmental" (new in 1997). Consequently, in another analysis, stated goals and objectives were tallied separately for these different types of partnerships to look for "developmental" changes in goals and objectives for partnerships. The point of this analysis was to examine the question of whether or not partnerships focus on different challenges the longer they are in operation. (Appendix 2–M contains this grouping of the partnerships according to their longevity together with a tally of the goals they articulated.) An examination of these data suggests some possible differences in goals and objectives occupying the attention of partnerships at different stages of development:

1) More *developmental* partnerships mentioned goals having to do with assessing or fitting in with particular *community needs* and providing information and *training for community partners*. Such an emphasis makes sense in the initial years of a partnership's operations, because it is just beginning to establish productive connections with community partners.

2) All but one of the partnerships that had just *two* prior years of experience mentioned working on *curriculum integration*, a focus not so frequently stated by other types of partnerships (either developmental or sustainable partnerships). It seems possible that once an initial group of teachers is recruited and given basic information about the implementation of service-learning, the next step might involve tightening up the connections of service activities to curricular standards and frameworks.

3) All but one of the partnerships mentioning *youth voice* were either developmental or had only two years experience. It is possible that this element of service-learning is one that is salient, but seen as a challenge to newer partnerships.

4) Among all the *sustainable* partnerships (those with two or three years of previous experience), teacher recruitment was a dominant goal. Having already established an operating foundation of teachers and community partners (which is the focus of *developmental* partnerships), gearing up to meet the goal of offering service-learning opportunities to 25% of students by the year 2000 may have been seen as the next big challenge for sustainable partnerships.

Teacher Goals and Objectives

Given the fact that academic and civic goals were stated very generally in Partnership Descriptions and that most differences among partnerships centered around general organizational goals such as recruiting and training teachers or community partners, we next examined the 1999–2000 descriptions of service-learning activities in 77 individual classrooms within 29 partnerships to look for commonalties and distinctions in the student outcome goals of individual teachers. Information about particular activities and associated objectives for a small sample of classrooms were

requested both on the Partnership Description and on the Report Forms for the KWL and Anchor Tasks. Teachers in the seven "Intensive Evaluation" partnerships in 1999–2000 also completed two questionnaires that supplied additional information about activities and outcome goals for students (see chapters 1 and 3).

Using details that were available in the local evaluation reports, information from these 77 teachers pertinent to targeted student outcomes was classified according to four student outcome areas: Personal/Life Skills, Career Development Skills, Academic Skills, and Civic Participation Skills (see similar categories in Conrad & Hedin, 1980; Gray, Ondaatje, Fricker, & Geschwind, 2000; Melchior & Bailis, 1998; and Pittman & Cahill, 1992). Within each of these categories, a set of subcategories were developed to help provide more detail about the way teachers defined these areas of goals (see Exhibit 2.12).

All explicit information about teachers' goals and objectives was classified. Simple lists of projects in a partnership were considered to be insufficient for generating likely classroom goals of participating teachers. However, for classrooms where some detail about individual classroom activities was provided but no objectives were listed, a conservative inference process was used to supply likely classroom goals. For example, in one 9th grade English classroom, students carried out a service project of their own design that was linked to one or more themes in the literature they were reading in class. The goals of this project were classified as helping students "apply disciplinary knowledge," "provide community or volunteer services," and gain "problem-solving/decision-making" skills. Although the teacher may have had other goals in mind, without direct input from this teacher, these seemed to be the most likely objectives.

Exhibit 2.12
Classification System for Teacher Goals and Objectives

Personal/Social/Life Skills
- Communication Skills
- Interpersonal Skills
- Interpersonal Understanding
- Self-Efficacy, Confidence, Self-Concept
- Intrapersonal/Judgment Skills
- Resilience/Coping Skills

Career Development Skills
- Career Exploration
- Job Skill Development
- Technical/Practical Skills
- Educational Aspirations

Academic/Cognitive/Creative Skills
- Writing Abilities and Skills
- Reading Abilities and Skills
- Problem-Solving or Decision-Making Skills
- Creative Expression
- Academic Motivation, School Adjustment, Attendance
- Learning of Disciplinary Knowledge
- Application of Disciplinary Knowledge
- Broadening or Extending of Disciplinary Knowledge
- Metacognitive Awareness

Civic Participation
- Awareness of Social or Civic Issues, Problems, or Needs
- Involvement in Addressing Community Problem or Need
- Providing Volunteer Services
- Prosocial Feelings
- Attitudes about Citizenship
- Connection With or Feeling Part of a Community
- Political Knowledge or Knowledge of Social Institutions
- Awareness of Ethical or Moral Issues
- Participating in Community Policy-Making
- Feelings of Social or Civic Efficacy

Looking at the tally of goals for the sample of 77 teachers from 29 partnerships in 1999–2000, a few general observations can be made.

1) Goal Variation: There was at least one teacher who designated a goal that was classified in each of these 29 categories. This suggests that teachers have a wide range of goals in mind for the service-learning activities they undertake—a finding that has important implications for the evaluation of those projects.

2) Commonly Adopted Goals: Within the 15 most frequent student outcome goals cited by the 77 teachers for student outcomes, five were in the Civic Participation category, five were in the Academic/Cognitive/Creative Skills category, four were in the Personal/Social/Life Skills category, and one was in the Career Development Skills Category (Exhibit 2.13 contains a list of the these most commonly cited goals).

Exhibit 2.13
Fifteen most Frequent Teacher Goals for Service-Learning Activities (1999–2000)

Particular Goal–Objective	Goal Category	Number of Teachers Citing Goal
Applying Academic Content Knowledge	Academic Skills	(40)
Awareness of Social/Community Issues	Civic Participation	(39)
Providing Volunteer Services	Civic Participation	(36)
Learning Disciplinary Knowledge	Academic Skills	(35)
Addressing a Social or Community Need	Civic Participation	(33)
Writing Skills	Academic Skills	(22)
Interpersonal Communication Skills	Personal/Life Skills	(22)
Interpersonal Skills	Personal/Life Skills	(19)
Analysis/Problem-Solving Skills	Academic Skills	(19)
Technical/Practical Skills	Career Development Skills	(18)
Connection to the Community	Civic Participation	(13)
Intrapersonal Skills (Responsibility, etc.)	Personal/Life Skills	(13)
Academic Motivation	Academic Skills	(13)
Citizenship Attitudes	Civic Participation	(11)
Interpersonal Understanding	Personal/Life Skills	(11)

3) Partnership versus Teacher Goals: For the most part, one cannot talk about the goals of teachers within the same partnership as if they are identical or similar. In the matrix composed of 29 goals by 29 partnerships (generating 841 cells) there were only 24 instances where all three teachers from a partnership who were participating in the evaluation appeared to have a goal in common (i.e., less than 3% of the time). Thus, the unit of analysis when talking about projected outcomes should be the *individual classroom*, not the partnership.

4) Connections to Type of Service Activity: Teachers who undertake the same kind of service activity, such as a school garden or buddy reading or oral histories, may have different objectives in mind for students. For example, two third grade teachers at the same elementary school who were both engaged in a school garden project viewed that project in different ways in terms of student outcomes. One said she wanted her students to gain a sense of stewardship for the environment and the other emphasized the science knowledge and ability to do action planning that she wanted her students to gain. Chapter 3 in this volume provides more detail about this example and explores the relationship between teachers' goals and features of project implementation.

5) Connection of Goals to Course Content: Of the 77 classrooms described by partnerships for the evaluation, 58 (84.5%) were listed in conjunction with a core academic class or subject matter area and 19 (15.5%) were listed as connected with an elective or non-core academic or extracurricular area. Goals and objectives having to do with the acquisition of disciplinary knowledge, writing, awareness of community issues and needs, and connectedness to the community were more frequent where service-learning was connected with core academic areas. Four personal or life skills goals—interpersonal skills, self-efficacy and confidence, intrapersonal skills, and resilience—were more frequently cited as goals when service-learning was implemented in relation to non-core academic or extra-curricular classes.

6) Grade Span Influences: The frequency with which particular goals were cited at the elementary, middle/junior high school, and high school levels was fairly similar. However, there were some differences which suggest slightly different emphases at

the different grade spans perhaps based partly on teachers' ideas about varying student needs and abilities at different ages (see Exhibit 2.14).

Exhibit 2.14
Rankings of 77 Teachers' Goals at Various Grade Spans in 1999–2000

		Rank of Frequency Within Grade Span			
Particular Goal/Objective	**Category**	**Elem.**	**MS/JHS**	**HS**	**Contin HS**
Apply Acad. Content Knowledge	Academic	1	2	3	
Aware of Soc./Commun. Issues	Civic	4 (T)	3	1	
Provide Volunteer Services	Civic	3	1	4 (T)	*
Learn Disciplinary Knowledge	Academic	2	5 (T)	4 (T)	
Address Social/Commun. Need	Civic	4 (T)	5 (T)	2	
Writing Skills	Academic	6	7 (T)	8 (T)	*
Interpersonal Communication	Personal	8	10	6	*
Interpersonal Skills	Personal	11(T)	10	8 (T)	*
Analysis/Problem-Solving	Academic	14	7 (T)	8 (T)	*
Technical/Practical	Career	8	4	14(T)	
Connection to the Community	Civic	11(T)	15	14(T)	*
Intrapersonal (Respons., etc.)	Personal	-	15	8 (T)	**
Academic Motivation	Academic	-	10	14(T)	*
Citizenship Attitudes	Civic	11(T)	15	11	
Interpersonal Understanding	Personal	15	15	14(T)	*
Creative Expression	Academic	8	-	-	
Civic Efficacy	Civic	11(T)	-	-	*
Self-Efficacy, Confidence	Personal	-	12	-	*
Reading Skills	Academic	-	15	-	
Resilience (Coping)	Personal	-	-	14(T)	*
Ethics	Civic	-		14(T)	
Prosocial Feelings	Civic	-	-	-	**
Career Exploration	Career	-	-	-	*
Work Attitudes, Job Skills	Career	-	-	-	*
Graduation Aspirations	Career	-	-	-	*

** Both continuation classrooms listed this as a goal for service-learning. (T) = Tie in rank
* One of the two continuation classrooms listed this as a goal for service-learning.

Elementary teachers more frequently cited service-learning goals having to do with the academic areas of learning and applying disciplinary knowledge and allowing for creative expression. They also wanted students to feel that they had a role to play in their community (civic efficacy). Middle school teachers appeared more concerned that students gain skills, abilities, and attitudes that would prepare them for the high school years ahead—problem-solving, technical, and reading skills, and academic motivation and confidence. High school teachers more often stressed the relation of service-learning to community issues and ethical concerns. Like teachers

of continuation students they also appeared to want students to gain skills that would prepare them for more adult roles in the work world and in their personal lives—verbal communication and interpersonal, problem-solving, and personal life skills. Teachers of continuation students also mentioned career exploration, work attitudes, and motivation to finish high school.

Conclusions and Recommendations About Partnership Participation and Goals

The preceding description of reported activities and goals of the 1997–2000 CalServe partnerships leads to a number of general observations about the amount and nature of interest in service-learning by California educators and the type of goals set by the local service-learning partnerships serving those selected schools and communities.

The Appeal and Adaptability of Service-Learning. Consistent with the objectives and expectations of the CalServe Initiative, it is clear that over the past three years a substantial number of students of different ages, abilities, backgrounds and types of communities have had opportunities to serve others while furthering their own education. This widespread use of service-learning with varied groups of students testifies to the adaptability and appeal of this method of teaching for the diversity of California's school population. The variety of service-learning activities demonstrates that teachers can employ the methodology to enrich the education of students in many different areas, adapting it to their own teaching needs and interests and taking advantage of special opportunities that arise in their particular communities.

Despite this record of use, we still do not have much information about specific challenges involved in implementing or maintaining effective service-learning programs in schools serving different types and levels of students. Some partnerships

reported declines in participation at the high school level across the three years, or difficulties communicating with high school faculty, but it is not clear whether this problem was widespread or restricted to a few particular situations. We *do* know that the overall relative proportion of students at the different grade spans did not change substantially from 1997–98 to 1999–00 even though there were differences in the set of partnerships reporting grade participation in those years. (Twelve partnerships sent grade participation data for 1997–98 and 31 partnerships were included in the 1999–00 tally.)

During the past few years, a number of teachers at all grade levels have reported that the emphasis on high stakes testing has made them reluctant to engage in time-consuming activities such as community service outside the classroom or to deviate from the content being targeted on statewide tests. We need to understand better and continue to monitor factors such as this one that complicate implementation of service-learning at the different grade spans. We should also be looking for existing or emerging factors associated with other educational reforms that *facilitate* adoption and district-wide implementation of service-learning.

The breakdown of participation by students of different ethnicity did change across the three years in that there were relatively more Asian and fewer White and Hispanic students reported to be in the service-learning sample in the last year of the grant cycle. However, these participation changes could be due to differences in the student populations served by partnerships submitting reports in the various years or to other factors such as the management of partnerships located in areas with predominantly one or another ethnic category of students. To address questions about how grade level and community context affects the adaptability and sustainability of service-learning, longer-term tracking studies with a selected set of partnerships would

need to be undertaken. Other issues relating to the adoption and sustainability of service-learning will be discussed in the ensuing chapters.

Clarifying and Prioritizing Goals and Objectives. We have described how the goals and objectives of the local partnerships were usually stated very generally. Because of this feature, it is difficult to see how most partnerships could have determined the extent to which their stated objectives had been met. If partnerships were encouraged to be more specific and realistic about their goals and to prioritize them, not only might evaluation and program improvement be enhanced, but the difficult job of coordinating a partnership might be made more manageable.

Many partnerships seemed to conclude that some goals and objectives should be spelled out and implemented by the coordinator or project staff, and that some goals and related activities were primarily the responsibility of participating teachers. This implicit division of responsibility for goal-setting seems reasonable since we have seen that specific goals for student outcomes cannot really be described at the partnership level but instead are heavily dependent on the reasons individual teachers have for adopting this methodology and the nature of their particular service-learning projects.

Instead of specifying student outcome objectives for *all* their service-learning activities, partnerships might be encouraged to set goals relating to the ways they might help individual teachers think through and clearly specify student outcome objectives and then later reflect on achievement of those goals. In our attempts to summarize evaluation data from partnerships, we found there to be a range of difficulties surrounding teachers' specification and assessment of student outcomes (see Chapters 3, 4, and 5). Thus, providing this type of teacher professional development and support is an important continuing but challenging task for partnerships. Some

promising practices that have already been initiated by some partnerships for giving individualized feedback to teachers will be reviewed in Chapter 3.

Finally, it may be useful to think separately about goals and associated activities that have to do with demonstrating accountability, those that have to do with improving program quality, and those that pertain to achieving district-wide implementation or sustainability of the partnership. Activities that relate to demonstrating accountability are usually different from those that are central to the *particular* vision of a partnership. Accountability requirements are a general set of minimum standards prescribed by CalServe for compliance with the grant and so involve the funder's expectations in a limited set of areas that are key to the implementation of a service-learning partnership and responsible management of funds. Partnerships must check their planned operations to ensure that all of these standards are being addressed in one way or another.

But partnerships have the freedom and responsibility also to develop goals that relate to their own areas of focus and to what they see as their own unique strategies and challenges. These are the objectives that need to be articulated clearly by partnerships in a way that allows for evaluation and leads to program improvement, to wider implementation, and/or to sustainability. Given the size of the grants to most of these partnerships, priorities must be carefully considered. Moreover, there may be some tension between goals that relate to quality control and program improvement and those that are focused on expansion of the partnership and district-wide implementation, because of the difficulty, on a small budget, of monitoring practices and carrying out professional development with a large number of teachers in a multitude of locations. Both CalServe and the partnerships need to be aware of the need to reconcile these potential conflicts.

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Chapter 3
Teachers and the Practice of Service-Learning

Summary

One of the principal questions that the CalServe initiative hoped to evaluate during the 1997-2000 funding cycle was the extent to which service-learning, as implemented by California partnerships, increased teachers' effectiveness and satisfaction in their teaching. Linda Darling-Hammond (1997) has pointed out that educational reforms do not succeed without the know-how and buy-in of those in schools. Thus it is important to learn more about why teachers decide to try and continue to use service-learning, what aspects of the use of this methodology are difficult or challenging, and what types of professional development might help teachers learn how to use this methodology effectively.

Partnerships were given the option of studying teacher, school/district, or community impacts of service-learning, in addition to studying various outcomes for students in each of their yearly evaluation reports. Those that chose to look at the impact of service-learning on teachers were invited to address two general questions:

- *Why do teachers choose to use service-learning as a teaching methodology?*
- *How does service-learning affect their teaching*

The information about teacher impacts contained in this chapter has been generated from reports provided during the years 1997-98 and 1998-99 by local CalServe partnerships. In addition to the data collected and reported by individual local partnerships, the Service-Learning Research and Development Center (SLRDC) conducted surveys and individual interviews with samples of participating teachers from seven of the local partnerships during 1999-2000 in order to enhance knowledge about the motives, attitudes, knowledge, and practices of K–12 teachers who select service-learning as a teaching methodology.

This chapter furnishes information about the following topics:

- The reasons teachers in local partnerships became interested in using service-learning as a methodology, the goals that they adopted for service-learning in their classrooms, and their evaluations of its effectiveness for their students
- The ways teachers reported learning about what service-learning involves and how to use service-learning as a teaching strategy
- The rewards and challenges that teachers experienced in implementing service-learning
- A set of recommendations for improving service-learning's impact on teachers in California.

Data summarized in this chapter suggest that teachers are motivated to use service-learning for a wide variety of professional and personal reasons and that they learn about its possibilities from many different sources. Teachers primarily decide to use this methodology because of a desire to motivate students to enjoy school and to help them acquire important civic, social, and personal skills rather than as a means of teaching subject matter. Teachers' particular goals were varied and had a profound effect on implementation strategies. Teachers most often commented on the benefits of service-learning to different aspects of their teaching and cited both practical and interpersonal problems as roadblocks. Better and continuous professional development was implicated as one solution to many of the difficulties outlined in this chapter.

Background

School reform was a salient feature of the education landscape during the 1990's. In evaluating the success of various reform initiatives, Darling-Hammond (1997, p. 7) pointed out that different reforms "are rendered effective or ineffective by the knowledge, skills, and commitments of those in schools. Without know-how and buy-in, innovations do not succeed." Though service-learning is not a new methodology, it was one of the reform strategies that gained enormous momentum during the past decade. Studies of the impact of service learning have highlighted a host of positive effects for students (see Chapters 4 and 5). There is also evidence that service-learning can lead to greater mutual respect and cohesiveness of teachers and students, improve overall school climate, and produce positive educational dialogue among educators (Billig, 2000).

It stands to reason that teachers become interested in service-learning because they believe that it may produce positive results that they most value, for both students and themselves. But there are also challenges and difficulties that teachers must face in implementing service-learning. Wade (2000) reports that teachers cite problems such as

difficulties in finding time for planning and time for service, in coordinating service-learning activities with others, in managing a large number of students, in activity logistics such as transportation and funding, and in perceived competition for teaching time from other teaching reform strategies such as those connected with an emphasis on academic standards and performance accountability.

Given the fact that reasons exist both for using service-learning and for not using service-learning, several questions deserve more attention:

- How do teachers first learn about what service-learning involves and promises?
- What motivations lead teachers to try and continue to use service-learning despite the challenges and difficulties?
- Do particular goals or motivations affect the general type or form of service-learning activities and details of implementation?
- How do the motives and actions of teachers relate to outcomes for students, schools, communities—and for teachers themselves?
- What types of professional development help teachers learn how to use this methodology more effectively?
- What types of challenges and difficulties can be overcome and which tend to cause teachers to abandon service-learning?

It was hoped that the CalServe local partnerships might supply information about some of these questions in their yearly evaluation reports. Local evaluation teams were given the option of evaluating outcomes for teachers as their second area of

focus (in addition to evaluating outcomes for students). Two general overarching questions were suggested to partnerships who chose to study teacher outcomes:

- *Why do teachers engage in service-learning?*
- *How does service-learning affect their teaching?*

A report form (see Appendix 3-A) was designed to provide a common structure and guide for reports about the overarching questions related to teacher impacts, but partnerships were also given the option of using other reporting formats.

Teacher Impact Data Reported by Partnerships

Exhibit 3.1 displays the number of CalServe partnerships that chose to report on teacher motivations, goals, and outcomes in their Year 1 (1997-98) and/or Year 2 (1998-99) evaluations.

Exhibit 3.1
Number of Partnerships Examining Various Questions about Teacher Motives and Outcomes

Project Year	Total Number Eval. Reports	Number of Reports On Various Topics				Total # DescribingTeacher Motives and Outcomes
		Teachers' Motives for Using or Not Using S-L	Teachers' Impressions/ Ratings of Effectiveness	Teacher Opinions--Particular Student Outcomes	Teacher Opinions--Outcomes for Teachers	
Year 1 '97-98	30 (out of 34)	7	10	15	17	**20**[1]
Year 2 '98-99	24 (out of 34)	4	6	8	10	**10**[2]
Totals	54	11	16	23	27	**30**

[1] Three more partnership reports in Year 1 included comments about teacher impacts based on informal conversations.
[2] Three additional Year 2 partnership reports included general comments based on informal discussions.

As the last column in this table indicates, out of the 30 partnerships submitting evaluation reports in 1997-98, 20 included some information from teachers about:

- Their reasons for using service-learning,
- Their impressions of the effectiveness of service-learning,
- Their impressions about student impacts, and/or
- Their evaluation of the impact of service-learning on themselves as teachers.

In 1998-99, ten of the 24 evaluation reports included information of these sorts. Columns 3 to 6 of Exhibit 3.1 contain separate tallies of the number of partnerships including each of these four types of information. According to this breakdown, more of the reports tapped teachers' opinions about the outcomes of service-learning for students and/or for themselves.

There was considerable variability not only in the focus of study about teacher motives and outcomes but also in the amount of description and analysis of these findings. Exhibit 3.2 contains a tally of types of information found in the local evaluation reports about teacher impacts.

Exhibit 3.2
Types of Evaluation Reports on Teacher Impacts

Evaluation Year	Total Number of Evaluation Reports on Teachers	# Providing Only General Comments or Assertions about Teachers	# Reports Describing the Way Data was Collected	# Reports Including Questions Used in Data Collection	# Reports Displaying Tallied or Collected Data	# Reports Summarizing / Discussing Collected Data	# Reports with all 4 types of evaluation information
1 (1997-98)	20	3	20	15	12	13[1]	8
2 (1998-99)	10	3	10	6	6	6[2]	6

[1] Four more 97/98 reports included very general summary statements
[2] One more 98/99 report included a very general summary statement

All reports included some information about the way data was collected (i.e., through surveys or interviews) and the number of teachers who participated. Not all reports, however, included a sample of the survey/ interview or a list of the questions asked (column 5). Even fewer reports contained summaries or tallies of the teachers' responses to questions asked (column 6), and a third of the reports did not discuss or interpret the collected teacher data (column 7). However, 8 of the 20 reports on teacher impacts done in 1997-98 and 6 of the 10 reports done in 1998-99 included all four types of information in their examination of teacher impacts.

Data From Intensive Study of Seven Partnerships

In addition to the data collected and reported by individual local partnerships, the Service-Learning Research and Development Center conducted an intensive study of seven of the 34 partnerships during 1999-2000 to supplement the information supplied in the local partnership evaluation reports. During site visits to these local sites, thirty-one teachers from grade 3 through high school in urban, suburban, small town, and rural schools throughout the state were interviewed at length about the history, rationale, and implementation of their service-learning plans. In addition, these teachers from 25 different schools supplied planning and evaluation information about their service-learning activities on questionnaires at the beginning and end of the year. Specifically, 34 teachers provided questionnaire data in the fall of 1999, and 30 teachers completed the post-survey in the spring. Four additional "comparison" teachers who were *not* using service-learning also filled out the two surveys. (Appendices 3-B, 3-C, and 3-D contain copies of the interview protocol and the two teacher surveys.)

Classroom observation supplemented the interview and questionnaire data in a number of these site visits, and at least three randomly selected students from each of these teachers' classrooms (110 in all) were individually interviewed about their service-learning experiences.

Teachers' Interest and Motivation for Using Service-Learning

Eleven local partnership reports in 1997-98 or 1998-99 contained information about factors motivating teachers' use of service-learning. (Information collected about teachers' reasons for not employing service-learning will be included in the section on reported challenges.) Partnerships usually collected these data through informal interviews or conversations, but some used more standardized surveys or rating scales. Overall, data from the eleven reports indicate that teachers' beginning interest in service-learning stems from information gained from many different sources—other teachers, administrators, workshops or meetings at school, and personal experiences. These sources of influence can be summarized in terms of two separate dimensions: *personal vs. professional* and *internal vs. external* reasons. In combination, the two dimensions yield four categories of rationales for trying service-learning. *Internal-Personal* motives were ones where the teacher referred to her/his own personal needs, interests, experiences, and rewards. *External-Personal* motives were personal in nature but reported to be influenced by others—administrators, other teachers, students, or community members. *Internal-Professional* motives were ones where teachers talked about their own educational philosophy and goals for students, and *External-Professional* motives were reasons that referred to curricular expectations established by the state, district, or school. Exhibit 3.3 contains some examples of the reported reasons given by teachers that were classified in each of the four categories.

Exhibit 3.3
Examples of Four Types of Stated Motives for Using Service-Learning

INTERNAL PERSONAL	EXTERNAL PERSONAL
"It makes teaching fun." "I want to be with kids all day" "I have always had a history of community involvement." "It allows me to give back to my community." "It makes my own learning real."	"Other teachers at my grade level encouraged my class to participate." "The coordinator provided encouragement and information and connections to resources." "collaboration with colleagues" "endorsements by students" "to gain community and parent support"
INTERNAL PROFESSIONAL	**EXTERNAL PROFESSIONAL**
"I believe in the concept" "It fits with student-driven learning." "It's meaningful for at-risk students." "It provides hands-on experience." "It motivates students." "I want to promote social consciousness." "I want them to feel connected to the community." "I want to help them be better persons." "It has an impact on the confidence of students."	"It helps meet district goals" "It fits with the curriculum." "It's a good way to rejuvenate the curriculum." "It fits with our grade and classroom theme."

Although the information about teacher motivations provided in the local partnership reports provided a useful starting point in addressing this topic, it was not possible to determine the relative frequency or stability of these various teacher

motivations from the information supplied in the partnership reports. The data collected from teachers in the intensive study, however, was designed to address these topics as well as to provide more detailed information about teachers' responses to uniformly-worded questions. Three questions from both the Fall 1999 Pre-survey and the Spring 2000 Post-survey presented to "intensive study" teachers focused on teacher motivations for using service learning (see Exhibit 3.4).

Exhibit 3.4
Survey Questions from the "Intensive Study" On Motivation for Using Service-Learning

Question	Text of Question
Pre #3	**How did you become interested in service-learning?** Check all that apply (Another teacher, my school principal/administrator, a district service-learning facilitator, service-learning workshop or meeting at my school, service-learning curriculum development workshop, other [please specify: _____])
Pre #7	**What motivated you to try service-learning as part of your teaching?**
Pre #11	**On a scale of 1 to 5** (with a 1 being "not at all" and a 5 being "extremely") **please indicate to what degree you are now committed to trying service-learning as a teaching strategy**. (1/not at all committed, 2/slightly committed, 3/moderately committed, 4/committed, 5/extremely committed)
Post #19	**What is the *main* reason you chose to use service-learning as a teaching strategy?**
Post #20	**How have your motivations for using service-learning changed because of your experience this past year (if at all)?**
Post #24a	**Based on your experience this past year, do you plan to do service-learning again next year?** (Yes / No)

Question #3 on the pre-survey (Fall Questionnaire) focused attention on different possible *external* influences on teachers' initial interest in service-learning or in their

decision to adopt service-learning in their own teaching. Of the 34 teachers answering this question, 19 indicated that a personal contact with another teacher, a principal, or a service-learning coordinator had been a key factor in getting them interested in service-learning. The same number of teachers indicated that a meeting, workshop, or conference piqued their interest in service-learning. Three teachers indicated that they participated because of a school/district initiative or a mandate to do service-learning. Despite the emphasis on external influences in the response choices provided for this question, a good many teachers provided information about internal sources of motivation that got them involved in service-learning. Eight teachers volunteered that a previous college or work experience had motivated them to get interested in using service-learning and six simply stated that their own interests or beliefs were instrumental factors. The variety of responses to this questions suggests that teachers can be influenced to try service-learning in a number of ways and that partnerships need to employ various and multiple methods to optimize their teacher recruitment efforts.

Question #7 on the pre-survey and question #19 on the post-survey were nearly identical in what they asked about the teacher's motivation or reason for using service-learning. Teachers, in fact, did answer these two questions in very similar ways at the beginning and end of the academic year. Unlike the previous question (#3), when teachers were not directed to think about external influences, a majority provided primarily Internal-Professional reasons for their decision to use service-learning—focusing on the student outcomes they wanted to foster as teachers. Most often teachers mentioned their belief in the benefit of hands-on, experiential learning with applications to the real world (educational philosophy), their desire to motivate, interest, and

empower students (motivation), or their conviction that students should connect with, and be active participants in their communities (civic responsibility). Teachers only infrequently mentioned adopting service-learning in order to improve students' understanding of the curriculum. However, some did mention using it because it was a mandated part of the course or the curriculum. (The complete classification of teacher responses to these two questions is contained in Appendix 3-E.)

Question #20 asked teachers on the post-survey if their motivations for using service-learning had changed as a result of the years' experiences. Most teachers responded to this question more as one about their state of commitment or positive/negative attitude rather than as a question about the reconsideration of their reasons or goals for using service-learning. Thus, it seems more useful to compare the answers provided on this post-survey item with the commitment ratings provided by teachers on the presurvey. Exhibit 3.5 displays teachers' ratings about their commitment to trying service-learning on the presurvey (Item #11). Exhibit 3.6 displays types of answers to Question #20 about changed motivations for using service-learning at the end of the year, and Exhibit 3.7 displays teachers' responses about whether or not they planned to use service-learning the following year (Item #24a).

Exhibit 3.5
Teachers' Commitment to Trying Service-Learning
(1999-2000 Intensive Study Pre-Survey, Item #11)

	Number (Percentage) of Teachers With Different Degrees of Commitment				
# Teachers	Not at All Committed	Slightly Committed	Moderately Committed	Committed	Extremely Committed
n=34	0	1 (3%)	3 (9%)	9 (26%)	21 (62%)

Exhibit 3.6
Changes in Teachers' Motivation for Using Service-Learning
(1999-2000 Intensive Study Post-Survey, Item #20)

	Number (Percentage) of Teachers' Responses about Changed Motivations			
# Teachers	No Change or No Response	Only Reported Frustrations and Problems	Both Positive and Negative Reactions & Reports	Only Positive Experiences or Evaluations
n=30	6 (20%)	5 (17%)	5 (17%)	14 (47 %)

Exhibit 3.7
Teachers' Future Intentions About Using Service-Learning
(1999-2000 Intensive Study Post-Survey, Item #24a)

	Number (Percentage) of Teachers' Responses about Intentions for Next Year		
# Teachers	Not Plan to Use Service-Learning Next Year	Unsure About Using S-L Next Year	Intend to Use Service-Learning
n=30	5 (17%)	2 (7%)	23 (77%)

Exhibit 3.5 indicates that most teachers taking part in the evaluation in these seven partnerships started out with a high level of commitment to service-learning, with 88% classing themselves as "committed" or "extremely committed" to using service-learning. Exhibit 3.7 shows that most of these teachers (77%) also ended the year planning to continue to use service-learning in their teaching. All but one of the 19 teachers in Exhibit 3.6 who described positive experiences or both positive and negative experiences stated that they intended to continue using service-learning. The group of five teachers that mentioned both problems and successes might be considered "critical enthusiasts" in that they all voiced extreme commitment to service-learning at the beginning of the year and all ended the year intending to continue, but were mindful either of aspects of the teaching strategy they wanted to improve or of bureaucratic or procedural challenges they needed to work around.

Two of the teachers who responded that they would not be using service-learning the next year were not frustrated with service-learning but with other issues about teaching. Four of the five teachers who only talked about problems or frustrations in their answers to question #20 (Exhibit 3.6) were also among those stating they did not intend to or were unsure about continuing to use service-learning. One of these teachers voiced her dissatisfaction with not being given a choice about implementing service-learning. Another focused on what she saw as poor organization and communication within her partnership. Two others found the paperwork involved in the evaluation component "an incredible challenge" or were wary of the "time commitment involved." The interesting and instructive feature of all of these comments is that they did *not* center on the nature or outcomes of service-learning itself but on the operation or organization of the service-learning partnership. Most teachers who adopt service-learning and continue to use it, then, seem to have a deep commitment to what they see as the outcomes of service-learning for their students.

Goals Adopted for Service-Learning

As the above discussion suggests, when teachers are simply asked why they decided to try service-learning as a teaching strategy, a majority of teachers focus on learning goals for students. Data from the partnership reports and the intensive study surveys and interviews suggested that these student-oriented goals had a number of important features:

Multiple and Varied. As was seen in Chapter 2 in the analysis of information about service-learning in 77 classrooms across 29 partnerships, teachers articulated a wide variety of goals guiding or influencing their implementation of service-learning. Most teachers voiced more than one particular objective, and these objectives usually fell within two or more of the categories of our goal organizational system (i.e., Personal/Social/Life Skills, Career Development Skills, Academic/Cognitive/Creative Skills, and Civic Participation Skills). This finding was not surprising, given that service-learning involves the coordination of service and learning activities and the incorporation of a number of essential elements such as youth voice and reflection.

Contextually Influenced. As was described in Chapter 2, teachers' goals can be influenced by the students' grade level and whether or not service-learning is used in conjunction with core academic content. The slightly different emphases at the different grade spans (such as elementary teachers more often emphasizing civic efficacy and high school teachers more often emphasizing community issues or skills important for the work world) were hypothesized to be due partly to teachers' ideas about changing student needs and abilities at different ages.

The intensive study interviews also suggested that teachers' goals can be influenced by their perceptions of particular community, school, or student needs. For example, a number of teachers explained their choice of service activity by referring to the fact that students at their schools tended to have low literacy skills. Also, when one teacher was asked about civic and personal/social goals she had for her students, she

justified her focus on improving her students' literacy skills and her *lack* of emphasis on civic goals by saying about her students:

> They don't have to be taught how to help people because that is a part of who they are and who their families are—There's nothing I could give them but to bring out the academic.

On the other hand, this same teacher said that in her first year at the school, she had noticed that the younger students didn't mix with her students. She felt that the younger students were afraid of the older ones, so she hoped that her cross-age tutoring project might change the feelings and attitudes of the younger students. Another teacher in a small rural district talked about the problem of young people leaving the area after high school and her hope that service-learning might increase her students' appreciation for and connection to their community.

Ordered in Importance. Despite general influences such as those outlined above, individual teachers' own particular passions, interests, and pedagogical philosophy also were extremely important in determining the goals they set for service-learning. Thus, a particular teacher's goals cannot be predicted simply by knowing the content area of the course, the nature of the service project, the age of the student, or the community context. Our interviews with teachers in the intensive study made it clear that various teachers not only set different goals for similar service activities, but that each teacher's goals were ordered in importance, even though teachers themselves might not be fully aware of these priorities. These goal hierarchies, nonetheless, clearly affected the details of implementation, as well as the nature of students' learning.

Continually Evolving and Developing. As suggested above, our interviews with teachers reinforced the point that most teachers only gradually construct their vision of what they are trying to accomplish via service-learning and their means for realizing that vision. That is, service-learning does not just automatically become fully implemented once teachers decide to (or are strongly urged) to try it. In talking with us, some teachers struggled in articulating their goals and priorities, or required some time to make their thinking explicit. This suggests, perhaps, that implementation issues had initially assumed priority over conceptualization or reflection about their goals, and certainly implies one important area for continued professional development. A number of teachers we talked to seemed to enjoy our interviews with them and the time they were afforded to think again about what they were trying to accomplish. One teacher brought up an additional interesting feature about her reconsideration of the goals for her service-learning activities—that teachers need to be ready to modify their perceptions of their particular service projects as these activities develop and new insights emerge.

> My perception of it has changed. When I first conceived the idea, I thought well this allowed the students to do a service, a physical service at the senior center...Initially they actually served lunch and cleared it and did everything. Then we found out that that was too awkward, because the seniors were uncomfortable eating their lunches while the students didn't have anything. So then we worked out this other thing…. I've seen this evolve into that being much more what is happening with it … I'm seeing that that is one of the strongest things… is that we have the opportunity to build bridges in gaps in our communities. Because a lot of the seniors are Anglo and they tend to have a little bit of fear… And now they're having an opportunity to meet them on a one-to-one basis. And I'm real thrilled with that. So I would say that. .. each service-learning project is gonna take its own life...and the kind of learning that's going to come out of it is gonna be different, depending on the project. And I would say that...you have an idea. Try it, but be prepared to let go of where you think it's going to go and kind of let it go where it's going, and then be prepared to evaluate whether it's something where you'd do it again.

Not only did teachers talk about such reconceptualization of existing goals they had adopted for service-learning, but they often indicated that there were goals that they would like to realize through service-learning that they had not yet had time to incorporate satisfactorily. This was especially true with regard to the features of student voice, community input, and reflection, but sometimes was also true with regard to the elements of authentic service or academic integration. For example, one teacher, in describing her school's efforts to implement service-learning, characterized the first year's efforts as "hit or miss" and then went on to explain:

> Because we were learning what service-learning was. We were learning how to make the contacts, we weren't really into the student voice and this community voice. We were into deciding what would be done ourselves and then going with it… so it's taken us a while… [Do your students have choice in what they do?] Not as much as I would like them to do…Yeh, it's kind of hard.

An Example of Contrasting Goals within a Similar Type of Program

As an example of all of these goal characteristics and of the way that goal priorities and consequent implementation details may vary even for service projects of the same type, consider the description of three "buddy reading" programs implemented in the intensively studied partnerships (Exhibit 3.8). Though these three programs might at first glance appear similar because they all involved older students reading with younger students, on deeper examination we found that they differed greatly in terms of their underlying goals, justifications, emphases, and implementation structures. Goal priorities for these three programs became clear only after hearing teachers' responses to a *number* of interview questions and after observing the programs in action. Teacher A primarily emphasized personal and interpersonal skills. She also wanted her tenth grade students to gain a sense that

Exhibit 3.8
Description of Three Contrasting "Book Buddy" Programs

Project Dimensions	Teacher A	Teacher B	Teacher C
Teacher's Primary Learning Goals	**Personal/Life Skills:** Interpersonal Skills & Understanding **Civic Skills:** Civic Efficacy, Prosocial Feelings	**Civic Skills:** Awareness and Addressing of Social Issue or Need, Attitudes about Citizenship	**Academic Skills:** Reading and Writing Skills, Metacognitive Skills
Secondary Goals	**Academic Skills**: Application of Disciplinary Knowledge (importance of literacy in a culture)	**Academic Skills**: Academic Motivation Reading Skills	**Academic Skills**: Academic Motivation **Civic Skills:** Connection to a Community (school)
Who are the students?	Underachieving suburban tenth grade students	Seventh graders in an urban setting	Third / Fourth graders in an urban setting
What is said to students	Buddy reading is a way for you to "make a difference" (and fulfill the community service requirement).	Being a book buddy is one way to address the problem of illiteracy that affects many people.	Learning how to read is very important, and so is being a teacher.
Preparation	Training on how to read books to children by reading resource teacher Class orientation and task presentations by receiving teachers	Definition of and discussion about active citizenship by teacher Discussions about why literacy is important	Month-long unit by teacher on reading to young children (how to hold and introduce a book, ask questions, select an appropriate book, etc.). Practice with classmates before trying procedures with little buddies
Reflection Questions	"How did it go today with your buddy?" "What do you need help with?"	After reading *Nightjohn*, essays written on following: "Why was learning how to read important to Nightjohn? How was he an active citizen? How have I been an active citizen?"	"What did you notice your buddy could read or could do? What does your buddy still need to work on to be a better reader? How have you seen your buddy improve?"
Evaluation/ Assessments	Final essay: "How did you feel about helping your buddy learn how to read? How did this experience affect your understanding of literacy and democracy?"	Test for facts about illiteracy	District writing assessment
Collaborative partnering	Team planning between the participating teachers, discussions of interpersonal difficulties and issues to be problem-solved by students	Logistical planning with partnering teachers at the local elementary school	Team planning: Receiving teacher helps teach mini-lessons (e.g. how to teach vocabulary) midway through project
Focus of Adjustment Process	Continuous monitoring of interpersonal relationships in the pairings by both teachers	Continued emphasis on helping students make the connection between their experience as a book buddy and the idea of being an active citizen	Monitoring what literacy skills the older students need to improve or be conscious of to teach their buddies how to read

"one person can make a difference" through their tutoring efforts with third graders or special education students. Secondary emphasis was given to instruction about the

reading process and to the social science curriculum. This ordering of goals was not obvious in this teachers' *initial* answer to our question about her reasons for using service-learning, as seen in the following quote:

> The curriculum for 10th grade is world studies and we looked a lot at revolutions and why revolutions happen. And maybe one of the reasons revolutions happen is because people are illiterate--they haven't been allowed to have education and one of the ways of teaching the impacts of illiteracy is to have children witness that, and to understand the cycles of poverty, and to do buddy reading really brings that home.

Despite the fact that this rationale provided a connection between the subject matter of the course and the service-learning activities, this academic goal did not seem to be central to what students actually did and learned in the buddy reading program. Most of Teacher A's discussions with her tenth graders (that we witnessed or heard about) had to do with initiating and managing the interpersonal relationship with the younger buddy, repairing the relationship when feelings of either buddy were unintentionally bruised, motivating the younger student to read or write, or maintaining control in the session. And when we asked this teacher how she would evaluate whether students achieved what she wanted them to gain from their buddy reading experience, she replied that she would ask:

> "Did your heart change?" And I think all of them would say, "Yeah." But otherwise I wouldn't have set up the project. Here's one thing: Now they all sit very close to their buddies and at first there was space.

When asked to give her definition of service-learning, Teacher A responded:

> First and foremost for me is the connection to the community and allowing children to experience that they make a difference, and that each of us can. And I want them to feel that.

The content of each weekly buddy reading and writing session was primarily structured by the partner third grade teacher through the tasks she gave the buddies to work on. Planning and monitoring of the pairs by both teachers focused on how they were getting along. Students were frequently asked to write journal entries about "how things went" with their buddies that day. Other discussions by Teacher A and the tenth graders focused on how they were making a difference to their buddies. Comments from the receiving teachers about improvement in the literacy skills and motivation of the younger students were frequently shared with the tenth graders. The affection and esteem shown by the 3rd graders for their bigger buddies was another topic of discussion, accompanied by the reminder that the older students needed to be good role models for the "littles." Partner logs not only documented the activities but the interpretation and reactions of the two partners to the activities and the interactions during each session.

The small sample of students we interviewed from this class reflected the influence of these goal priorities. When asked how the program was initiated, one student said she remembered her teacher talking about how the previous year's students were still connected to their buddies. Her memory of the reason provided for taking part was: "Because we'd get to learn how to work with little children." Another student, when given a choice of five possible service projects to engage in, selected the buddy reading alternative, saying, "If you teach a first grader to read, I think you'll help him in his life and make it better."

The goals of Teacher B in the second classroom profiled in Table 3.8 are similar in some ways to those of Teacher A, but differ in details as well as emphasis. In this

classroom the discussion of illiteracy as a social issue and the examination of attitudes about citizenship were much more salient. Shortly after the buddy reading program was begun, Teacher B spent a class period outlining a definition of active citizenship and having her students do a set of reflective essays guided by the questions, "What is active citizenship?" "How have you been an active citizen?" "Do you know other people who are active citizens?" While students worked on their papers, she circulated among her students and asked students who had not mentioned their service- learning if they would consider their work as a reading buddy an instance of active citizenship. She also had her students collect statistics on literacy in the U.S. and present this information along with a description of the buddy reading program to their parents at a Family Literacy night. On another day, Teacher B asked her students to read the book "NightJohn" and reflect on how learning to read was important to the main character and how he was an active citizen. She then asked them to again reflect on their own civic actions. In addition to Teacher B's goal of affecting students' attitudes about active citizenship, she also clearly saw this program as a way to improve her own students' reading skills, especially those who were struggling and reluctant readers. She talked about how the buddy reading situation allowed her to give these students simpler material to read without stigmatizing them.

Teacher C provides a third contrast. This teacher saw the activities surrounding buddy reading as the best way of improving her own third and fourth graders' literacy skills and making them conscious of effective reading and writing strategies through training and practice of these skills with the younger students. Of only slightly less importance were her goals of building her students' academic motivation and creating a feeling of interconnection and mutual academic purpose among her students and their

younger buddies. Her own words clearly reflect these priorities:

> I don't choose it because it's service-learning. I do the buddy reading program because I think it's the best way to teach reading and because it has elements that I believe are really important to good pedagogy. It has a metacognitive domain where kids are thinking about what they need to know and so it helps them to learn better and be better readers.

She later continued to explain her choice of service-learning by saying:

> And it has elements of community that are really important to me and to the teachers that I do buddy reading with.

She summed up these emphases when she gave her definition of service-learning:

> I always define it as a way of using your skills and knowledge in a way that helps other people in your community…I know a lot of people who think that they're doing really great service-learning. They're doing really great projects, but they're not doing really great teaching, which is the job of the institution.

Teacher C's preparation of her students for the buddy reading service activity involved an extensive two-part training, with one phase focusing on the techniques involved in reading with the first graders and the other part focusing on the literature to be read. Teacher C described the actual training this way:

> On Fridays, that's what we do for language arts…So they spend an hour and a half reading their book themselves and preparing questions to ask their little buddies and practicing with a third or fourth grader, coaching each other. And then they go and do it. This is like serious teacher training, and we take it really seriously.

She expanded on how she explained the extensive preparation phase to her class:

> We talk about the importance of being teachers, the importance of them being good readers so that they can model good reading and teach reading to their

> little buddies. We talk about that at the beginning of when we're starting the unit as well as throughout the year. It comes up when they talk about problems that they had. It comes up in terms of reflecting on what a good job we did. It comes up in terms of their training. It comes up all the time.

Teacher C's close collaboration with the teacher of the younger students about the academic aspects of the program is illustrated by their planning of mini-lessons about spelling when the older students reported that their buddies had trouble in that area. Written reflections focused on students' impressions concerning the carrying out of the reading activities with the buddies and their observations of difficulties and gains in the buddies' reading skills. When we asked Teacher C how she determined the success of her program, she pointed to the superior scores her students had achieved in the district's writing assessment.

Some of Teacher C's students reflected the emphases of the program in their interviews. For example, when asked what she had gained from the program, one student said that she had gained the most for her own reading from preparing and working with her partner in their own classroom. And one student who chose the buddy reading alternative when given a choice of service activities explained his choice by saying that he could "show them how to read and spell."

In summary, these three service-learning programs, though similar in surface features, were quite different when examined closely in terms of the way they were conceptualized and carried out. One was primarily designed to affect students' interpersonal understanding and skills, their conceptions of themselves as helping individuals, and their sense of civic efficacy in discovering that "one person can make a difference." Another teacher was focused on students' learning about illiteracy as a social issue and secondarily on the improvement of the older students' reading abilities.

The third buddy reading project was centered predominantly on improving the older students' reading fluency and comprehension through their work with younger students. These three examples of service-learning clearly illustrate our conclusion that the goals and outcomes of service-learning cannot necessarily be predicted from a simple categorization of program forms or demographic characteristics. Moreover, given both the variety of goals and differing priorities of teachers implementing service-learning, variation in outcomes should be expected. Thus, it should not be surprising that general measures of students' civic responsibility or subject matter learning yield different patterns of results from classroom to classroom, a topic that will figure prominently in the discussion of student academic and civic outcomes in chapters 4 and 5.

Teacher Judgments about the Effectiveness of Service-Learning

Given the variety and multiplicity of goals that teachers adopted for service-learning, how effective did they feel their efforts were in achieving these various objectives? For the 1997-98 and 1998-99 local evaluations, 14 reports from 11 partnerships included information concerning teachers' general impressions about the effectiveness of service-learning as a teaching strategy. Although it was usually not clear how samples of teachers were selected, most of the teachers surveyed or interviewed by local evaluators or coordinators awarded high ratings to service-learning, classifying it as either effective or extremely effective, successful or very successful, etc. Only a few teachers were reported by partnerships as concluding that service learning was not effective or no more effective than other strategies. Post-survey

ratings from the 30 teachers in our 1999-2000 intensive study are consistent with this picture (see Exhibit 3.9).

Exhibit 3.9
Teachers' Ratings of Effectiveness of Service-Learning
(1999-2000 Intensive Study Post-Survey, Item #17)

	Effectiveness Ratings by Teachers				
# Teachers	No Response	Not at All Effective	Slightly Effective	Moderately Effective	Extremely Effective
n=30	1 (3%)	1 (3%)	1 (3%)	9 (30%)	18 (60%)

These overall effectiveness ratings both from the local evaluation reports and our 1999-2000 survey are like the "commitment to service-learning" ratings summarized earlier, in that they indicate very positive attitudes toward service-learning. However, they do not reveal much about *why* or *in what ways* service-learning is seen to be effective. But another 1999-2000 post-survey item asked teachers in the intensively studied partnerships to rate the effectiveness of service-learning in different areas of student achievement (see Exhibit 3.10).

Exhibit 3.10
Teachers' Ratings of Effectiveness of Service-Learning in Various Areas
(1999-2000 Intensive Study Post-Survey, Item #21)

	Degree to which Service-Learning Affects Student Achievement Areas			
Areas	Not At All *	A Little	Moderately	Significantly
Academic Achievement	1 (3%)	8 (27%)	10 (33%)	11 (37%)
Personal Development	0	1 (3%)	9 (30%)	20 (67%)
Prosocial and Social Development	0	1 (3%)	8 (27%)	21 (70%)
Citizenship and Civic Responsibility	0	1 (3%)	8 (27%)	21 (70%)
Academic Motivation (Interest)	1 (3%)	4 (13%)	13 (43%)	12 (40%)

* This category was written in by one teacher respondent.

Exhibit 3.10 summarizes teachers' evaluations of the impact of service-learning on academic achievement, personal development, social development, civic responsibility, and academic motivation. These responses reveal that teachers agreed more about the strong impact of service-learning on students' social, civic, and personal development, whereas they were less unanimous about the impact of service-learning on academic achievement and academic motivation. We were somewhat surprised at the lower ratings for academic achievement and academic motivation, given the justifications teachers had given for adopting service-learning, i.e., those focusing on ways this strategy provided "hands-on" experiential learning or motivated and empowered students (see analyses on page 3-8).

Information from our 1999-2000 interviews and from the 1997-98 and 1998-99 partnership reports provide additional detail and some clarification about teachers' interpretations of the areas that service-learning impacts most significantly. Nineteen of the 34 partnerships asked teachers to elaborate ways they saw service-learning contributing to students' learning and development or asked them to evaluate the effectiveness of service-learning in different specified student outcome areas. Teachers' comments about impacts that might be considered relevant to academic achievement predominantly focused on their opinions that the activities were *practically relevant* or *applicable to the real world* (and were, therefore, meaningful and memorable) or that service-learning *integrated curriculum*, or *enhanced particular research or presentational skills*. Less frequently mentioned were the cultivation of new concepts central to subject matter and the promotion of higher order thinking skills such as problem solving or metacognitive awareness.

One local evaluator commented that "service-learning is most often used as an occasion for students to demonstrate skills, not to learn new material" and that many teachers did not seem to see the connection to state standards or curriculum content. But she noted that teachers who incorporated service-learning in semester-long units and started from the curriculum were able to create a larger learning experience and develop student understanding of the subject matter. Another evaluator noted that some teachers "offered contrived service learning experiences, working backwards from the service offered to the actual curriculum link."

These comments by local evaluators and ratings by teachers themselves suggest that often curriculum connections or curriculum integration in service-learning are felt to be a secondary instead of a central component, and that this area is one that needs greater attention in teacher professional development.

Teachers' comments about motivation suggest another distinction that they may make about the impacts of service-learning. Teachers generally commented on their belief that service-learning makes students more excited and enthusiastic about attending school and interested in the topic of the project, and that they are, therefore, more engaged and attentive. In making these comments, teachers seem to focus on students' enjoyment of the service-learning activities and the effect that this satisfaction has on attitudes about school, rather than on students becoming intrigued with the subject matter or more intrinsically motivated to learn and achieve. It may be that many teachers think the term "academic motivation" refers more to subject-matter linked effects. This interpretation might explain teachers' lower effectiveness ratings for "academic motivation" in Exhibit 3.10. Still, teachers differed in their ratings of

these areas of impact, a result that is not surprising given the variation we uncovered in teachers' goals and implementation of service-learning. Clearly, more work needs to be done to explore teachers' insights about the unique effects of service-learning on students and to help them develop more explicit notions of what and how they are trying to accomplish these effects.

Personal Rewards and Challenges of Service-Learning for Teachers

About half of the local partnerships in Year 1 (1997-98) and Year 2 (1998-99) provided information about the rewards and challenges of using service-learning reported by teachers (see Exhibit 3.1 on page 3-3). Teachers in the intensive study also provided information on these two topics. Exhibit 3.11 contains the relevant questions from both the pre- and post-survey.

Exhibit 3.11
Survey Questions from Intensive Study on Effects of Service-Learning on Teaching Practices and Teaching Satisfaction

Question	Text of Question
Pre #9	In what ways (positive and/or negative) do you believe your teaching will be affected by service-learning?
Pre #16	What roadblocks or difficulties do you think you may encounter in using service-learning this coming year?
Post #22	Please describe how your teaching was positively or negatively affected by your use of service-learning.
Post #17	What were some of the main challenges you faced in implementing service-learning projects this year? *(Rating categories: Not, Small, Moderate, and Significant Challenge)* • Insufficient time to organize projects • Insufficient time to develop curriculum • Transportation • Liability • Insufficient administrative support • Insufficient collegial support • Insufficient funds for project supplies • Paperwork/documentation • Connecting with community partners • Other *(please specify)*
Post #23	Please rate your overall satisfaction with teaching this year: *(Categories: Not At All Satisfied, Slightly Satisfied, Moderately Satisfied, Extremely Satisfied)*

Benefits and rewards. There were six types of benefits of service-learning that teachers reported to local partnership staff. According to both the reports of the partnerships and the surveys of teachers in the intensive study, service-learning:

- Increased teachers' excitement and enjoyment of teaching and feelings of creativity
- Enriched their own subject-matter knowledge
- Facilitated their teaching skills (time management, curriculum development and integration, reflection about objectives, integration of theory with practice, etc.)
- Enhanced their relations with students (empathy, knowledge of students, positive feedback, affect, joint responsibility for curriculum, etc.)
- Provided opportunities for collaborating with colleagues and for receiving support
- Expanded their relations with the community (providing connections for future enrichment of curriculum, establishing contacts, enhancing the public relations of the school and department, etc.)

Although the answers of intensive study teachers were very similar on the pre- and post-survey, one difference in their observations was that, at the end of the year, teachers more frequently talked about the way they had discovered that service-learning fit into their curriculum. One teacher said that her project "gave me more reasons to concentrate on written projects." Another commented that service-learning "works well with 5th grade social studies." A third made a more general comment about how service-learning fit into his teaching: "I realized the possibilities for this type of teaching." These comments suggest that teachers tend to gain insight about curriculum integration gradually as a result of actual implementation experience.

Challenges reported by teachers. Some local partnership reports contained teachers' reflections about problems and challenges that they encountered in implementing service-learning. Eight categories of difficulties were frequently cited:

- Time
- Logistics
- Extra work involved
- Need for training and concrete examples
- Lack of support from administration
- Lack of support from other teachers
- Sporadic community support
- Conceptual complexity of implementing this teaching strategy

Teachers often mentioned that they needed more time to plan their service-learning activities and to work out ways to integrate service with the curriculum. They also needed time to make the many logistical arrangements that are often part of using this teaching methodology. Teachers in one partnership reported that their second year of operation was more difficult than their first because teacher planning time was allotted only during Year 1. This difficulty should serve as a reminder that planning time should be viewed as a continuing need and program component for even institutionalized partnerships.

The next three challenges—logistical difficulties, the extra work required to plan and facilitate program activities, and the need for training and program assistance--seemed to be common challenges (and also were used by other teachers to justify *not* using this teaching strategy). Interestingly, one partnership reported that logistical problems were more often mentioned by teachers who had received little professional development. This observation suggests that well-designed inservice workshops can provide teachers with techniques, strategies, and advice from other teachers to help

them handle the practical challenges more easily. Many teachers felt that the extra work and time they devoted to service-learning needed to be acknowledged and compensated in some tangible way, especially given the demands posed by other current school reforms.

Another interesting perspective on the challenges of service-learning is provided by a comparison between problems *anticipated* by the intensive study teachers and those that they later reported *actually* presented various degrees of challenge to them in their implementation efforts (see Exhibits 3.12 and 3.13).

Exhibit 3.12
Difficulties or Roadblocks Anticipated by 35 Teachers
(1999-2000 Intensive Study Pre-Survey, Item #16)

Types of Challenges Anticipated by Teachers	# Teachers
•No Difficulties Anticipated	8
•Time for Organizing, Planning, Implementing	11
•Practical or Logistical Problems (Transportation, Liability, Service Arrangements, etc.)	4
•Funding, Equipment, Resources	7
•Support from Other Teachers	2
•Administrative/District/Coordinator Support and Leadership	2
•Support from Parents and Community	1
•Student Attitudes and Buy-in, School Climate	5
•Nature of Teaching Assignment	3
•Expectations of Others or Lack of Control over Decision-making in Project	2
•Paperwork	1

Exhibit 3.13
Teacher-Reported Challenges Affecting Implementation of Service-Learning
(1999-2000 Intensive Study Post-Survey, Item #18)

Challenges Rated by Teachers (n=30)	Not Sure/ No Resp.	Not a Challenge	Small Challenge	Moderate Challenge	Signif. Challenge
Insufficient Time to Organize	—	6	10	8	6
Insufficient Time to Develop Curricula	1	7	12	5	5
Transportation	—	20	3	4	3
Liability	3	23	2	2	—
Insufficient Funds for Project Supplies	1	15	6	2	6
Insufficient Administrative Support	—	21	3	5	1
Insufficient Collegial (Teacher) Support	—	17	7	5	1
Connecting with Community Partners	—	16	5	5	3
Paperwork/Documentation	—	7	10	6	7
Other: Interpersonal (students, adult volunteers, coordination at school & district)				3	1
Other: Insufficient training and curriculum models, technology problems					3

Although time, logistics, and funding were rated as major problems both before and after service-learning activities were completed, a lack of support from administration and other teachers and difficulties in establishing connections with community partners appear to have been *greater* problems than teachers anticipated. This finding coincides with the frequency of reports of these challenges in the previously summarized local partnership evaluation reports. Although the post-survey did not ask intensive study teachers to rate the problem of negative student attitudes, this factor was mentioned only once in the challenges added to the list, suggesting that lack of student buy-in may have ended up being a "non-problem" for teachers.

On the other hand, the paperwork that was involved in doing the CalServe evaluation posed a much bigger challenge to teachers than anticipated. Although some interviewed teachers reported that they found the CalServe evaluation activities interesting and useful, many complained about the burden that paperwork and documentation posed, especially considering the demands that other aspects of service-learning placed on their already busy schedules. Some teachers appeared to need clarification of what they were expected to do, and mentioned that they would have appreciated more individual feedback and collegial discussion about how to approach the evaluation task. Some also mentioned that they felt they needed additional training especially with regard to curriculum integration. The challenge for future local evaluation will be to maximize the useful information that teachers receive from ongoing evaluation of their service-learning activities while minimizing work that is not perceived as relevant to the improvement of their particular program.

Given the preceding picture of teachers' opinions about the rewards and challenges of using service-learning as a teaching methodology, we wondered if attitudes toward service-learning had repercussions for teachers' overall satisfaction with teaching . Teachers in the intensive study were asked to rate their overall satisfaction with teaching at the end of the 1999-2000 school year as well as to rate the effectiveness of service-learning and indicate whether or not they intended to use this methodology the next year. As Exhibit 3.14 indicates, all but two of the 31 teachers said that, overall, they were either moderately or extremely satisfied with their teaching that year. However, attitudes toward service-learning did not appear to be related to these

ratings of overall satisfaction with teaching. Of the 16 teachers who were moderately satisfied with teaching, 14 intended to use service-learning the next year and 2 did not. Of the 13 teachers who were extremely satisfied with their teaching, 10 intended to continue to use service-learning and 3 did not. The two teachers who were only slightly satisfied with teaching were, in fact, intending to leave their jobs because of problems in overall support and administration. Despite the fact that they would not be using service-learning the next year (because of leaving the profession), they rated service-learning as an "extremely effective" teaching strategy. This finding of a lack of correlation between service-learning and overall teaching satisfaction makes sense if one considers that this teaching strategy is only one of a number of factors that affects teachers' sense of efficacy and support in their work.

Exhibit 3.14
Ratings of Overall Satisfaction with Teaching and Attitudes Toward Service-Learning
(31 Teachers in 7 CalServe Partnerships, 1999-2000)

	Not At All Satisfied				Slightly Satisfied				Moderately Satisfied				Extremely Satisfied			
Ratings: Overall Satisfaction with Teaching in Year 3	0				2				16				13			
	Yes		No		Yes		No		Yes		No		Yes		No	
Intentions: Will Use S-L Next Year?	-		-		-		2		14		2		10		3	
	Extr.	Mod.	Slight	Not	Extr.	Mod.	Slight	Not	Extr.	Mod.	Slight	Not	Extr.	Mod.	Slight	Not
Ratings: Effectiveness of S-L*	-	-	-	-	2	-	-	-	7	6	1	-	9	3	-	1

*Categories are: Extremely effective, Moderately effective, Slightly effective, Not at all effective

Conclusions and Recommendations

Overall, teachers who participated in the 1997-2000 CalServe evaluation of service-learning were a very positive and enthusiastic group. They showed commitment to the methodology and were convinced of its benefits both for students and for themselves.

Teachers in this study were initially motivated to use service-learning for both professional and personal reasons that stemmed from their relationships and interactions with others and their own personalities and histories. This finding suggests that recruitment efforts need to employ a variety of methods to inform teachers about the possibilities of this methodology. Teachers most often decided to use and then confirmed the effectiveness of service-learning in motivating students to attend and enjoy school and in acquiring civic, social, and personal skills. Teachers were less likely to adopt service-learning as a means of teaching curriculum, although they often saw it as a way to reinforce and show applications of concepts introduced in other ways.

Teachers tended to focus on outcomes for students when they were asked why they used service-learning. Teachers' goals were multiple and varied and showed development across a number of years. These goals were influenced at least partially by their students' age and the context of the school and community, but were more fundamentally affected by teachers' individual educational priorities. Teachers' differing goals and priorities had a profound effect on their implementation of activities, a relationship that has important implications for evaluation.

When teachers were asked about the personal benefits of using service-learning, their answers centered on enhancements to their professional lives—their subject matter knowledge, pedagogical skills, relationships with students and colleagues, connections to the community, and their satisfaction with and enjoyment of teaching. Challenges both anticipated and experienced involved time, logistics, extra work, and insufficient training and materials for their activities. Lack of support from administrators and other teachers as well as the paperwork involved in evaluation were serious roadblocks that teachers recognized only after their activities were underway.

Recommendations for the future center around the need to recognize the centrality of teachers to the success of the service-learning effort, to appreciate the variety of teachers' goals and strategies, and the time it takes teachers to work out a well-thought-out plan for utilizing this complex teaching methodology. Because of the developmental nature of quality implementation, sufficient resources need to continue to be devoted to professional development. Teachers appear to need both individualized assistance (perhaps via the partnership coordinator or a school site facilitator) and opportunities for camaraderie and collegial feedback from a group of participating teachers. Investigations of promising strategies for continuous professional development should be a priority for future statewide evaluation efforts. Another challenge for the future is to develop ways to involve teachers in evaluation without overwhelming them with paperwork, which they see as unnecessary and unrelated to the improvement of their teaching.

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Chapter 4

Service-Learning and Student Academic Outcomes

Summary

Inherent in the definition of service-learning is the idea that students' participation in service is integrated into and enhances the academic curriculum. In the service-learning literature, considerable attention has been focused on the kinds of academic gains that students evidence and the conditions that optimize these outcomes for students. In order to add to our understanding of when and how service-learning improves student academic learning, the Service-Learning Research and Development Center (SLRDC) examined the yearly evaluation reports from local partnerships during 1997–2000 for information about academic goals and outcomes of service-learning activities in sample classrooms. This chapter highlights the academic outcomes reported by service-learning partnerships in California and attempts to answer three questions:

1. *What types of student academic outcomes did teachers attempt to facilitate using service-learning?*

2. *To what extent did the yearly evaluation reports provide evidence about student achievement of these academic outcomes?*

3. *Was information provided about best ways to facilitate academic learning in service-learning activities?*

During each of the three years of this grant cycle, California's service-learning partnerships were asked to report and discuss academic impact data for a sample of their participating classrooms using at least three different assessment strategies. They were asked to collect student self-assessments of content learning using an approach called a "KWL" (what I Know; what I Want or need to know; what I have Learned), to use teacher-generated assessments of targeted content learning ("Anchor Tasks"), and to collect students' scores on California's standardized achievement test (the STAR). Partnerships were also encouraged to include other measures of academic success that might speak to the effects of service-learning on student learning. This approach was adopted because the CalServe local evaluation process required multiple and flexible methods that could be used in all subject areas at all grade levels and that would capture both teachers' and students' perspectives. A decision was made to opt for a rich description of service-learning's impacts in a few classrooms rather than to obtain a narrower view of the learning in all classrooms. Thus, local partnerships were instructed

to focus their evaluation efforts on obtaining these multiple measures of student learning for three classrooms within their partnership.

For the 1997–1998 and 1998–99 program years (during which Final Reports of local partnerships were sent to the SLRDC for this profile), only half of the funded partnerships reported and discussed each of these three measures of student academic learning. Thus, to supplement the local reports, SLRDC researchers interviewed samples of students and teachers from seven of the partnerships during the winter of 1999–2000 about their perceptions of student academic knowledge and skills developed during service-learning. Modest but important lessons have been learned from attempts to summarize information obtained from the reports of local partnerships and the interview data collected by the SLRDC site-visit team. Specifically, insights about efforts to measure students' academic learning focus on five areas:

1. Diversity of Teachers' Academic Goals. Teachers' intended academic outcomes for service-learning were quite diverse both in content and scope and varied in how directly they were connected to particular course subject matter. Teachers differed also in their underlying notions about the way service-learning contributes to student academic outcomes. The diversity of these learning objectives set by teachers who are currently implementing service-learning makes it difficult to formulate generalizations about academic learning outcomes for all students. These differences in academic goals also imply that the academic outcomes specified and measured by a few teachers in a partnership cannot "represent" the outcomes of the partnership as a whole.

2. Lack of Uniformity about the Meaning of Academic Outcomes. When asked to describe the desired academic outcomes of their service-learning activities, many teachers specified consequences such as a sense of civic responsibility or personal and social skills rather than more traditional subject matter learning. There are several possible explanations for this finding. Some teachers may define academic goals very broadly, some may not always clearly conceptualize academic outcomes, and some may not consider traditional academic outcomes a top priority, resulting in their thinking about academic types of learning only in a post hoc rather than in a premeditated or fundamental way.

3. Difficulties in Applying the KWL and Anchor Task Approach to Evaluation. Judging from the small number of partnerships that were able to carry through the entire process involved in the KWL and Anchor Task approach (specifying academic outcomes, designing question prompts or tasks linked to these academic objectives, designing ways to score and analyze collected data, and interpreting findings), it appears that these strategies were not well-understood by teachers and evaluators. Some teachers seemed to see the KWL Task as a reflection tool for students, as a

component of instruction, or as a gauge of general program satisfaction rather than as a way to measure students' academic learning. Quantification of KWL answers for individual student assessment was difficult and rarely accomplished. Therefore, though the KWL and Anchor Task assessment strategies seemed simple and straightforward on the surface, in practice their usage was subject to numerous interpretations and problems.

4. Applicability of STAR Test Scores. Data from the STAR test were collected to determine if targeted classrooms of students showed greater than average gains in standardized scores in the areas relevant to their service-learning experiences. Unfortunately this type of analysis was not possible because the STAR test tapped student learning that differed in scope and content from the concepts and skills that were the focus of most service-learning activities or was available for too few students to draw reliable conclusions.

5. Suitability of Other Academic Outcome Measures. Other data relevant to student learning and academic motivation such as attendance, course grades, and grade point averages were collected and reported by only a few partnerships. Only school attendance revealed differences between high school students engaged in service-learning and those learning subject matter in more conventional ways or between the same students during service-learning activities as opposed to their attendance before service-learning began.

Overall, partnerships seem to have experienced substantial difficulties in measuring the academic impacts of service-learning. Though a great deal of information was obtained through partnership reports and site interviews about the diversity of academic goals in local service-learning activities, many teachers seemed unclear or unfocused about their particular academic goals. The small amount of data collected with the various measurement approaches (KWL, Anchor Task, STAR scores, and measures such as attendance) by local partnerships do not allow overall generalizations to be made about the extent to which students in CalServe partnerships successfully learned academic content while engaged in service-learning. Although there is much anecdotal data provided in local evaluation reports and in SLRDC's interview data that suggest substantial academic learning occurred in many classrooms where service-learning was used, these descriptive observations cannot be substantiated without a more controlled methodology implemented by trained evaluators.

The quality and quantity of academic outcome data collected do *not* allow definitive statements to be made about the conditions or features of service-learning implementation that facilitate academic learning. However, the reviewed data provide clues that might profitably be pursued in subsequent research focused on factors related

to high levels of academic learning. Features that appear promising in terms of facilitating academic outcomes include the following:

- Consonance of Goal and Activity: the match between the *nature* of the service-learning activities and the type of targeted concept or skill that students are expected to learn
- Centrality: the degree to which targeted concepts or skills are central to *most* activities engaged in by students
- Clarity: the extent to which a teacher has a clear understanding of the subject matter to be taught via service-learning and explicitly communicates these goals to students
- Reasonable Scope: the likelihood that the learning goals can be substantially addressed within the amount of time devoted to the service-learning activities
- Supported by Focused Reflection: the degree to which reflection activities relate directly to the concepts to be fostered

This study highlights the difficulties in studying and drawing conclusions about links between service-learning and academic success, especially across classrooms with varied service-learning goals and activities. Given the limited resources available for evaluation, choices need to be made about the primary goals and most suitable methodology for each particular evaluation effort that relates to the academic outcomes of service-learning, such as program improvement, local program accountability, statewide accountability, or research into "best practices."

Definition and Measurement of Academic Outcomes.

One of the central goals of service-learning is to support students' subject-matter learning. The National Community Service and Trust Act of 1993 states that one of the five key components of service-learning is that it is "integrated into and enhances the academic curriculum of the students or the educational components of the community service programs in which the students are enrolled." This articulation of the academic component of service learning leaves room for a variety of interpretations (as can be seen in any review of the literature). Over the last decade, summaries of research and evaluation of service-learning have often grouped academic outcomes into two broad categories, one having to do with the *direct* learning of skills and knowledge and the other having to do with *indirect* influences on learning and school success via impacts on academic motivation. For example, reviews by Billig (2000) and Root (1997) both

suggest that service-learning can *directly* impact academic skills and knowledge as measured by variables such as standardized test scores, course grades, problem-solving and analytic thinking, and *indirectly* enhance the likelihood of academic success by influencing students' motivation, engagement, and attitudes toward school and particular subject matter. Not only do these reviews of research highlight the diversity of potential academic outcomes and forms of academic achievement, but they provide a reminder that there are multiple models (mostly still implicit and poorly articulated) of what is going on *vis a vis* academic impacts in "successful" service-learning activities.

Two recent evaluations of precollegiate service-learning, the National Evaluation of Learn and Serve America School & Community Based Programs (Melchior, 1998) and the Final Evaluation Report of K–12 Service Learning in California (Weiler, 1998) looked for global improvements in both direct and indirect academic outcomes. Direct impacts were evaluated by looking at changes in students' standardized test scores, homework completion, and course grades. Indirect educational impacts were assessed by looking for changes in students' reported educational aspirations, school engagement, and sense of educational competence as well as by examining students' school attendance records, GPA, and number of disciplinary incidents.

While it is important to note overall improvement in academic achievement by students experiencing service-learning, it is usually difficult to attribute global changes to service-learning alone. Also, such results do not tell us much about *how* overall achievement comes to be affected by a particularly focused (and sometimes brief) set of service-learning activities. Moreover, global measures of academic outcomes do not provide information about the types of subject matter or academic skills students learn

particularly well through service-learning. In addition to focusing on global achievement measures, the previous evaluations also relied heavily on student self-reports of academic learning, engagement, and competence. Self-assessments can provide valuable information about the impact of service-learning on students' personal academic interests and areas of knowledge. However, it is also crucial to capture the teacher's unique perspective about student gains in all of the targeted academic areas.

For this evaluation, CalServe and SLRDC attempted to elicit multiple views of the academic outcomes of service-learning by suggesting that local partnerships use three primary evaluation approaches. These methods tapped information about both general and specific academic impacts and looked at teachers' and students' evaluations as well as more standardized measures.

Partnerships were asked to assess students' grasp of particular subject matter content using both a "KWL" and an "Anchor Task." The KWL asks *students* to reflect on what they KNOW, what they WANT to know, and what they have LEARNED about a particular concept, topic, or issue. The KWL is a reflective self-assessment by students of their own understanding of content specified in question prompts presented at different stages of the service-learning experience. In contrast, the Anchor Task (essentially any teacher-evaluated measure of the learning of targeted subject matter) reflects the *teacher's* assessment of individual students' demonstrated learning of particular concepts, topics, or issues at the conclusion of service-learning.

In addition to the documentation of acquired specific concepts and skills reflected in KWL tasks and Anchor tasks, partnerships were asked to collect scores from the statewide mandated STAR test (the Stanford Achievement Test, Ninth Edition, Form T published by Harcourt Brace Educational Measurement). For grades 2 through 8, requested scores included total reading, total language, total mathematics, and

spelling; for grades 9 through 11, scores included total reading, total language, total mathematics, science, and social science. For the 1998–99 and 1999–2000 evaluation reports, partnerships were asked to supply STAR scores of individual students in their three targeted evaluation classrooms (and any comparison classrooms) both for the current year when service-learning had been employed and for the previous year. To provide another comparison, they were also asked to collect average student scores for their participating districts and schools. Partnerships were also encouraged (but not required) to employ other indirect measures of academic success (such as changes in attendance or grades) if they were relevant to the achievement of the goals of service-learning in their three focus classrooms. Exhibit 4.1 summarizes these approaches that were suggested to partnerships for the measurement of academic outcomes.

Exhibit 4.1 Summary Description of Academic Impact Measures

Academic Impact Measures	What was measured?
KWL Task	Specific academic subject matter learning measured directly. Student self-assessment of relevant subject matter known at beginning and end of service-learning activity and topics of interest at the beginning or middle of service-learning
Anchor Task	Specific academic subject matter learning measured directly. Teacher evaluation of individual students' learning of targeted subject matter.
STAR Test	Global academic achievement measured directly. Standardized assessment of individual student learning in specified subject matter areas.
Other Measures:	Attendance, homework completion, grades achieved, disciplinary records, etc. Mostly indirect assessment of students' academic engagement.

Because partnerships had limited funds available for evaluation, the decision to request the collection of outcome data using multiple measures had to be balanced by a reduction in expectations about the number of classrooms from which local evaluation teams would gather these data. Consequently, local evaluators were asked to work

with a sample of three teachers who were using service-learning to identify curricular learning goals and to assess student achievement of these goals using the three (or more) measures of student academic learning and success. Each partnership evaluator and coordinator was given or mailed a set guidelines that included a description of the recommended approaches and a set of report form templates that could be used to submit data collected using these approaches. To further support local partnerships, technical assistance was offered both at the annual statewide service-learning conference and via individual and group conference calls (See Appendix 4-A for a copy of the academic outcome report forms and guidelines.)

The recommended reporting format requested the following information from each classroom for the KWL and Anchor Tasks:

1) Overall academic learning goals for the service-learning activities
2) Particular academic impacts to be assessed by each measurement approach
3) Prompts, questions, or instruments used to elicit information using each approach
4) Scoring rubrics associated with each instrument
5) A description of findings or table of results using each approach, with average scores calculated for each classroom and for gender and ethnic subgroups
6) A discussion of the results with conclusions about findings within and across classrooms, a comparison of findings assessed with the different measures, and recommendations about program improvement and future evaluation

Reported Academic Outcomes

For the first two program years (1997–98 and 1998–99) partnerships were asked to send copies of their evaluation reports to SLRDC so that a profile of outcomes of all

partnerships could be constructed. As the second column in Exhibit 4.2 indicates, a number of partnerships did not submit *any* form of evaluation report for the first two project years (four in Year 1, and ten in Year 2). Despite SLRDC's attempts to provide helpful information and assistance to partnerships to assist local evaluation teams in collecting academic impact data for their three selected classrooms, most evaluation reports that were submitted by partnerships during the first two years contained disappointingly insufficient information about academic impacts. In fact, among those who *did* submit reports, more than 15% during both years included no information about any type of academic impact. Very few partnerships reported on all three recommended forms of academic impact data (only two in 1997-98 and six in 1998-99). Moreover, reports about the assessment of academic learning that *were* done were incomplete in terms of including all six specified categories of information outlined above. Even when the preliminary analysis of the Year 1 local evaluation reports turned up data collection and reporting deficiencies and additional technical assistance was offered by SLRDC, matters did not improve much from Year 1 to Year 2.

Exhibit 4.2
Evaluation Information Reported by 34 CalServe Partnerships

Evaluation Year	Overall Evaluation Reports	Reports with 3 Academic Measures-- KWL, Anchor, & STAR	Reports with 1 or more Academic Measure	KWL Reports (with any categories of information)	Anchor Task Reports (with any categories of information)	STAR Reports (with any classroom information)	Other Academic Data Reports
1 (1997–98)	30 (out of 34)	2	24	14	7	6	14
2 (1998–99)	24 (out of 34)	6	20*	11	11	12**	9

*Of this number only 8 submitted and discussed information requested.

**Three more included minimal information.

Exhibit 4.2 shows that in both years less than half of the partnerships submitting evaluation reports included at least one KWL description. The same is true for each of the other academic impact measures. There were slight shifts in the types of data submitted in the second year, with more partnerships submitting anchor and STAR data and fewer submitting KWL and other academic data in 1998–99. Possible explanations for the disappointing reporting of data will be explored presently.

The pattern of incomplete reporting shown in Exhibit 4.2 presented a significant challenge to SLRDC's plans to construct an overall statewide profile of academic impacts. While CalServe and SLRDC tried to facilitate data collection and reporting, local evaluators ultimately were responsible for collecting academic impact information that might lead to improved classroom practice within partnerships and provide SLRDC with insights and conclusions that could be summarized across partnerships. Obviously, this evaluation task presented more difficulties to local teams than were foreseen. Thus, to better understand the evaluation problems and augment the partnership reports, SLRDC researchers interviewed samples of students and teachers from seven of the partnerships during the winter of 1999–2000 about their perceptions of student academic knowledge and skills developed during service-learning. The following summary of academic outcomes reported by local partnerships and examination of interview data collected by SLRDC researchers during the 1999–2000 site visits will bring into focus some of the difficulties experienced by partnerships in assessing the academic impacts of service-learning.

Findings about Achievement of Student Academic Outcomes

Five themes emerged from a review of the Year 2 (1998–99) local evaluation reports and the 1999–2000 site-visit interviews that relate to teachers' goals for student

academic learning and attempts to assess achievement of those goals. The following five points shed some light on the difficulties experienced by partnerships in evaluating the academic outcomes of service-learning in their targeted classrooms:

1. Diversity of Teachers' Academic Goals.
2. Lack of Uniformity about the Meaning of Academic Outcomes.
3. Difficulties Applying the KWL and Anchor Task Approach to Evaluation
4. Applicability of STAR Test Scores.
5. Suitability of Other Academic Outcome Measures.

Diversity of teachers' academic goals. An examination of the "intended learning impacts" listed in the KWL and Anchor Task reports suggests little uniformity in how teachers identified desired academic outcomes. This variety of learning goals is not due simply to the fact that service-learning was implemented in many curricular areas at different grade levels (although that clearly was a major source of variation). Teachers' stated academic goals were also quite diverse in their range and scope, and varied in how directly they were connected to particular course subject matter.[1] For example, reported academic goals (that were clearly "academic") included:

- Students' learning of specific subject matter concepts (like explaining the four "R's" of conservation or identifying the parts of a plant in science),
- The improvement of basic literacy or mathematics skills (such as word recognition in reading or graph interpretation in mathematics),
- The acquisition or practice of skills related to task-specific subject matter (such as how to write a thank you letter, conduct an interview, or carry out procedures on the computer), and

[1] The "standards movement" in California had just begun when these partnerships were beginning their cycle of operation. Thus, teachers may have been less aware of the advantages of evaluating academic outcomes in terms of their satisfaction of particular state or local district standards.

- The improvement of higher order thinking processes (such as critical and creative thinking, problem solving, idea organization, metacognition, and study skills).

In talking further with teachers about their academic goals during the intensive study site interviews, it became apparent that teachers differed not only in the breadth of concepts and skills targeted but in their underlying notions about the ways service-learning might contribute to student academic outcomes. Some teachers used service-learning as a vehicle for the *introduction* of particular concepts or skills, some as a medium for the *practice* or application of subject matter, and some as a way of further extending or *contextualizing* knowledge in real-world situations. Some introduced subject matter instruction during preparation for service (in the classroom or library), some saw such learning as occurring during service, and some saw it primarily occurring during post-service reflection. These different roles that service-learning plays in promoting academic development need to be taken into account in evaluating subject matter learning. For example, different measures and standards of learning need to be adopted for service-learning that is being used to *introduce* a concept as opposed to service-learning that is being used to *practice* a concept previously taught in other ways.

Some teachers also specified goals that only indirectly related to academic achievement, such as improved enjoyment of school or the particular subject matter, active engagement in the learning process, and the development of workplace competencies such as the ability to identify resources, work well with others, or apply technology to tasks. This diversity in teachers' learning objectives may always make it difficult to formulate simple generalizations about academic learning outcomes for students, even when the focus is narrowed to service-learning within one curricular

area or one grade level. These differences in goals also imply that the academic outcomes specified and measured by a few teachers in a partnership cannot "represent" the outcomes of the partnership as a whole.

Lack of uniformity about the meaning of "academic" outcomes. In 1998–99, the 27 classrooms that reported academic impact questions for a KWL Task and the 23 classrooms that listed them for an Anchor Task specified an average of two descriptions each. The targeted "academic" objectives specified by teachers can be grouped into four categories:

1. Specific content knowledge (e.g., concepts in science, language arts, and social studies)

2. General academic skills (e.g., basic reading and writing skills, scientific inquiry, research skills)

3. Personal, social, or life skills (e.g., interpersonal skills, confidence, judgment, and organizational skills)

4. Civic knowledge and attitudes (e.g., knowledge about specific social issues, civic responsibility)

As Exhibit 4.3 indicates, about half of the targeted academic objectives identified by teachers fell in the personal/life skills and civic domains—areas *outside* of what might be considered traditional academic concepts and skills (such as those described in the previous section). This blurring of the lines among what are usually classified as different types of student outcomes as well as the lack of specificity in many of the academic impact questions may be accounted for in a number of different ways. Teachers may have very different ideas about the meaning of the term "academic" with some treating it as synonymous with "subject matter" and others considering it more as

a general label, perhaps roughly equivalent to "what is taught in school." It may also be the case that some teachers had not spent much time thinking through their academic learning goals. Others may have adopted service-learning primarily to address the civic or personal skill development needs of their students and had either not fully considered subject matter connections or had done so only after the fact (i.e., when asked to supply the academic impact questions for this evaluation). As the discussion of the intensive study interviews show (at the end of this chapter as well as in Chapter 3), there is evidence for each of these explanations of heterogeneity in articulated academic goals for service-learning, but further investigation is needed in this area.

Exhibit 4.3
Classification of "Academic" Impacts Targeted by Teachers in KWL and Anchor Tasks (1998–1999)

	Content Knowledge	Academic Skills	Personal/Life Skills	Civic Knowledge	Other	Total
KWL Task (27 classrooms)	9	14	9	15	4	51
Anchor Task (23 classrooms)	9	10	12	13	3	47

Difficulties in applying the KWL and Anchor Task approach to evaluation. As described earlier, local partnerships were asked to work with their three selected teachers to help them develop a KWL (student self-assessment) and an Anchor Task (teacher assessment) that would determine the degree to which individual students learned the academic content being addressed through their service-learning activities. The evaluation guidelines and report form templates suggested that local partnerships carry out and document a number of steps in this process by having each teacher:

(1) spell out the project's academic learning goals and the particular impacts to be assessed with the KWL and Anchor tasks, (2) develop a set of prompts or instruments related to these objectives, (3) collect individual student data using these instruments, (4) develop rubrics to score these data, (5) describe their results, and finally (6) discuss the relevance of the data, making recommendations for program improvement and future evaluation based on the findings.

As pointed out earlier, the diversity in teachers' goals meant that it was impossible to draw simple general conclusions about the academic outcomes of service-learning across partnerships. However, it was hoped that SLRDC would be able to summarize the extent to which individual teachers achieved success in meeting their own unique academic learning goals. Unfortunately, local partnership evaluations rarely included enough information about goals, instruments, scored data, and conclusions so that even this type of generalization could be made about the usefulness of service learning in achieving specific subject matter goals in individual classrooms. Exhibit 4.4 displays the types of information about the KWL and Anchor Task provided by partnerships in their 1998–99 evaluation reports.

Exhibit 4.4
Types of Information Included in KWL and Anchor Task Reports (1998–1999)

	KWL Task		Anchor Task	
Information Supplied	Number of Partnerships	Number of Teachers/ Classes	Number of Partnerships	Number of Teachers/ Classes
Reported Use of Academic Task	11	28	11	26
1. Clear Academic Goals Specified	6	16	8**	18**
2. Prompts/Instruments Described	10 (5*)	24 (11*)	11 (7*)	24 (13*)
3. Indiv. Student Data Scored	8 (3*)	17 (7*)	10 (10*)	20 (15*)
4. Data Discussed and Interpreted	7 (3*)	11 (4*)	7 (5*)	13 (6*)
All of above 4 steps completed	7 (3*)	11 (4*)	7 (5*)	11 (6*)

* Number of tasks related to clear academic goals

** Two of these are fairly vague academic goals

As was noted earlier, less than half of the partnerships submitting 1998–99 evaluation reports described the use of a KWL or Anchor Task in any of their target classrooms. Exhibit 4.4 shows that only six of the eleven partnerships specified clear academic goals for at least one KWL Task, and even fewer (3) were able to complete the other steps in the KWL evaluation process to yield interpretable information about student views of academic gains achieved through service-learning. The picture is only slightly better for the use of the Anchor Task. The failure of most partnerships to attempt or successfully carry through the various steps of the KWL and Anchor task process indicates substantial difficulties in the use of these techniques for evaluation. The following paragraphs detail some of these difficulties.

Focus of evaluation. Difficulties with the KWL and Anchor Tasks began with an unfamiliarity with the terms themselves. Even after a definition and examples of the two tasks were provided in materials provided to partnerships (see the guidelines in Appendix 4-A), there continued to be a lack of clarity about exactly what these techniques were expected to measure. This was especially true for the KWL Task. A number of teachers asked students to answer the question, "What is service-learning?" rather than respond to a question about the learning of some skill or concept. Some teachers asked students questions about their enjoyment or satisfaction with service-learning without finding out whether or not subject matter learning contributed to students' attitudes. Even when students' views about gains in academic knowledge and skills were clearly queried by KWL prompts, various teachers focused on two different types of questions: Some teachers thought they should ask students for information about areas of learning that were personally relevant or important to them. Other teachers asked students to evaluate themselves (either qualitatively or quantitatively) in relation to a specified set of targeted concepts, skills, or qualities.

Another difference in the way the KWL tasks were conceptualized had to do with whether the focus was on the overall class or on the individual students in the class. Some teachers simply used class discussions to obtain a general sense of student knowledge in order to shape their service-learning activities, while others designed a task to assess individual student learning. One teacher said, "…when I do the KWL…I'm using it to look at the class and to legitimate the program that I've worked at…so I don't use it in terms of the individual so much." Many of these practices by teachers resulted from the fact that they had previously used the KWL technique for instructional or program evaluation purposes rather than to assess student knowledge.

Curriculum goals. Some teachers were very clear about how service-learning fit into their teaching. For example, one teacher talked about the connection of her buddy gardening project and connected classroom experiments with students' learning about plant life cycles and seed germination as well as achieving math and language arts objectives. Some teachers , however, appeared to struggle when they were asked to spell out the connection between the service project and the curricular content they were addressing with their activities. One local partnership evaluator noted, "The curricular goals [of the teachers]. . .were very broad. The specific objectives were not developed directly from the standards and are not a very good match for the prompts that were used for the KWL reflections and Anchor tasks." She suggested that teachers needed more professional development so they might learn "how to convey to students the connections between content and service." Another evaluator felt that "teachers could use . . . some assistance in analyzing their projects."

Design of prompts and tasks. Teachers also seemed to struggle with the wording of KWL prompts and the design of Anchor tasks, especially in regard to how general or

specific a focus should be adopted. Teachers reported being unhappy with generally worded prompts, because students had trouble knowing what to focus on in their answers and they, themselves, had trouble knowing how to evaluate the answers they obtained from the students. On the other hand, they found specific prompts and tasks unsatisfactory because the information gained represented only a fraction of what they wanted to accomplish with their service-learning activities. Teachers also commented that they disliked starting a project by posing questions that would put students in the uncomfortable position of saying they knew nothing or had nothing to say. Sometimes, partnerships evaluated the *form* rather than the *content* of student writing (such as focusing on spelling and grammar rather than the ideas), but did not always make that aspect of the task clear to students.

Scoring. The scoring of both KWL and Anchor tasks posed problems for many teachers. Even though teachers are accustomed to grading performances of students as they were asked to do for the Anchor Tasks, they often use an intuitive or informal sense of different performance levels, rather than explicitly defining criteria for various scores. Often teachers resorted to "pass/fail" or "effort/no effort" grades, rather than defining different levels of knowledge or skill acquisition. Some partnerships mistakenly assumed that they should use the example of a rubric supplied in the distributed guidelines as a standard and commented, "Teachers felt that a standard rubric was useless…[and] wanted to be able to measure a student's success according to their standards." If teachers decided to use the KWL to explore which areas of learning were salient or unique to individual students, it rightly made no sense to score such responses. Even when teachers focused on clearly defined curricular areas, they often found designing a clear evaluation scheme difficult. The expectation that teachers might experiment with strategies for evaluating student responses, then, was

unrealistic, given teachers' already overworked schedules, their lack of expertise in evaluation, and, sometimes, their inexperience with service-learning.

Analysis. Discussions of findings in the local evaluation reports often provided very little detail about how the tasks were designed, how different groups of students responded, and how teachers interpreted the responses. Frequently evaluators just affirmed that learning occurred, skills were acquired, attitudes were changed, or motivation and participation increased. Only rarely were comparisons or contrasts made of performances within or across classrooms. Similarly it was rare to find discussions of corroborating or discrepant findings obtained with the various measures of academic impact. It is not unreasonable to conclude that these types of detailed analyses require a much greater investment of time and effort on the part of both teachers and evaluators than most were willing or able to spend.

In sum, the procedures involved with carrying out the KWL and Anchor tasks *appeared* simple when the local evaluation process was conceptualized, especially given the fact that similar tasks are often used informally by teachers as part of planning or instruction. However, the time and evaluation expertise and interest that were actually required to transform these teaching techniques into more formal evaluation was beyond what might reasonably be expected of local partnership evaluation teams.

Applicability of STAR test scores. Average student scores in each service-learning classsroom on the STAR were to be used to evaluate the extent to which students in participating classrooms showed enhanced achievement (as compared to other classrooms or to their own scores in the previous year) in areas relevant to their service-learning experiences. However, both the collection and interpretation of STAR scores presented problems to local partnerships.

Although average scores for districts and schools were available to partnerships on the CDE's "Ed-Data" Internet site by midsummer, scores for individual students and classrooms sometimes had to be collected from student files once student and classroom data were reported back to individual schools (often not until Fall). The lack of available or approved personnel at schools to collect STAR data on individual students was clearly a problem for many partnerships, since a number of local partnerships submitted only the comparison district and school averages and not service-learning classroom averages based on the individual student scores. Moreover, the STAR is not administered to 1st graders and 12th graders, a fact that eliminated some students and classrooms from the samples. Another major problem that characterized data collection was the reporting of an *incomplete* set or the *wrong* type of STAR data (such as grade equivalent scores rather than the requested scaled scores and national curve equivalent scores), perhaps reflecting a confusion about how scores of different types can be used. In addition, some coordinators and evaluators voiced doubts about the relevance of a global test of achievement like the STAR for detecting the impact of their limited service-learning activities.

Such difficulties may have played a part in the low rate of *reporting* of STAR scores by partnerships (see the second to last column in Exhibit 4.2)--especially in 1997–98, which was the first year of the test's implementation in California. There were additional factors that complicated the *interpretation* of STAR scores. The 12 partnerships who reported on 23 classrooms in the second year (1998–99) either found it difficult or did not even attempt to evaluate the average service-learning classroom scores in relation to other comparison scores. A number of problems may have prevented evaluators from drawing meaningful conclusions about the effects of service-learning on students' standardized tests scores:

- The kinds of learning assessed by the STAR test did not pertain to the academic learning objectives of service-learning in the classroom or to the curriculum taught in the school

- Too few STAR scores were available across two years for students in the classroom using service-learning to make average gain scores reliable and representative of the class, especially given the overall margin of error of the subtests.

- No satisfactory comparison class was available that represented an equivalent group of students studying the same content in a different way.

To expand on the first point, nearly one third of the classes for whom STAR scores were obtained were engaged in service-learning in a curricular content area not tested by the STAR. For example, relevant standardized scores are not available at the elementary level when service-learning takes place in Science, Social Science, or extra curricular areas. In other subject matter areas that are tested like Reading, the test is not aligned with the established curriculum. Even when service-learning was conducted in a subject-matter area tested by the STAR, partnerships hesitated to say that it was service-learning (rather than teacher skill or the ability of students taking the class) that was responsible for higher average classroom scores. What local evaluators *did* say in the few cases where comparisons were actually made and discussed was that service-learning did not appear to harm standardized test scores.

Limited applicability of other academic outcome measures. In some partnerships, evaluators collected other types of academic outcome information, either in addition to or instead of the recommended measures. The reported data included grade point averages (GPA), course grades, attendance, credits earned, discipline referrals, other achievement tests, and a parent survey. Analyses using these measures

to compare service-learning classes and classes taught with other methods were, for the most part, inconclusive. Attendance, which has often been considered a good indicator of academic engagement, appeared to have been the most productive additional academic outcome measure employed by local partnerships. Four classes employing service-learning showed improved/better attendance, whereas students from two other service-learning classrooms evidenced decreased or lower attendance relative to a set of comparison students. However, usage of most of these measures was too infrequent to evaluate their overall power as academic impact indicators. Moreover, their employment was often not connected to the academic goals articulated for the particular service-learning activities. There were other problems that characterized some of these measures. For example, GPA seemed problematic as an independent measure because service-learning course grades sometimes were responsible for (and thus confounded with) changes in GPA.

Overall, partnerships seem to have experienced substantial difficulties in measuring the academic impacts of service-learning. The small amount of data collected with the various measurement approaches (KWL Task, Anchor Task, STAR scores, and measures such as attendance) by local partnerships do not allow overall generalizations to be made about the extent to which students in CalServe partnerships successfully learned academic content while engaged in service-learning. However, there is anecdotal data provided in local evaluation reports and in SLRDC's interview data that suggest substantial academic learning occurred in many classrooms where service-learning was used. For example, one teacher talked about how her third grade class had learned about the life and problems of the elderly while spending time talking to seniors and had also gained practice in authentic speaking and writing in English through interviewing, writing thank-you notes, and constructing three-paragraph

essays about their service-learning experience. Another junior high school science teacher who organized her entire curriculum around soil, water, and food resources shared her students' comments about how their enjoyment and understanding of chemistry and biology was heightened by their work testing soils and identifying plants in their greenhouse. More substantiation is needed of these descriptive observations by trained evaluators experienced in the issues surrounding service-learning.

Ways to Optimize Academic Outcomes in K–12 Service-Learning: Some Possibilities

As suggested in the previous discussion, the quality and quantity of academic outcome data collected and reported by local partnerships do not allow definitive statements to be made about the conditions or features of service-learning implementation that facilitate academic learning. However, the reviewed data raised questions that SLRDC wanted to explore during the third year of the grant cycle. Thus, not only were the "intensive study" interviews focused on uncovering sources of problems in the evaluation of academic outcomes, but they also were designed to explore features of implementation related to expressions of satisfaction by both teachers and students about concepts and skills learned through service-learning.

During extensive individual interviews, SLRDC researchers asked 31 teachers to describe their activities in detail, to expand on what they had hoped students would learn by doing these activities, to discuss their notions about crucial features of service-learning, and then reflect on the aspects of their activities that best and least fulfilled their ideal. Randomly-selected students from these classrooms were asked why *they* thought they were performing particular service-learning activities, what they had

learned as a result of the project, and how the activities had influenced their attitudes toward school or the subject being taught. From these interviews some intriguing hypotheses emerged about features of service-learning implementation that may enhance subject matter learning by students. All five of the following factors might profitably be pursued in subsequent research focused on the facilitation of academic outcomes in service-learning.

Consonance of goal and activity. During the interviews it became apparent that, in some cases, teachers' academic learning goals were directly linked to service-learning activities and, in other cases, these learning goals were only tangentially related to what students were actually doing. This difference in program implementation appeared to have an impact on what students reported learning. For example, in one classroom where the teacher's learning goal was for students to learn about the water cycle, the class learned what happens when different types of pollutants get into streams and lakes, did a lake cleanup, and then created dramatic presentations illustrating the links between common practices and effects on the environment. Interviewed students in this class found it easy to articulate what they had learned in their service-learning activities and invariably mentioned the water cycle and water pollution. In contrast, students in other classes where the teachers' learning goals seemed less connected to the primary service-learning activities, students were much less clear and fluent about subject matter learned through their project.

Centrality. There were also differences in the degree of match between what teachers and students talked about as the primary learning outcomes of service-learning. In some classrooms students claimed to have learned skills, knowledge, or attitudes that were similar to those the teacher had targeted in his/her academic

learning objectives. In other classrooms, students and teachers focused on different sets of concepts or skills. In many instances where there was a mismatch in perceptions about areas of learning, students' views seem to have been influenced by the nature of activities in which they had spent the most time or by the activities that were more novel or challenging to them personally. There was more unanimity in teachers' and students' views about academic outcomes when more time was spent on activities directly related to fostering teachers' targeted academic concepts or skills. This kind of difference in the apportionment of time during service-learning can be illustrated by examining the variety in the implementation of cross-age tutoring projects. In some classrooms, students spent a majority of their time learning new and challenging information that was then reinforced in the process of presenting the same topic to younger children. In other classrooms, students spent most of their service-learning time interacting with the younger students but less time learning about the particular content to be conveyed, discussing ways to present the content, or brainstorming ways to resolve problems younger children had in learning the content. In these latter cases, students tended to talk more about acquiring personal or interpersonal skills and attitudes rather than about gaining a better understanding of the content.

Clarity. Teachers varied in how clearly they were able to articulate their academic learning goals. Some teachers had no trouble specifying the particular skills, areas of knowledge, or quality of learning that they wanted to improve. Others focused first on non-academic areas and supplied connections to subject matter learning only upon further probing. There were still other teachers who reported only general academic goals, such as hoping students would "learn something about history" or "improve their understanding of ecology" but did not specifically identify *what*

dimensions of learning would improve (e.g., knowledge and understanding, skills and strategies, application of experience, critical awareness, or confidence and independence) or *how* such learning would occur as a result of service-learning activities. Teachers also varied in terms of how often they *communicated* these academic learning goals to their students. Some reiterated what they hoped students would gain from their service-learning nearly every time activities were initiated. One middle-school teacher whose students interviewed elementary school students and then wrote an orientation handbook for them listed specific skills that she wanted her students to develop from each project activity. She then reported having her students articulate what they were learning during each phase. An example of a contrasting philosophy about goal communication was voiced by a teacher who said she did not want students to be conscious of learning while doing their service-learning, since that would make them less motivated. Students whose teachers were both clear about academic goals and repeatedly articulated those goals seemed more able to state what they had learned through their service-learning activities. A question that needs investigation is whether or not *mutual clarity* about learning goals (i.e., clarity about academic objectives in the minds of both teachers and students) is linked to *better learning*.

Reasonable scope. Another variable that may influence achievement of targeted academic goals is the degree to which those goals can reasonably be addressed given the length and scope of the service-learning activities. Teachers who specified goals that were more modest (e.g., constrained to specific concepts such as learning "the parts of a seed" or "the anatomy of a squid", or performance skills (such as learning how to carry out desk-top publishing operations) were much more likely to feel they had accomplished those goals within the span of a short-term project than did teachers who

had targeted improvement of general or complex skills (such as "metacognition" or "the skills needed to be an effective learner") or overall knowledge within a subject matter domain (such as "the state science standards"). However, students and teachers sometimes felt they had achieved broader academic goals such as "improvement in reading and writing abilities" or a "sense of the interconnections in the natural world" when relevant activities were carried out over an extended period of time.

Supported by focused reflection. Teachers tended to be more confident about having achieved targeted academic outcomes when they asked students to reflect orally or in writing about relatively specific questions associated with targeted learning goals. So presenting discussion questions or journal prompts that asked students to think about topics such as "what I learned about teaching others about dissecting squid" or "what I know about migration" was more apt to give teachers feedback and confidence about students' learning and to help them plan follow-up or supplementary instruction and activities. Asking questions such as "What happened? or "What I did today" tended not to produce much student reflection and consolidation of ideas about academic learning. One teacher whose broader goal was to make her 7th grade science students aware of the practical implications of botany asked her students to discuss why it was important for them to cultivate and replant native azaleas. The conversations that followed not only reassured her of students' understanding of the reasons for their service, but resulted in the students generating ideas for an additional project to clean up the woods behind their school to remove exotic weeds crowding out the native vegetation—an indication of their understanding of the practical applications of botany to the real world.

Conclusions and Recommendations

This study has provided ample evidence of the difficulties involved in studying and drawing simple conclusions about links between service-learning and academic achievement. Since service-learning is not a single teaching methodology with one set of curricular goals and associated instructional practices, it is difficult to make general summary statements about the degree to which service-learning in California or in any large program "helps students learn curricular content and improves overall school performance." Evaluation of academic outcomes in individual projects and classrooms requires considerable commitment, training, and time for thoughtful planning and analysis of student performance.

Despite the fact that the 1997–2000 local evaluation reports and the additional data collected by SLRDC do not allow overall generalizations to be made about gains in student academic achievement, these efforts nevertheless were useful in terms of affording insights that may benefit future research, evaluation, and technical assistance undertaken by the California Department of Education. The following paragraphs focus on conclusions relevant to each of the three topics raised at the beginning of the chapter—teacher's academic goals, evidence about the achievement of academic goals, and the discovery of features of implementation that promote academic learning.

Not only did this study document extreme heterogeneity in teachers' goals related to the development of academic concepts and skills, but it also highlighted the assistance many teachers need in selecting, clarifying, and prioritizing reasonable useful academic goals. One reason for a lack of clarity about academic goals among some teachers may be the lower priority given to subject matter learning among those who use service-learning primarily to achieve social or civic goals. In some of these cases,

connections to curriculum content are made only as they fit in with accomplishment of the service goals. In other words, academic content serves only as the *context* for the primary social or civic focus of attention. Moreover, simply urging teachers to show connections of service-learning activities to curriculum standards will not necessarily lead to improved academic outcomes. Students need to focus considerable attention and effort and receive instruction and feedback on concepts or skills that are key to meeting important standards, not just perform an activity that can be classed as consistent with an area of learning designated in a curriculum standard.

Most teachers could profit from assistance in selecting, clarifying, informally evaluating, and reflecting on the attainment of their individual academic impact goals and from time dedicated to planning for better achievement of those goals. Interviews conducted with teachers during the intensive study suggest that successful integration of service with curricular content cannot be learned in one workshop. More often teachers who had worked out clear connections between service and the curriculum felt they had achieved coherence between the two over time. It follows that teachers need ongoing support in identifying curricular content and developing ways to assess students' acquisition of targeted knowledge and skills. Local evaluators can provide a valuable service by initiating discussions and becoming a sounding board for teachers to articulate and get feedback on their curricular goals. The California Department of Education (CDE) might facilitate program improvement at the local level by asking partnerships to document professional development that focuses on the setting and evaluating of academic goals, by sponsoring sessions on this topic at the state or regional level, by the sharing (perhaps in a newsletter) of stories written by teachers about the integration of their service-learning activities with the curriculum, and by

encouraging local partnerships to focus more of their attention on relevant long-term professional development.

The primary goal of outcome evaluation at the local level should be program improvement. Such evaluation might consist of the construction of project portfolios by teachers (including a description of objectives and activities and samples of assignments and student performances) and documentation by evaluators of discussions with teachers about their evidence of student learning. Activities such as these might be more apt to be completed because teachers would see them as personally relevant *and* doable since they are less separated from teaching. Such information could also be useful for demonstrating partnership accountability, since these concrete examples are more understandable and are frequently more compelling than technical reports to district administrators. Additionally, CDE would benefit from having documentation of the service-learning being conducted around the state.

Teachers and administrators have also voiced interest in obtaining succinct and understandable reports of research concerning the nature and extent of academic learning among students who are participating in service-learning activities, either in general or in connection with different implementation practices. But most teachers are not really interested in or feel capable of planning, collecting, and analyzing data for such studies. This evaluation task, then, is really one for professional researchers knowledgeable both about evaluation and about service-learning. CDE must decide whether questions about conditions that affect or optimize the academic impact of various types of service-learning are important enough to warrant funding studies relevant to these issues.

If questions about types of academic impact and about conditions facilitating greater learning, retention, and/or application of academic content are a priority,

insights from the current study have implications for the direction of this research. A major conclusion of the analyses of both the local evaluation reports and the intensive study data related to the vast differences among the various examples of service-learning, both in terms of goals and implementation practices. Although the strategy of collecting student performance data and student self evaluations tailored to each teacher's goals (as was attempted with the KWL and Anchor Tasks) still makes sense given this diversity of projects, a study of varied academic goals and outcomes needs an overall plan with some common data collection procedures and analysis techniques. This cannot happen if individual teachers design idiosyncratic assessments in isolation, without knowledge of the overall evaluation strategy.

Another conclusion that emerged from this study was that the statewide standardized test, unaligned with the curriculum, was not productive in affording useful information about academic learning targeted in the service-learning projects. Future district-wide evaluation that is aligned with the curriculum may be more useful for demonstrating accountability. It is also possible that the field of service-learning may be better informed by accumulated knowledge from detailed well-executed case studies focusing on particular service-learning goals and practices than by experimental studies employing standardized tests of the same general subject areas being taught with or without service-learning. To carry out such case studies, professional evaluators would need to work in collaboration with teachers to interpret and contextualize the performance of students in their classrooms. Since many teachers appear to incorporate essential elements of service-learning incrementally, it might be wise to limit the subjects of these case studies to teachers who have considerable experience with the same service-learning activities and with connecting academic content to that particular service. Local documentation of teachers' service-learning

goals and practices mentioned previously might identify teachers to be included in the study sample.

In conclusion, the present summary suggests that local partnership evaluation teams cannot accomplish multiple difficult evaluation tasks simultaneously and do them well. It was overly optimistic to expect that teachers could easily develop instruments to measure academic outcomes and collect information that would inform their classroom practice, assess gaps in individual students' understanding, demonstrate partnership accountability, and provide common data for the state profile in addition to evaluating other aspects of service-learning, implementing their instructional activities, and carrying out their other professional duties. Given the restricted evaluation resources available, limiting the focus and goals of future local and statewide evaluation efforts would enable better choices to be made about methodologies for optimizing the attainment of each evaluation goal as well as ensure the continued willing collaboration of teachers and other local partnership staff.

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Chapter 5

Service-Learning and the Development of Civic Responsibility and Citizenship

Summary

Civic outcomes for students are considered central to service-learning by both policymakers and practitioners. One of the five components of the federal definition of service-learning is to "increase students' sense of civic responsibility." Similarly, one of the most widely-cited rationales for service-learning has been its potential for developing "active citizens" (Kielsmeier, 2000). Because civic education is central to service-learning, CalServe and the Service-Learning Research & Development Center (SLRDC) sought to clarify the nature and extent of the connection between K–12 students' participation in service-learning and their development of civic attitudes and behaviors.

All CalServe partnerships were asked to include in their local evaluations a study of the impact of service-learning on students' sense of civic responsibility. The overarching question to be addressed was the following:

- *How does a student's sense of civic responsibility change when he/she engages in service-learning?*

In Years 1 and 2, the SLRDC developed a Civic Responsibility Survey (CRS) to assist local partnerships in addressing this question. English and Spanish versions of this pre-test/post-test survey were sent to all local evaluation teams for administration, and SLRDC researchers analyzed data from all surveys returned to the Center during those two years. Analyses of the survey data indicated that students' sense of civic responsibility increased in some classrooms where service-learning activities were carried out. However, increases did not occur uniformly and were of different magnitude across classrooms. Significant changes that did occur were very small.

To build on findings from the first two years and to explore questions about how and why different service-learning experiences might lead to different civic attitudes among various groups of students, a follow-up study was designed in Year 3 (1999–2000) to focus on the following questions:

- *What types of thinking about service occur in students experiencing different types of service-learning?*

- *What aspects of service-learning experiences affect students' attitudes about and understanding of citizenship?*

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000). Service-Learning Research & Development Center, University of California, Berkeley.

A new survey to address these questions was developed by SLRDC with the cooperation of seven of the 34 CalServe partnerships in Year 3. Along with administering the survey to students in classrooms that did and did not include service-learning, these partnerships also agreed to help collect additional data from students and teachers regarding the goals, practices, and broader impacts of service-learning. During site visits, SLRDC staff sought greater insight about students' service-learning attitudes and experiences through in-depth interviews with individual students and teachers.

What emerged from the Year 3 study was a deeper understanding of the complexity of citizenship development and its link to service-learning activities. In particular this study found:

- Substantial differences in teachers' goals regarding civic responsibility and citizenship
- Variation across classrooms in the degree and ways students' civic attitudes were changed
- Linkages between student attitudes about service and students' personal interests and previous service experiences
- Individual differences in students' thinking about good citizenship (for example, in the degree to which they cited personal or moral dimensions of behavior as opposed to those associated with social and political institutions and processes such as voting)

Defining Civic Responsibility and Citizenship

"Civic responsibility" is one of the five components in the federal definition of service-learning (National and Community Service Trust Act of 1993) and is discussed as one of the two primary goals of education in the opening sentence of the report of the California Superintendent's Service-Learning Task Force (1999). Despite the fact that civic responsibility and active citizenship are central to the concept of service-learning, there is ambiguity about the particular knowledge and

skills that are the focus of teaching, learning, and assessment when educators or evaluators talk about civic outcomes. For example, Naughton (2000) summarizes the following different elements that various organizations and researchers emphasize when talking about the development of civic responsibility:

- Personal commitment to service and the community
- Understanding of democratic society and the roles and responsibilities of government and citizens
- Understanding of an individual's ability to impact the community
- Ability to care for others

Similarly, California's Service-Learning Task Force Report (1999, p.3) lists three goals that relate to civic outcomes of quality service-learning implementation when it states that California's youth will:

- Develop an ethic of providing service to others and to their community
- Understand that every community has needs that are often unmet and learn how to identify those needs.
- Have an improved understanding of their role as citizens in a democratic society.

The possible operating definitions of the concept multiply as each of the listed elements is examined in more depth. And, even with just these two lists of civic outcomes to consider, there are both similarities and differences in the components of civic responsibility described. For example, "understanding citizenship" is an element of civic responsibility in both of these lists. There are also many different perspectives on the meaning of citizenship. One can focus on the rights or the

responsibilities of citizenship, on the legal, political, or social aspects of citizenship, on national or local citizenship, on the private or public sphere, on morality, or on culture-specific social conventions. Depending on the perspective that is taken, different qualities, characteristics, skills, and behaviors will be highlighted as necessary for "good citizenship." Characteristics of good citizens can include qualities as disparate as cooperative work habits, critical thinking skills, a global problem-solving perspective, knowledge of government, confidence in public speaking, increased self-esteem, moral development, altruism, commitment to volunteering, voting behavior, and political activism (cf. Billig, 2000; Shumer, 2000; Westheimer and Kahne, 2000).

The ambiguity of terms complicates the study of civic outcomes of service-learning. When a particular questionnaire or interview is selected or developed to measure civic responsibility, one needs to ask what particular civic outcomes are being investigated and also acknowledge that there are aspects of civic responsibility that may not be covered.

The first SLRDC Civic Responsibility Survey (Survey 1), which was distributed to the CalServe partnerships during the first two years of the study (1997–1998 and 1998–1999), sought to measure the extent to which students showed changes in three dimensions of civic responsibility: (1) Community Connectedness—a student's feelings of *connection to and affinity with a particular community* (such as school, neighborhood, or city); (2) Attitudes Toward Service—a student's *awareness and willingness to take responsibility* for meeting needs and problems in a particular community; and (3) Service Efficacy—a student's *feelings of efficacy*

in being able to act and to influence what happens in that community. (See Appendix 5–A for the actual survey items contained in the three constructs.)

In the third year of the study (1999–2000 school year), a new Civic Responsibility Survey (Survey 2) was designed to tap into a range of components of civic responsibility different from those contained in the original survey. These new components of civic responsibility had been generated from discussions with service-learning teachers and researchers. The questions for Survey 2 focused on changes in a student's: (1) civic attitudes—a student's interest in knowing and helping others versus a focus on self-interest, and 2) civic behaviors—a student's report of engaging in prosocial or helpful behaviors. Items regarding intrinsic and extrinsic motivation were also included (see Appendix 5–B for the survey items on the first two constructs). Both Survey 1 and Survey 2 were administered before and after service to measure changes in these aspects of students' civic responsibility.

The methodology of having students throughout the state complete the same pre/post civic responsibility surveys was somewhat problematic because there was no way to know how well matched the dimensions of civic responsibility contained in either Survey 1 or Survey 2 were to the particular perspectives and emphases of participating teachers. Consequently, the validity of these measures for measuring civic responsibility impacts on students at the classroom level was unclear. To illuminate the survey findings in Year 3 (1999–2000), in-depth interviews were conducted with teachers to explore their goals and rationales for the service-learning activities they implemented. Samples of students from the intensively studied classrooms were also interviewed to gain insights about ways students make sense

of and respond to various teacher-provided rationales for doing service. Students were also queried about their opinions of these service goals and subsequent experiences and the extent to which service-learning affected their attitudes toward service and their community. Students' understanding of citizenship itself was also explicitly probed.

Data Collection and Analysis

Survey Data. During the first two years of the study (1997–1999), most of the data pertaining to civic responsibility outcomes consisted of information obtained from the pre and post administration of Survey 1. Students were presented with statements related to civic responsibility and were asked to rate the extent to which they agreed with those statements. (See Appendix 5–C for a copy of Survey 1.) Because students of different ages and reading ability were surveyed, three levels of the survey were developed:

- Level I: a survey with 10 items and three response choices was designed for elementary grade students
- Level II: a survey with 10 items and six response choices was designed for middle grade students
- Level III: a survey with 24 items and six response choices was designed for high school students

The three levels of Survey 1 were mailed to all partnerships, with instructions to administer the versions that were most appropriate to their student samples. A Spanish translation of the various levels of the survey was also made

available to partnerships (see Appendix 5–D for the Spanish versions of Survey 1). Although the SLRDC offered to code and analyze the survey data collected with Survey 1, some partnerships chose to analyze their data themselves. A few partnerships designed their own civic responsibility measure. In Year 1 (1997–1998), while 22 of the 34 partnerships used Survey I in their local evaluation process, only six partnerships (18%) administered both the pre- and post–tests of the survey due to the late start of the evaluation process. In Year 2 (1998–1999), 15 of the 34 partnerships (44%) sent both pre- and post-data from Survey 1 to the SLRDC for analysis (see Exhibit 5.1).

Exhibit 5.1 Number of Civic Responsibility Surveys Analyzed by SLRDC (1997–1999)

	# of partnerships submitting data to SLRDC	Level 1 (Elementary) # of students with matched pre and post-tests	Level 2 (Middle) # of students with matched pre and post-tests	Level 3 (High School) # of students with matched pre and post-tests	Total of pre-post matched student surveys
1997–1998	6	51	37	22	110
1998–1999	15	573	566	480	1619

The SLRDC staff entered data from the completed 1997–98 and 1998–99 surveys submitted by the partnerships on an Excel spreadsheet. Survey scores were tabulated and general descriptive analyses were performed on partnerships' data aggregated both for each individual classroom and for all the classrooms combined. Tests of significance were performed on the data aggregated across classrooms. The SLRDC researchers then formatted and sent to the respective partnerships the results of their survey data and the results of the overall aggregated statewide findings.

In Year 3 (1999–2000), the second survey was piloted by partnerships participating in an "intensive" study of service-learning (see Appendix 5–E for a copy of Survey 2). The other (non-intensive) partnerships were given the option of using the original civic responsibility survey or one of their own design. Because the non-intensive partnerships were given the responsibility for conducting their own data coding and analysis for their October 2000 evaluation reports, the data from these civic responsibility surveys were not available to SLRDC for this profile report.

Data from the Intensive Study. During Year 3 of the study (1999–2000), a subgroup of seven partnerships agreed to participate in a more intensive study of the impacts of service-learning on students, teachers, schools, districts and the community. As intensive study sites, the partnerships agreed not only to assist in the piloting of a new civic responsibility survey (Survey 2) but to arrange in-depth interviews of teachers and students in their partnership. From these partnerships, a sample of 539 students completed Survey 2 before and after taking part in service-learning. The student sample represented a range of grades (from Grades 3 to 12) and a range of cultural and ethnic backgrounds. During site visits to these partnerships midway through the year, researchers from the SLRDC conducted classroom observations and interviewed teachers (n=31) and students (n=107) to create a more complete picture of the inputs and outcomes of service-learning as it related to the development of civic responsibility and citizenship.

The student interview protocol contained questions that explored details about the service activities, classroom activities (such as preparation and reflection),

and student learning in various areas (including personal, civic, and academic). (Appendix 5–F contains a copy of the interview protocol.) Two scenarios were developed to facilitate conversations with students about reasons for their attitudes about service and citizenship. These scenarios succeeded in providing interesting insights about students' thinking with regard to civic issues. The *service scenario* presented students with five candidate service projects (see Appendix 5–G). The scenario was intended to gather students' reasoning and attitudes about service, and to examine relationships between their ideas about service and about citizenship. Students were asked to pick one of five service activities that they would most want to do and to explain their reasons for their choice. They were also asked to explain why they did not pick the other service activities.

The *citizenship scenario* contained conceptions of citizenship that were drawn from the theories, practices, and definitions of citizenship that were described earlier (see Appendix 5–H). Students were asked to choose the meaning of good citizenship that was closest to their own idea (or describe one of their own) and to offer their reasons for selecting that option as well as their reasons for not picking the other options. An interview protocol was also developed for the students not taking part in service-learning (the comparison group). Questions on the comparison protocol asked students who were not engaged in service-learning about their activities inside and outside of school and about their opinions and reasoning about the service and citizenship scenarios (see Appendix 5–I).

A total of 28 teachers who used service-learning and three comparison teachers who had not implemented service-learning were interviewed individually.

Service-learning teachers were queried about their goals regarding civic outcomes for students and the way those goals affected the implementation of their service-learning activities. Chapter 3 contains a more detailed discussion of the teacher interview data.

Themes and Findings

The discussion to follow presents results from analyses of the following data:

- Survey 1 administered during Year 2[1] (1998–1999)
- Survey 2 administered by the seven intensive partnerships during Year 3 (1999–2000)
- Student interviews from the Year 3 (1999–2000) intensive study
- Teacher interviews from the Year 3 (1999–2000) intensive study
- Observations by SLRDC of service-learning activities during the Year 3 (1999–2000) site visits to seven partnerships

Previous large-scale evaluations of service-learning, such as those conducted by Melchior (1997) and Weiler (1998), have aggregated survey data from multiple sites when examining changes in civic responsibility. This procedure assumes that student civic responsibility impacts are fairly consistent across classrooms because the teachers in these studies implemented "high quality" service-learning experiences (as indicated by higher than average numbers of hours of service, consistent reflection opportunities, and integration with academic curriculum).

[1] Because the number of students contributing both pre- and post-survey data was very limited in 1997–1998 (Year 1) and was not representative of the population of students involved in service-learning in the state, the findings for Year 1 are not included in this chapter.

While the present study had originally included a similar plan to aggregate survey data across classrooms and partnerships, information about the wide range of civic goals and implemented service-learning activities suggested that such a procedure might not be justified. The civic educational aspects of students' experiences varied considerably across classrooms. In addition, the implementation of service-learning varied on multiple dimensions including personal contact with community individuals, length of service, and opportunities for reflection. Other researchers have observed that conditions such as these create relatively unique learning environments for students, teachers, and communities (Hecht, 1999). The Year 3 student interviews and surveys in this study also indicated that there might be differences in civic responsibility outcomes for students, even among classrooms featuring conditions usually associated with high-quality service-learning experiences. These clues suggested that the SLRDC researchers should examine changes in student attitudes classroom by classroom to look for patterns of impact.

Multiple Patterns of Change in Civic Attitudes. While there were some changes in students' attitudes relevant to civic responsibility after service-learning experiences, students from different classrooms varied in terms of the direction and amount of change on survey dimensions.

Data from Survey 1. Analyses of the larger survey data set collected in 1998–1999 (Year 2) focused on changes on the survey's three constructs: Community Connectedness, Attitudes Toward Service, and Service Efficacy.[2] Exhibit 5.2

[2] Analyses of the survey data focused on clusters of items to measure student development with greater reliability. Analyses were first performed to assess the reliability of these clusters. Cluster reliability ranged from .60 to .74.

summarizes the mean changes in cluster scores from pre- to post-test for these construct dimensions within each of the three survey levels—Level I (Elementary), Level II (Middle), and Level III (High School).

Exhibit 5.2
Mean Change and Statistical Significance of Changes from Pre to Post–Tests in Dimension Item Clusters: Survey 1 (1998–1999)

SURVEY LEVEL	Dimension					
	Community Connectedness		Attitudes Toward Service		Service Efficacy	
	Mean Chg	Sig	Mean Chg	Sig	Mean Chg	Sig
LEVEL 1 *(Elementary School)* (†n=589)	+ .13	Yes **	+.01	No	+.12	Yes **
LEVEL 2 *(Middle School)* (†n=586)	+ .08	No	+.001	No	+.15	No
LEVEL 3 *(High School)* (†n=532)	+.02	No	+.10	Yes *	+.19	Yes **

† The individual student is the unit of analysis.
* Significant at p ≤.05
** Significant at p≤.01

As Exhibit 5.2 illustrates, there were significant positive changes for elementary school students (Level 1) on Community Connectedness and Service Efficacy and for high school students (Level 3) on Attitudes Toward Service and Service Efficacy. However, these changes (the differences between students' pre-test and the post-test scores) are quite small. The analyses did not reveal a consistent pattern of change across the three levels, suggesting that service-learning lacked a uniform impact across grade levels.

These Survey 1 findings from 1998-99 suggested that an alternative analysis strategy might be warranted. Specifically, more information was needed about particular civic responsibility outcomes and associated classroom practices in order to

understand the ways in which different implementation practices in service-learning impacted students' civic responsibility. When information is aggregated across groups, it becomes removed from the contexts within which it was generated. Although aggregation of data increases statistical power, the assumption that all of the data represent a common set of practices (in this case, service-learning practices) may not be justified. Given the clear variation among classrooms in teacher goals and in the way service-learning was implemented, aggregation of the civic responsibility survey data across classrooms and partnerships might be considered questionable. Also, there was a possibility that such decontextualization of the data might be masking important distinctions among classroom practices. Consequently, analyses of pre-post differences in students' civic attitudes were performed on individual classrooms. Exhibit 5.3 summarizes the item cluster contrasts when the data were analyzed separately by classrooms. (See Appendix 5–J for a more detailed description of analyses by classroom.)

Exhibit 5.3
Patterns of Change Across Classrooms in Civic Responsibility Dimensions
Survey 1 (1998–1999)

SURVEY LEVEL	Number (and %) of Classrooms with Significant Positive or Negative Changes in Survey Item Clusters								
	Community Connectedness			Attitudes Toward Service			Service Efficacy		
	+	—	No change	+	—	No change	+	—	No change
LEVEL 1 *(Elementary School)* (†n=35)	12 (33%)	2 (6%)	21 (60%)	1 (3%)	4 (11%)	30 (86%)	8 (22%)	2 (6%)	25 (71%)
LEVEL 2 *(Middle School)* (†n=26)	5 (18%)	1 (4%)	20 (77%)	1 (4%)	0	25 (96%)	4 (14%)	0	22 (85%)
LEVEL 3 *(High School)* (†n=32)	1 (3%)	2 (6%)	29 (91%)	2 (6%)	2 (6%)	28 (87%)	3 (9%)	0	29 (91%)

† The classroom is the unit of analysis.

Exhibit 5.3 reveals that across three levels (elementary, middle and high school), most of the individual *classrooms* did not show significant changes on the civic attitude dimensions. However, students in some classrooms did exhibit significant positive attitude changes on Survey 1, primarily on the dimensions of Community Connectedness and Service Efficacy. Further analyses revealed that the significant changes in the aggregated samples were driven primarily by data from a small number of classrooms. Closer examination of the implementation of service-learning in these classrooms might have revealed common characteristics that could account for these significant changes in student attitudes. However, this rich type of descriptive information was not collected during the first two years of the study. In the third year, however, data collected during the intensive study provided intriguing hints about features of service-learning implementation that might be important in affecting students' civic attitudes.

More Level 1 (elementary) classrooms than Level 2 and 3 (junior high and high school) classrooms showed positive changes in student attitudes. Significant pre-post differences occurred primarily on the Community Connectedness and Service-Efficacy dimensions. Examination of average scores for the Attitudes Toward Service dimension for Level 1 suggests that a ceiling effect may have attenuated change scores on this set of items, since the pre-survey scores were already near the maximum (a mean score of 2.70 out a 3.00 maximum score). These high pre-survey scores left little room for positive change at the post-test. This finding was taken into account during the design of Survey 2, prompting the developers to include more varied items in the dimension clusters.

At Level 2, a few middle school classrooms showed positive significant gains (again primarily in the area of Community Connectedness and Service Efficacy), but the number of classrooms with significant average positive changes in civic attitudes was fewer than at Level I. Nonetheless, there were more positive than negative results at Level 2. For example, on the Community Connectedness and Service Efficacy dimensions, 18% and 14% of classrooms showed positive change scores while only 4% and 0% negative change scores were found. At Level 3, even fewer classrooms showed significant changes on the three dimensions. In addition to a possible trend toward greater stability of civic attitudes for older students, it is possible that other classroom or student variables accounted for the lack of change in subscale scores at the high school level.

Given that some classrooms within each of the three levels showed positive change and others did not, multiple linear regression (MLR) analyses and analyses of variance (ANOVA) were used to try to account for differences among classrooms in students' attitudes after completion of service-learning. Descriptive and demographic information (such as subject matter focus, community setting, students' ethnicity and gender) was collected and classrooms were categorized by these dimensions. The results from the MLR and ANOVA analyses showed that these classroom variables did *not* predict changes in survey choices and did *not* explain the variance in changes across classrooms. The fact that the demographic variables did not explain variance among classrooms, coupled with the limitations of the instrument, suggested both that more specific information was needed about

the classrooms in which service-learning takes place and that improvements were needed in the survey.

As a result of the findings from Survey 1, during year 3 (1999–2000) another civic responsibility survey was designed to try to remedy problems in the wording of the first survey. In addition, a more intensive study of program implementation in a subset of classrooms was designed to explore questions about how and why different service-learning experiences might lead to different civic attitudes among various groups of students. The new survey included fewer abstract terms and items that, it was hoped, would discriminate better among students with different types of classroom experiences. In-depth interview data was collected from teachers and students about the goals and implementation of service-learning activities, including information about the amount of time students were involved in service and the time they spent on reflection activities.

Data from Survey 2. The Survey 2 data were analyzed using the same techniques as those employed for Survey 1. Despite the changes made in the design of Survey 2, its findings were more or less similar to those of Survey 1. Most changes from pretest to posttest were not significant, and those that were significant were very small (see Exhibit 5.4). The three significant cluster changes that did occur at the middle and high school levels were accounted for by a small number of individual classrooms (see Exhibit 5.5), again reinforcing doubts about the wisdom of aggregating such survey data across classrooms where different civic goals and activities are being implemented. There were two slight differences in the results for the two surveys. First, on Survey 2, there were fewer positive changes in attitudes

Exhibit 5.4
Mean Changes in Civic Responsibility Dimension Scores:
Survey 2 (1999–2000)

SURVEY LEVEL	Pre-Post Changes in Survey 2 Item Clusters					
	Community Interest Attitudes		Altruistic Behaviors		Intrinsic Motivation[1]	
	Mean Chg	Sig	Mean Chg	Sig	Mean Chg	Sig
LEVEL 1 *(Elementary School)* (n=145)[2]	-.02	No	-.07	No		
LEVEL 2 *(Middle School)* (n=226)[2]	-.14	Yes**	-.08	Yes*		
LEVEL 3 *(High School)* (n=168)[2]	-.01	No	+.07	Yes*	+.01	No

[1] Scores on the Intrinsic Motivation dimension were not reliable for younger students and so were not included in this table.
[2] The individual student is the unit of analysis.
* Significant at p≤.05
** Significant at p≤.01

Exhibit 5.5
Patterns of Change Across Classrooms in Civic Responsibility Dimensions
Survey 2 (1999–2000)

SURVEY LEVEL	Number (and %) of Classrooms With Significant Changes in Survey Item Clusters								
	Community Interest Attitudes			Altruistic Behaviors			Intrinsic Motivation[1]		
	+	—	No change	+	—	No change	+	—	No change
LEVEL 1 *(Elementary School)* (n=9)[2]	1 (11%)	2 (22%)	6 (67%)	0	1 (11%)	8 (89%)			
LEVEL 2 *(Middle School)* (n=13)[2]	0	2 (15%)	11 (85%)	0	2 (15%)	11 (85%)			
LEVEL 3 *(High School)* (n=9)[2]	0	0	9 (100%)	1 (11%)	0	8 (89%	1 (11%)	1 (11%)	7 (78%)

[1] Scores on the Intrinsic Motivation dimension were not reliable for younger students and so were not included in this table.
[2] The classroom is the unit of analysis.

among elementary school students than had been the case for Survey 1. Judging from comments from teachers, this survey again demonstrated the difficulty younger children have completing such questionnaires. In the future, other

methodologies such as short individual interviews should perhaps be tried with younger students. Secondly, unlike Survey 1 where there were no overall significant effects at the middle school level, on Survey 2 there were small but significant *negative* changes overall in the average responses to Community Interest and Altruistic Behavior items for middle school students. These overall effects occurred because there were very small negative changes in most of the middle school classrooms (see Appendix 5-K).[3] Certainly not too much should be made of such weak effects, but further studies should definitely explore attitudes of this age group more thoroughly. The student interview data from the intensive study that will be summarized presently will provide some interesting details of this sort. Once again, MLR and ANOVA analyses showed that differences in results for various classrooms could *not* be accounted for by variables such as subject matter focus, community setting, students' ethnicity, or students' gender. (See Appendix 5–K for a more detailed description of analyses by classroom.)

What has been learned from these analyses is that, although service-learning may have affected students' civic attitudes in some classrooms, the variables accounting for significant changes in attitudes are unclear. Obviously, the conditions under which attitudinal dimensions of civic responsibility (as measured in pre-post surveys) are impacted by service-learning need to be explored in more depth. One goal of the intensive study was to investigate some details of implementation to try to account for possible changes in the survey of student civic attitudes. Interviews were conducted with teachers and samples of

[3] Note that because of small sample sizes in these individual classrooms, most of these changes were not significant.

their students (both those engaged in service-learning and those who were not) to obtain more details about the messages given to and received by students about civic responsibility and to find out more about student evaluations of service-learning activities.

Diversity of Teachers' Civic Goals. During individual interviews, teachers were asked to elaborate the civic goals they had for their students, the ways these goals affected implementation of service-learning activities, and the way these goals were communicated to students. Teachers who set clear civic goals for their students were found to emphasize one or more of a variety of dimensions of civic responsibility (see Exhibit 5.6).

Exhibit 5.6
Categories of Teachers' Civic Goals for Service-learning

- Greater Awareness of Social or Civic Issues, Problems, or Needs
- Involvement in Addressing Community or School Problem or Need
- Provision of Community or Volunteer Services
- Enhancement of Prosocial Feelings (Good Feeling of Helping)
- Increased Sense of Personal Responsibility for Helping the Community or Others
- Greater Feeling of Connection with a Community
- Enhanced Political Knowledge or Knowledge of Social Institutions
- Awareness of Ethical or Moral Issues (Sanctity of Life, Dignity of Individual, Justice)
- Participation in Community, School, or Public Policy Making
- Enhanced Feeling of Social or Civic Efficacy

However, as was discussed in Chapter 3, sometimes teachers did not clearly or overtly articulate their rationale for service-learning (civic, academic, or otherwise) to students. It appeared that a few teachers simply assumed that students understood the civic purposes of their service-learning activities and that they did not need to spend time discussing these purposes with their class.

The diversity of teachers' goals regarding civic outcomes and variation in the degree to which they articulated and discussed these goals with their students might help to explain some of the differences among classrooms in students' responses to the civic responsibility surveys. Teachers who emphasized students gaining the prosocial sense of civic responsibility, for example, talked about a different set of targeted attitudes than did teachers who focused on increasing students' awareness of social problems or needs. The fact that individual teachers focused on different aspects of civic responsibility in their implementation of service-learning suggests that one single measure of civic responsibility administered to students across classrooms may not be appropriate.

Moreover, a lack of clarity in goals for service-learning or the absence of a verbalized rationale to students might also help explain variability in student attitudes after service-learning activities. When teachers presented students with a strong and consistent rationale for performing service, these views often were incorporated into students' discussions. In such classrooms, students were less likely to vary individually in their responses to particular survey items related to the teachers' goals. For example, in one classroom where the teacher strongly emphasized "tolerance for diversity" as a goal and communicated this to the students, the class as a whole showed uniform changes on two items related to this message. However even within such classrooms, there was still substantial variability in students' civic attitudes.

Judging from the teacher interviews, it appears that overall use of the terms "citizen" or "citizenship" was very limited in most classrooms in which service-

learning activities were conducted. Out of 107 students, 59 (55%) said that they did not recall hearing the terms used in school. And of the 38 students (34%) who remembered hearing their teachers use the terms "citizen" or "citizenship" in class, many could not cite the context in which the terms were used. Teachers indicated that they did not use the term "citizenship" for several reasons. A few teachers avoided using the term because they believed it would create an environment of fear among students who would connect it to issues of their immigration status. Some teachers reported that teaching about citizenship was not included in the curriculum at their grade level ("they'll get that in the eighth/twelfth grade") or that the topic of citizenship "doesn't seem to be a priority to teach at my school." Other teachers said they did not consider service-learning to be related to citizenship. Still other teachers seemed to view citizenship as involving a broader (or different) set of concepts (such as a focus on the study of government) than those they wanted to foster. In some cases, teachers reported that they chose other words to encode civic concepts or goals, using terms such as "good person" or "good member of the classroom, school, or community" because they feared that students would attach other connotations to the term "citizenship." (For example, criteria such as homework completion often are used to determine school citizenship grades.)

There is some evidence to suggest that when teachers made explicit the connection between service-learning experiences and citizenship, students incorporated these messages into their understanding of civic responsibility. However, for the most part, teachers did not explicitly discuss civic aspects of service-learning with their students. The question arises, then, about the messages

students take away from service-learning experiences when there is no explicit communication from teachers about the rationale for those activities.

Student Understanding of the Purposes of Service-Learning. To gain insight about students' interpretation of what it means to be a good citizen, a scenario was developed for the student interviews in Year 3 (1999–2000). The scenario prompted students to consider and discuss three meanings of "citizenship" drawn from political science, sociology, and education. As is shown in Exhibit 5.7, the three conceptions focused on (1) citizenship as an adult role (Jim) (2) citizenship as a legal status (Chris), and (3) citizenship as a community participant (Martha).

Exhibit 5.7
Interview Scenario about Conceptions of Citizenship

Introduction: Lots of times, adults want students to do service because it will help them become "good citizens." But it turns out that people mean different things when they say "good citizen." So we want to know what you think it means to be a good citizen.

Some students—Bill, Chris and Martha—were talking about what it means to be a good citizen.

#1 Jim said that grown-ups who vote and don't break laws are good citizens.

#2 Chris said that a good citizen is someone who was born in this country, or has passed a test for citizenship.

#3 Martha said that a good citizen is anyone (even a young person) who tries to make the school or neighborhood better.

Students were asked to pick the alternative with which they agreed and to explain their choice. They were also asked to explain why they did not pick the other alternatives. Students were encouraged to describe their own idea of what it means to be a "good citizen" if none of the choices matched their own thinking. Students' responses were transcribed from the taped interviews. The number of first choices that students made for each category are displayed in Exhibit 5.8.

Exhibit 5.8
Distribution of Students' First Choices[4]
Among Various Conceptions of "Good Citizenship"

Preferred Conception of Citizenship (from three options) *Students believed that…*	Percentage of Students Involved in S-L Selecting this Option	Percentage of Comparison Students Selecting this Option
Citizenship is about voting and following laws (Jim)	28% (27/95)	50% (6/12)
Citizenship is about status by birth or naturalization (Chris)	5% (5/95)	0
Citizenship is about helping others (Martha)	81% (77/95)	50% (6/12)

It is, perhaps, not surprising that a majority of students (81%) who were involved in service-learning believed that a "good citizen is anyone (even a young person) who tries to make their school or neighborhood better" (Option #3). Even though teachers did not often use the language of citizenship in connection with service-learning, these students talked not only about the importance of being a citizen, but of demonstrating citizenship by action. Since only 50% of the comparison students selected the "helping" definition, it appears that service-learning may at least affirm this conception of citizenship for students.[5]

The fact that service-learning projects were included as part of a teacher's curriculum may also have implicitly validated service to the community as important and desirable. However, the interviews revealed that various students selected the "helping" option (Option #3) for different reasons. While most

[4] While students were asked to pick one first choice, several students were unable to prioritize their choices and were recorded as having two "first choices." As a result, the sum of percentages of student responses exceeds 100%.

students who participated in service-learning activities chose Option #3, less than half (44%) of those students emphasized the importance of *helping* others in their interviews. Those that did stress helping provided reasons such as the following:

> It's not whether you pass a test, it's not whether you're born here, it's you want to help the community. If you want to make it a better place, then you're a good person, you're a good citizen. . .If you are here just because you want to help yourself, you're not really a good citizen, you're just here.

However, almost one-third of students (29%) chose Option #3 because they said they felt children should be included in any definition of good citizen. As many students noted, "everybody could be a good citizen if they helped out." This suggests that students' model of citizenship not only includes the feature of active helping but also the inclusion and participation of everyone, no matter their age.

These students' emphases on helping and participation often were not accompanied by interest in political participation, such as voting. While voting is not the only measure of formal political participation, it is one of the most widely cited indices of "civic engagement" (Eyler and Giles, 1999). The connection between current service by youth and future participation as adult voters is one that is often assumed by service-learning advocates. For example, Kielsmeier (2000) observed that "(f)ostering active citizenship among young people is by far the most commonly mentioned rationale for service-learning. Support for this view has been strengthened by the decline among young people in some indices of citizenship, *particularly voting rates" (Emphasis added).*

In the interviews with students, very few (five out of 107 students, or 5%) talked about the importance of voting in connection with their understanding of

[5] The other 50% of comparison students selected Option #1 because they felt that good citizens were adults who voted and who did not break laws "because it's important to follow the rules." In contrast, only 28% of the service-learning students selected Option #1.

citizenship or service. Eight students (8%) mentioned voting, but did so in rejecting it as a legitimate definition for good citizenship ("voting doesn't make a difference," or "you don't have to vote to be a good citizen," or "voting isn't enough").

While the forced choice between service and voting in the scenario exercise may have influenced the number of first choices for the voting alternative, when given a second choice, very few students selected voting or mentioned it in their reasoning. In not choosing the first alternative, some students stated that voting was not important because "it doesn't really change anything." Other students explained that voting was important, but that they could not presently participate, whereas volunteer work or service was a current option. Still others students indicated that they felt voting was just one aspect of citizenship. As one high school student pointed out, "It is good to vote so you have a choice for President and stuff, but they can't, like Presidents or Senators, they can't do all the work. You have to help them."

Overall, then, the choices and reasoning provided in these student interviews suggest that students primarily view good citizens as people who help improve their communities, not as adults who participate in the formal political process, as indicated by attention to changing laws or voting. One teacher provided this interpretation for the helping emphasis in her service-learning implementation: "it makes sense that teachers wouldn't question policies or bring in the government through their service-learning project if they do not see the service-learning as a form of social change."

While the findings from these interviews suggest that service-learning can play a positive role in developing citizens, the relationship between service, citizenship, and voting deserves more discussion. For example, polls administered by the Mellman Group (2000) and Peter Hart and Associates (1998) as well as organizations such as the Education Commission of the States, the American Youth Policy Forum, National Association of Secretaries of State, Youth Service California, and Youth Service America have focused attention on the apparent "disconnect" between young people's inclination to volunteer and their disinclination to vote. Without explicit attention to the relations among these behaviors, the service-learning field runs the risk of creating youth with "impoverished" conceptions of citizenship as Westheimer and Kahne (2000) maintain:

> When the emphasis is on helping but not on the factors that create the need for help, we risk teaching students that need is inevitable, that alleviating momentary suffering but not its origins is the only expression of responsible citizenship.

Student diversity and civic outcomes. A final set of data provided by the interviews afforded insight into students' thinking about the relationships between service-learning activities and the notion of active helping citizenship. The diversity of student attitudes regarding service and citizenship suggested that students bring their previous experiences and notions about service, community, and citizenship to their service-learning activities. A second interview scenario was developed to query students' attitudes about service activities to better understand how students perceived their contribution to and responsibility for addressing a community need (see Exhibit 5.9). Students were asked, "If you had a choice, what kind of service project would you want to do?" Project alternatives were chosen for the scenario for

several reasons: (1) they were similar to service-learning activities currently being implemented in California; (2) they involved varying amounts of interaction with the recipient of service; and (3) they included elements that might connect with students' personal interests (Option #3), with their perceptions of community needs (Option #1) or likely project efficacy, or with their concerns about moral issues such as fairness (Option #5).

Exhibit 5.9
Interview Scenario about Choice of Service Projects (1999–2000)

Introduction: Another class at school was talking about doing a service project. The class members had several ideas:

#1 Jim suggested that the class plant some flowers outside the school to make it look nicer so that students would feel more proud of their school.

#2 Sarah suggested that the class should write letters and cards to elderly people in the retirement home and then go and spend some time talking with them.

#3 Greg thought that they should help the first graders at a nearby school with their reading because he remembered how hard it was to learn to read, and also his sister is a first grader.

#4 Lola thought the class should write letters to the city council and the mayor asking for more recycling containers throughout the city.

#5 Anthony reported that a store in town treats kids unfairly (following them around, not letting more than two in at a time). He thinks the class should write letters to the store owners saying why all people should be treated the same.

Tapes of the student interview responses to the scenario were transcribed and enhanced with notes taken by the interviewers. Transcripts were coded in terms of choices made and reasoning given for choices and non-choices. The diversity of student reasoning about the service projects is illustrated in Exhibit 5.10. This table categorizes various reasons students gave for selecting a particular service activity. Student rationales fell into two categories, one centering on students' personal interests and one centering on their perceptions of community interests or needs.

Exhibit 5.10
Types of Student Reasoning about Service Project Choices

Type of Reason	*Essential Question*	*Reason for Choosing*	*Reason for Not Choosing*
Reasons that Focused on the Student:			
Be Fun or Interesting	What am I interested in doing?	The project sounds fun or interesting.	The project sounds "boring."
Help Learn Something New	What will help me learn something new?	I haven't tried that project yet.	I've done that already.
Be of Personal Benefit	What will make things better for my situation?	This project would improve my school or city.	This project wouldn't make things better for my school or city.
Provide Sense of Personal Efficacy	What am I good at?	I can do that well (e.g. writing, tutoring, etc.).	I can't do that very well.
Reasons that Focused on the Community:			
Effectiveness of the Project	Is this project an effective way to address the need?	This project will make a difference.	This project won't make a difference.
Greatest Need in Community (based on personal experience)	What is most needed in the community, based on what is important to people I know and care about?	I've experienced this so I know it's important **or** I know someone who needed that kind of help, and I know it's important	I haven't experienced this **or** I don't know anybody that's had this happen to them.
Greatest Need in Community (based on analysis of costs & benefits)	What is most needed in the community, based on an analysis of the community needs?	This is the greatest need in the community **or** Nobody else is doing that.	This isn't a need in the community, **or** Someone else is already doing that.

Personal interests articulated by students included concerns about whether a project would be fun, whether they would learn something new, whether they would benefit in some way personally from the service, or whether the activity was an effective use of their time and effort. Community interest rationales focused on the effectiveness of the service in addressing a community issue or on the importance of the community need being addressed (determined either by personal experience or by an analysis of costs and benefits).

Two findings emerged from this analysis. First, it became clear that students evaluate the worth of service-learning activities using criteria based on their own interests and capacities as well as on project features. For example, students considered whether the activities would involve something they would like to learn about, something they could do well, something that would reach those most in need, or something that would actually have a genuine impact on those served.

This finding may help explain why variables used earlier to try to account for different classroom outcomes on the civic responsibility surveys were not significant. That is, program length, contact with community, and time for reflection may not, by themselves, determine whether students will be affected by their participation in service-learning activities. The reasons provided by students for their selection of service-learning activities suggest that future studies of the impact of service-learning on civic responsibility might want to take into account students' perceptions of the service-learning activities, their feelings about the importance of the need being addressed, and their insights about their own strengths and interests.

A second point should be made about these data. Students often use the same criteria to justify very different decisions. For example, one student used a "cost-benefit analysis" to evaluate the service activity, focusing on the best use of his time to justify his choice of the tutoring activity. He said he wanted to work with a population that would most benefit from his service. He dismissed each of the other projects because he felt that tutoring would meet the most important need in the community: "they're our future (and) teachers help them but if you help them a lot more, then the

future would be a lot stronger." In contrast, another student in weighing the costs and benefits of the alternatives rejected tutoring because "their teachers are already helping them read." This student's idea was that the need for tutoring was not great enough. Ultimately, her first choice was to visit the elderly because "they don't have a lot of people to come and talk to them." It was clear then that, even when students had similar priorities, such as meeting the greatest need in the community, they could come to different conclusions about the choices those priorities implied. Furthermore, the interviews suggested that students' conclusions were influenced by parents, church, and previous personal experiences in addition to classroom service-learning experiences. Therefore, even though teachers may design service-learning activities to meet needs they see in the community, students' evaluation of the activities may not necessarily match those of their teachers.

These findings are important for both evaluation and practice. Overall, it appears that the relationship between service-learning and students' civic attitudes is not a simple one but one that is shaped by many features of teacher implementation and student reasoning and perception. Better understanding of the ways service-learning can influence students' civic development must acknowledge and take into account these different types of features. Furthermore, if teachers intend to use service-learning to promote civic responsibility and citizenship, these findings suggest that it may be beneficial for them to engage the class in an ongoing dialogue to explore the ways students are interpreting their activities both in terms of personal compatibility and in terms of community benefits.

Conclusions and Recommendations

This study has important implications both for future research and improved practice relating to the impact of service-learning on students' sense of civic responsibility. Further study is clearly needed to clarify the tremendous complexity of program practices and outcomes that relate to students' civic development. For instance, the data from this study indicated that service experiences alone may not change students' attitudes about civic responsibility. A wider range of practices related to service learning need to be examined to understand the conditions under which changes in students' civic attitudes do occur. Policymakers who view service-learning as a means of fostering civic responsibility need to be aware of the important role that teachers play in shaping service-learning experiences and contingent outcomes for students. Detailed case studies of classrooms might be useful in developing better hypotheses about implementation practices that affect student attitudes.

In order to carry out future research on the relationship between implementation practices and student civic development, various aspects of civic responsibility and citizenship need to be clearly differentiated. It is also important that teachers involved in service-learning be clear about what they mean by "civic responsibility." The discussion of the teacher interview data in Chapter 3 illustrated many dimensions of civic responsibility that may be targeted by teachers. Being explicit about one's civic goals is the first step toward achieving them. The fact that many teachers could not clearly articulate their civic goals for students made it difficult for those teachers (and SLRDC researchers) to assess the impact of service-

learning on students' civic attitudes. Consequently, time and energy need to be spent to help teachers explore and develop their own understanding about their reasons for employing service-learning.

Appropriate opportunities also need to be structured for students to reflect on their understanding and perceptions of the service experiences and the ways they have benefited from them. Knowing about students' priorities and ways of reasoning about service may help teachers guide class discussions and student reflections about service-learning. Without such opportunities, students may misunderstand the point of the experiences. It is also important for teachers to share their expectations with students, even if they also want to communicate that they value other benefits and outcomes that students may articulate.

In addition to clarifying definitions of civic responsibility and citizenship and being more specific about civic goals, special attention needs to be paid to evaluation issues such as the match between goals articulated for particular service-learning activities and the measures used to assess their impact. Variation in civic goals across classrooms may preclude the use of a single statewide measure to evaluate the success of service-learning in developing students' civic responsibility. Instruments need to fit the definitions and goals of the teacher. Also, multiple measures may be needed to assess more adequately the way different forms of service-learning change students' sense of civic responsibility. That is, a single forced-choice survey may not capture the complexity of students' attitudes about civic responsibility and citizenship.

Overall, more research about the practice of service-learning is needed as it relates to civic responsibility. Research is encouraged that will focus evaluation on the goals that policymakers hope to achieve and to examine the conditions that teachers structure in their classrooms. Given the diversity of service-learning goals, it is important that programs be evaluated for what they are attempting to do. Evaluators should help programs clarify their goals and develop appropriate measures to assess achievement of those goals.

This chapter has outlined different aspects of civic responsibility and citizenship that need to be clarified in future studies. In addition to specifying definitions of civic responsibility and citizenship, attention needs to be paid to issues of validity (with measures better suited to the goals of the service-learning activities), to issues of suitability (with questions selected that show variability of response within the K–12 student population), and to issues of better grounding in existing research and theoretical analyses of development in areas relevant to civic responsibility. Ultimately, decision-makers and researchers may need to acknowledge the limitations of single studies for providing demonstrations of simple causal relationships between service-learning and civic impacts.

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Chapter 6

School/District and Community Impacts Of K–12 Service-Learning

Summary

From 1997 to 2000, in addition to evaluating academic and civic outcomes of service-learning for students, local CalServe partnerships were asked to address at least one other impact area involving one of the following: participating teachers, schools and districts, or the community served. This chapter summarizes the findings regarding outcomes for either schools and districts or for the community reported to SLRDC during the first two years of this cycle (1997–1998 and 1998–1999). Also presented will be information collected by SLRDC staff from in-depth interviews with school and district administrators from seven partnerships during Year 3 (1999–2000).

Those local partnerships that focused on school and district impacts considered the following overarching questions:

- To what degree are district personnel aware of service-learning, and how has this level of awareness changed?

- How has service-learning advanced at the school and in the district?

Partnerships focusing on community impacts were asked to address two overarching questions:

- What impacts has service-learning had on the community?

- To what degree have students provided a “service” to the community?

Only a small number of partnerships explicitly addressed either impact area during Year 1(1997–1998) and Year 2(1998–1999). Those that evaluated school and district impacts frequently concluded that:

- Understanding of service-learning had increased among school and district administrators.

- Strategies had been identified to advance service-learning at the school and district levels.

Interviews conducted by SLRDC staff with administrators and coordinators also pointed to other positive benefits that local administrators and staff believed were attributable to service-learning activities being carried out in their schools—that involvement by parents and community members had increased, that school climate had improved, and that feelings of “community” within the school had grown.

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000). Service-Learning Research & Development Center, University of California, Berkeley.

Community outcomes reported by partnerships included the following:

- The community was involved in various ways (ranging from simply receiving student volunteers to partnering with teachers to develop curricula and assessments).
- Services performed by students met a legitimate need in the community.
- Service-learning assisted the work of community agency partners, generating positive feelings toward participation in the partnership.
- Service-learning activities positively affected attitudes toward youth in the community.

Although the reported findings are encouraging, these descriptions of outcomes for schools and districts and for communities frequently focused simply on the affirmation of impact and thus contained little critical analysis about conditions related to the facilitation of desired outcomes. Often evidence of impact consisted mainly of opinions of administrators or staff. While such observations may be perceptive and offer clues about impacts, they still need to be validated in other ways. Partnerships need assistance in clarifying and articulating particular types of school and district or community outcomes that fit in with their long-term goals and in working out reasonable ways of substantiating these school/district and community impacts.

Background

Service-learning is reported to be linked to improved school climate and increased sense of community, improved relations between teachers and administrators, and facilitation of school-wide goals or reform efforts (Billig & Conrad, 1997; Weiler, LaGoy, Crane, & Rovner, 1998). Prior research has also suggested that service-learning impacts the community by generating more positive attitudes toward youth, greater capacity to serve the community, and stronger connections among schools, teachers, and communities (Billig, 2000; Billig & Conrad, 1997; Kingsland, Richards, & Coleman, 1995; Kinsley, 1997; Melchior, 1999, and Weiler et al., 1998). Despite these findings, more research is needed to confirm such benefits for schools and districts and for communities.

It was hoped that the CalServe local partnerships might supply additional information and elaboration about relationships of these types in their yearly evaluation reports. Consequently, local evaluation teams were asked not only to address overarching questions having to do with student impacts, but to consider evaluating the outcomes of service-learning for schools and districts *or* outcomes for communities as their second focus (the third alternative being the study of the impact of service-learning on teachers). Report forms (see Appendix 6-A and 6-B) were designed to provide a common structure and guide for reports about the overarching questions related to school/district or community impacts (see Exhibit 6-1), but partnerships were also given the option of using other reporting formats.

Exhibit 6.1
Overarching Questions for School/District and Community Impact Areas

Impacts on Schools and Districts
- To what degree are district personnel aware of service-learning, and how has this level of awareness changed?
- How has service-learning advanced at the schools and in the district?

Impacts on the Community
- What impacts has service-learning had on the community?
- To what degree have students provided a "service" to the community?

Data Reported by Partnerships

Exhibit 6.2 displays the number of CalServe partnerships that chose to study and report on school and district outcomes *or* community outcomes in their Year 1 (1997–1998) and Year 2 (1998–1999) evaluations. As column 3 in this exhibit indicates, less than one quarter of the partnerships submitting reports (seven in Year 1 and six in Year 2) used the report forms or separate sections in their evaluation reports to address

questions about increased awareness of service-learning by schools and district(s) or progress toward sustainability. Similarly, explicit description and discussion of evidence regarding the relative need of communities for the services provided by students or the nature of changed relationships between the schools and the surrounding communities were relatively infrequent, occurring only in six reports in Year 1 and seven reports in Year 2 (column 6). These low frequencies mean that most partnerships chose to study the impact of service-learning on teachers, rather than the impact of service-learning on schools and districts or on communities. Some additional partnerships each year indirectly or very generally mentioned school/district or community impacts in the context of other parts of their reports (see columns 4 & 7 in Exhibit 6.2).

Exhibit 6.2
Number of Partnerships Examining S-L Impacts on Schools/Districts or on the Community (1997–1999)

Project Year	Total Number Eval.Reports	School and District Impacts			Community Impacts		
		Explicitly Described	Indirectly Described	**Total**	Explicitly Described	Indirectly Described	**Total**
Year 1 '97/98	30 (out of 34)	7	5	**12**	6	3	**9**
Year 2 '98/99	24 (out of 34)	6	5	**11**	7	7	**14**

There may be several explanations for the lower level of attention paid to the evaluation of districts' increased understanding of and support for service-learning and of the usefulness of service-learning activities to the community. In the initial years of a partnership, it is possible that partnership staff are relatively more

concerned with recruiting and maintaining teacher participation and thus with assessing teacher outcomes. Also, partnerships may be less conscious, initially, of the relationship between school, district, or community outcomes and program sustainability and institutionalization. That is, concerns about the partnership's sustainability and institutionalization may be more in the background in the beginning years of a partnership. Another explanation for the dominant focus on teachers in the local evaluation reports is that teachers may have simply been more accessible, making the assessment of this class of outcomes relatively easier to accomplish. More information is needed about the factors affecting these evaluation decisions—that is, whether they are determined by interest and salience, decisions about importance, or ease of evaluation.

Methods and Procedures

Even when partnerships chose to focus explicitly on one of these two areas for their evaluations, often the level of detail provided about the nature of data collected and their analysis was rather limited (sometimes consisting only of a few sentences in the evaluation report). Usually, focus groups or interviews were used to collect information about district/school or community outcomes, and data were collected in the context of regularly scheduled meetings with administrators or community advisory groups. In only two cases were individual interviews scheduled with administrators for the purpose of gathering school/district outcome data. Only one partnership assessed whether administrators' knowledge of service-learning increased during the first year of the partnership (1997-1998) by conducting interviews in Fall 1997 and sending out a follow-up survey in Spring 1998.

Findings and Themes: School and District Impacts

When local partnerships chose to study the impact of service-learning on schools and districts, they focused primarily on (1) school or district administrators' awareness or understanding about service-learning, and/or (2) the degree to which service-learning implementation in the schools and district(s) had increased.

Growth of awareness of service-learning among administrators. Five partnerships over the two years examined how well their school or district administrators understood the essential elements of service-learning. In only one case were administrators found to be fairly limited in their understanding of service-learning. In the first year of this partnership, nine of 12 administrators were not aware that service-learning should be tied to curricular learning, and more than half were unable to distinguish it from community service. While the other four partnerships reported fairly positive findings regarding administrators' knowledge about service-learning, they also voiced concern about some information shared in these conversations. For example, one partnership reported that while most district administrators understood and valued the benefits of service-learning for students and for schools, many of them also felt that service-learning had a relatively low priority within the district, especially compared with efforts to meet literacy or other curriculum standards. Even though these administrators had defined service-learning as involving the integration of service with the curriculum being taught, they still seemed to perceive it as a separate program.

Another partnership described the awareness and use of service-learning in its district as "growing slowly…sometimes at a frustrating pace" because of a lack of

awareness of the differences between service-learning and community service and because of the "unprecedented level of reform" in the district with "administrative, teacher, and policy changes happening daily." Overall, however, these partnerships appeared to feel that their efforts to communicate the nature of service-learning through reports at board and staff meetings, newsletters and updates, and one-on-one interviews had successfully increased school and district level administrators' awareness of this approach to teaching and learning.

District-wide implementation of service-learning. Two partnerships in Year 1 and four partnerships in Year 2 evaluated the extent to which they had been successful in their plans to expand the implementation of service-learning within their schools and districts during the course of the year, examining which of their goals and activities had or had not been accomplished. Two evaluation reports furnished examples of the successes and challenges faced by these partnerships in promoting service-learning district-wide.

Several other partnerships that did not formally evaluate school and district impacts cited evidence to indicate their district's support of service-learning. The types of information included the following:

- A district policy was developed to support service-learning.
- Service-learning has been connected to a part of the official district vision statement or included in the district's strategic plan.
- Service-learning has been connected to the high school's goals for student development.
- The superintendent has served as chair of a service-learning task force
- The district furnished funds for substitutes on staff development days focused on service-learning
- A site advocacy council has been organized to provide guidance, support, training, fundraising information, and materials to school site advocates for service-learning

One partnership represented its implementation efforts and recommendations for the following year in a chart (more generally summarized in Exhibit 6.3).

Exhibit 6.3
Summary of One Partnership's Efforts and Future Plans to Promote Service-Learning

Successes	Challenges	Recommendations
•Listing of specific service projects and events that took place during the year •Development of District policy on service-learning •Increased involvement of school/community partners •Participation with higher education institution (i.e., related to teacher preparation) •Endorsement of service-learning by local community-based organizations •Regional activities listed that served to promote service-learning •Specification of number of teachers trained in service-learning methodology	•Limits on time of the S-L Coordinator to make connections with the community •Limits on the time of teachers to develop meaningful curriculum tied to content areas •School and district preoccupation with assessment (testing) •Competition of service-learning with other staff development efforts •Difficulties in obtaining media recognition for service-learning activities	•Expand into a new curriculum area (such as social science) •Create site advocates at each school site to assist teachers in obtaining resources and coordinating their activities •Compile and catalog information about service-learning at local university to enlist greater interest in S-L •Continue and build on partnership with teacher training programs •Continue to inform superintendent and site administrators about how S-L fits into current vision and reform efforts •Enlist more community input in the advisory board to promote S-L in the larger community

A succinct summary such as that contained in Exhibit 6.3 might be a useful tool in helping a partnership with its long-term planning and in assisting its communications with stakeholders. The CDE might suggest that partnerships formulate such a chart for their year-end reports. It also might be useful to provide examples of such charts to partnerships to help stimulate conversations about program improvement. Such a collection, perhaps organized by partnership

longevity (i.e., charts from new partnerships, charts from partnerships of two or three years duration, charts from well-established partnerships) might serve as a point of departure for discussions and sharing among groups of similar partnerships about strategies for meeting common implementation challenges.

Some interesting insights regarding barriers to district-wide implementation were obtained from the in-depth conversations held with administrators during the 1999–2000 intensive study of seven partnerships. One administrator cited the "*a* through *f* requirements" of the University of California system, high stakes testing, and undue emphasis on curriculum standards as forces that restrict the content and methods used in teaching and limit access of all students to courses where service-learning is being utilized. For example, lower achieving students who are not college-bound would be more likely to take classes that include service-learning projects because those classes are not bound by the "*a* through *f*" requirements of the University of California system. Other administrators also predicted that the current emphasis on curriculum standards and standardized tests would constrain service-learning implementation. However, one administrator voiced the opinion that service-learning's emphasis on coordination with the curriculum might lead to more widespread usage because it would be seen as strengthening student academic learning.

On the topic of ways to work toward district-wide implementation, one school administrator suggested that district mandates to support and expand service-learning can be counterproductive. He maintained that one of his initial challenges in implementing service-learning at his school was that "it was perceived as a top-

down mandate" from the district. This perception resulted initially in "a lot of resistance." In contrast, several administrators noted that the personality and enthusiasm of the service-learning coordinator and personal individual contacts were very important to achieving buy-in and support of all the people involved, most especially that of teachers new to service-learning.

School climate, collaboration, and school-community relations. The targeted school/district outcomes that focused on increasing awareness and expanding implementation of service-learning were, no doubt, influenced by the evaluation's overarching questions. However, widespread effective implementation of service-learning in a partnership's schools and district(s) should be considered only an intermediate goal—a means of attaining other school-wide and district-wide outcomes, such as improved school climate or closer relationships among educators and students. Most of the partnerships assessing school and district impacts did not discuss such outcomes. However, one partnership reported that its administrators thought that the service-learning program had helped the school achieve one of its major goals of helping students earn credits and make progress toward graduation. The interviews conducted in 1999–2000 by SLRDC with administrators in seven partnerships provided other examples of substantive school and district impacts attributed to service-learning. For example, one middle school administrator in an urban district talked about how service-learning helped to create a "community feeling" in the school "to get the kids to feel like they want to be at school and then work from there to get them to improve their academics." An elementary school administrator in a suburban district emphasized how service-learning was a way to

bring in parents and the community to help with the school garden and with buddy reading. That administrator credited these connections fostered by service-learning in helping the school earn a "California Distinguished school" award.

Another elementary school administrator found service-learning to be an important strategy that helped address the school's need to improve the writing, reading, and language skills of its students, thereby improving the school's reputation in the larger community. He asserted that service-learning "is going to help kids learn (and) it's going to help our school not be identified as a low-performing school." This same principal also credited the district's service-learning program with connecting the administrators of the elementary, middle, and high schools. He stated that "none of us knew what other schools were doing in the past" but because students of different grade levels were working together through service-learning, the "grant just accelerated the process of trying to communicate with each other." This outcome not only helped to address the district's concerns about literacy development but also promoted an environment of collaboration, as "everyone is part of the community and we can all work together" to address common concerns. Such substantive and long-term school and district-wide outcomes need to be more clearly targeted in future evaluations of this impact area.

Findings and Themes: Community Impacts

In describing community impacts reported by partnerships in their evaluation reports, it is important to note that "community" was variously defined when it came to designing service activities. For example, some partnerships

designated public agencies as the community with whom teachers partnered for service learning activities. In a good many other instances, "community" was defined primarily in terms of the larger educational system. For example, one partnership talked about the high school students "providing service to most of the elementary schools in the district as well as their own school."

Though these different conceptions of community are all legitimate, it is important in the evaluation of community impacts to clearly articulate the community or communities being served and who speaks for or best represents that community. One partnership perceptively pointed out that there may be differences between the needs identified by community residents and those identified by community agencies. An agency may cite the cleanup of a neighborhood as having a substantial community impact, but residents may have other views about which needs of their community are most compelling.

Another problem that occurred in the evaluation of community impacts during Year One (1997–1998) was that some partnerships focused not on the impact of the service activities on the community but instead on community partners' perceptions or opinions of impacts on *students*. For example, some asked community agency staff questions such as "What have students learned through these experiences?" rather than "How has your agency or its clients benefited from the students' service?"

In general, partnerships reported finding positive outcomes of service-learning for the community. Five types of questions were commonly examined by partnerships evaluating community impacts:

1. How was the community involved in service-learning activities?
2. Did the service meet a real need?
3. How has service-learning affected the participating community agencies?
4. Do agencies and community members want to continue service-learning?
5. How has service-learning affected the community's attitudes toward youth?

The following paragraphs summarize the findings reported by partnerships that studied community impacts.

Role of community partners. In two partnerships, surveys given to community partners at the end of every activity indicated that the most common roles for community personnel were providing supplies and information to the teachers and students involved in the activities and managing on-site supervision and instruction of students. In 1997–1998 several partnerships described various possible roles that community agencies might play in service-learning activities, drawing on the different ways that collaborations had been created and structured during that year. These accounts detailed different modes and degrees of participation by both official and unofficial community partners, ranging from individuals and organizations who simply received student volunteers to active leaders who developed curricula and partnered with teachers in carrying out most of the planned activities. A picture of such a continuum of possibilities for involvement by community partners might be a useful tool that partnerships could use to start a conversation between community partners and teachers about various ways they might arrange to work together.

Meeting of community needs. While at least three partnerships reported addressing the extent to which community needs were met, varying amounts of detail were provided regarding how this question was evaluated. In one

partnership report that examined this dimension of impact, no findings were discussed and only very general statements were made (e.g. "students have made an impact"). Similarly, another partnership reported that "recipients appreciated the work of students and admire and respect them for serving." A third partnership, however, used surveys to collect feedback from community partners. Community agencies were asked to report on the degree to which they thought students provided needed services. This partnership reported that, when asked whether services provided by the students met community needs, 63% of the community leaders replied "Very much." The remaining 37% reported that the service "somewhat" met community needs. Since these community partners were not asked to elaborate their answers, it is unclear whether the somewhat qualified endorsements indicated reservations about the *type* of service provided or the *quality* of service provided. In the future, local evaluators should be encouraged to collect such clarifying information that would help teachers improve their partnerships with community organizations.

A number of teachers interviewed during the 1999–2000 intensive study brought up the tension that they felt existed between selecting service activities that met an important authentic need in the community and those that best fit with their curricular objectives and the capabilities of their students. In the quote that follows, a teacher fluctuates between emphasizing service and academic goals in describing how she developed her buddy gardening service-learning activities:

> The thing I had at the back of my mind was I wanted to teach stewardship. . .so the kids are learning just to respect the dirt and treat it with only organic products and recycle and take care of the storm drain that's near the garden and not to waste the water. . .plus they're learning to care for younger kids. .

> .But I think the critical thing for me is the learning, the education part. And from there, we can come up with a project. And sometimes I wait to see how the project is going before I sort of formulate what the service part is going to be.

An additional problem for teachers that affected the selection of the service activities centered around logistical difficulties in working with community organizations located some distance away from their school. Geographical distance created not only transportation challenges but also affected teachers' ability to meet frequently with agency staff to plan and adjust service activities to optimize their usefulness to the community. Such dilemmas and conflicts among teachers' priorities indicate areas that would be useful to focus on in professional development for teachers. Sessions in which teachers share ideas and strategies with one another about ways to solve such implementation challenges should be included as part of this inservice effort.

Effects on the work of community agencies. Two partnerships examined ways service-learning projects affected the work of the partnering community agencies. In one, community sponsors reported that service-learning activities brought various agencies together, raised public awareness and feedback regarding issues they were trying to address in the community, and assisted them in accomplishing their principal tasks (e.g., cleaning up environmental habitats). In the other report, students' work was reported as having increased the capacity of community sponsors to meet the expectations of clients and member agencies.

Evaluation of the effects of students' service on the work of community agencies tended to focus on the presence or absence of positive reports, rather than on information that might have led to program improvement (such as ways of

defining student roles or providing training that might lead to significant service contributions). For example, one partnership reported that 65% of its community sponsors agreed that service-learning positively affected their work. However, no information was provided about why the other 35% of the community sponsors thought students' service did not positively affect their work.

Attitudes toward continuing service learning. Several partnerships surveyed community members about maintaining service-learning activities. For example, one partnership surveyed parents (as members of the "community") to determine attitudes toward continuing service activities. In both years, an impressive 90% of parents felt that service-learning should continue. Staff of the partnership felt the survey was useful not only in documenting the overwhelming positive nature of community reactions but in prompting parents to become community advocates for service-learning. This partnership observed that "parents are an integral part of networks in the community (e.g., belong to organizations, own businesses) and will spread the word about positive effects of service-learning if their child has had a good experience."

It should be noted that only those community members that were already involved were surveyed. No partnerships reported asking individuals or agencies that were *not* involved in service-learning to examine their reasons for not partnering. Such information might provide useful insights into ways to more successfully engage additional community participation.

Community attitudes toward youth. Several partnerships reported an increase in positive attitudes toward youth within the broader community as a

result of service-learning. For example, in interviews with agencies regarding the benefits of service-learning, one urban partnership found that staff members felt there was now a more positive impression of youth because students were visible in helping the community.

Conclusions and Recommendations

Despite the small number of partnerships focusing on the evaluation of school/district or community impacts, there were clear indications that CalServe partnerships were achieving some measure of success in raising awareness and appreciation of service-learning in their districts and in their larger communities. However, a number of issues and questions were raised by this review of local partnerships' efforts to evaluate school/district and community impacts during the years 1997–2000.

District and Schools Impacts. It seems important that, if partnerships choose to evaluate school and district impacts in the future, they should go beyond simply seeking confirmation of acceptance or positive affect by administrators. It should be pointed out, however, that the two overarching questions posed for partnerships regarding school and district impacts in this grant cycle focused on *awareness* of the concept of service-learning by district personnel and on the *level of implementation* of this teaching methodology, *not* on substantive impacts that the implementation of service-learning was having on schools and their staff. Interviews carried out by SLRDC staff during the 1999–2000 study revealed that administrators in seven partnerships believed service-learning to have had substantive impacts in their

districts, contributing to more positive attitudes of students toward school and to higher parent participation in school-related activities. One recommendation for the future would be to help partnerships be more specific about the types of school and district impacts they would like to document. Such outcomes could then be investigated in ways that would go beyond soliciting administrators' impressions or opinions in interviews (for example, conducting attitude surveys with students or documenting parent volunteer hours).

Community Impacts. To improve local evaluation efforts in the community impact area, partnerships need more input and examples about what is meant by "impacts on the community." Issues such as how "community" is defined and who speaks for any community are important ones for participating teachers to discuss when they evaluate whether real community needs have been met. However, it is also obvious that teachers need to weigh a number of considerations—educational, logistical, and practical—when they make decisions about particular service activities for K–12 service-learning. Teachers quite naturally may feel it important that goals relating to students' long-term academic and civic development be given prime consideration. Moreover, it may not be necessary that the most critical community need be addressed through service-learning, but only that students perform a service that both the recipient and the student feel is authentic. The overwhelmingly positive community approval of service-learning reported by local partnerships may indicate that, for most community members, the most important feature of these programs is that students are demonstrating their willingness to address community problems. Still, given the importance for service-learning of

meeting authentic community needs, it may be useful for teachers to reflect on and discuss competing priorities in their planning and evaluation sessions. Although it is significant and reassuring to obtain confirmation of positive reactions to students' service by community members and organizations, it may be useful for future evaluation efforts to solicit clarification of ratings, constructive criticism of activities, and suggestions for ways to improve partnerships with the community through individual interviews and focus groups.

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Chapter 7

Sustaining And Institutionalizing Service-Learning

Summary

A primary goal of the CalServe Initiative is to promote the sustainability and institutionalization of service-learning in California's K-12 schools. This chapter suggests that three overarching factors are important to the sustainability of a partnership's service-learning initiative—articulating a clear vision and plan, balancing program improvement and expansion, and developing strategies to avoid common coordination and implementation problems. The isolation of these factors resulted from analyses of narrative data from 28 Local Evaluation Reports (1999-2000); interview data from partnership coordinators, teachers, administrators, and community members at the seven intensive evaluation CalServe sites; and researcher site visit field notes.

The first suggestion is that *visioning* is important for sustaining service-learning partnerships. Data from this study revealed that few partnerships had a clear, comprehensive vision of what their service-learning partnership might look like in the future. This absence of a long-term vision was frequently related to the following conditions:

- *Lack of Long-Term Funding*: A partnerships' ability to engage in long-term visioning and planning was compromised by an over-reliance on soft money to sustain key elements of the initiative, such as program coordination;
- *Absence of Models of Successful Partnerships:* Partnerships had difficulty visualizing and articulating what a successfully sustained service-learning partnership might look like; and
- Inadequate *Planning:* Partnerships tended to concentrate on current partnership activities (e.g., implementing the activities components of their initiative) and did not have a clearly defined plan for the future.

To strengthen partnerships' ability to create a long-term vision for their partnership, it is recommended that they be encouraged to support key personnel and core program elements with district income, that they be provided with examples of successfully sustained partnerships, and that the development of a strategic plan for the sustainability and institutionalization of service-learning be part of the CalServe grants process.

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000). Service-Learning Research & Development Center, University of California, Berkeley.

A second suggestion is that partnerships should emphasize not only expanding the *quantity* of their service-learning activities but also ensuring the *quality* of all activities implemented. Many CalServe partnerships in this study tended to focus their efforts and activities on quantity issues, working toward the goal of engaging every student in at least one service-learning experience at each grade span. However, to sustain their efforts over time, partnerships must also focus on building the quality of their service-learning efforts. It is recommended that CalServe encourage the specification of both quality and quantity goals as partnerships develop and articulate their long-term objectives for service-learning.

A third observation of this study was that several coordination and implementation issues often affect a partnership's ability to sustain service-learning. In particular, three features characterized the better sustained partnerships:

- *Continuity:* Partnerships that were successful in maintaining their focus and working toward program improvement were characterized by continuity in their key personnel. Turnover of partnership coordinators, school administrators, participating teachers, and evaluators hindered efforts to sustain and institutionalize service-learning;
- *Connections to Other Education Reforms:* Connecting service-learning to other important educational initiatives in the district helped to leverage support and build a stronger institutional districtwide infrastructure for service-learning;
- *Issue Focus:* Partnerships that focused many of their service-learning activities on a social issue that was relevant and important in their communities tended to have ongoing sustained leadership, substantial administrative support, and strong, collaborative school/community relationships.

To improve and sustain coordination and implementation, a number of recommendations are offered. School districts should be required to provide a financial match to support key positions and activities as part of the granting process. In particular, partnership coordinators should not be dependant on soft money or be placed in positions that have an unmanageable number of responsibilities. Partnerships should be encouraged to use teachers experienced in service-learning to train new teachers. Finally, CalServe grants should be provided to fund the development of formal districtwide strategic plans for sustaining and institutionalizing service-learning.

Background

One of the long-term goals of the CalServe Initiative is to promote the sustainability and institutionalization of service-learning in California's K-12 schools. For individual partnerships, the ultimate goal is to institutionalize service-learning districtwide by providing every student with at least one service-learning opportunity at each grade span (K-5, 6-8, 9-12). The CalServe grants are intended to provide seed money that supports the initiation of new service-learning partnerships or the expansion and advancement of existing ones. It is expected that once the initial grant period ends, the partnerships will have built an infrastructure that can sustain and expand service-learning over time.

Even though the 1997-2000 CalServe local evaluation process did not focus directly on investigating the issue of partnerships' sustainability and institutionalization of service-learning, several themes emerged from the local evaluation reports and interview data which shed light on elements that potentially support and hinder partnerships' ability to sustain and institutionalize service-learning. This chapter discusses these themes and provides suggestions for how partnerships' might sustain and ultimately institutionalize their service-learning initiative.

Defining Sustainability

What exactly is meant by the "sustainability" of service-learning? The CalServe grants process requires all partnerships to address the issue of service-learning sustainability from the outset. Specifically, the 1997 CalServe proposal review rubric included components that comprise a set of important elements for sustaining service-learning partnership (See Exhibit 7.1 and Appendix 2-L).

Exhibit 7.1
CalServe Components For Sustainable Partnerships
(adapted from the CalServe Request for Application, 1997)

VISION AND RESULTS
- Demonstrated Effectiveness
- Vision
- Systematic Educational Connections
- Community Improvement
- Indicators of Success

CURRICULAR DESIGN AND PROGRAM ACTIVITIES
- Curricular Integration and Meaningful Service
- Comprehensive Professional Development
- Sustained Teacher Involvement
- Recognition

ORGANIZATIONAL AND PARTNERSHIP CAPACITY
- School-Community Partnership
- Coordination Capacity
- Organizational Commitment

PROGRAMMATIC AND FINANCIAL STABILITY
- Demonstrated Sustainability
- Local Policies and Standards
- Demonstrated Reduced Reliance

EVALUATION AND QUALITY CONTROL PLAN
- Assessing Curriculum, Learning, and Civic Responsibility
- School Improvement
- Community Impact
- Program Improvement
- Staffing Coordination

These components provide the foundation on which all CalServe partnerships are built. Proposal reviewers take into account a partnership's potential to sustain its service-learning initiative by considering the ways in which partnerships have incorporated these components in their partnership plan. A similar set of sustainability components, with slight variation, form the basis for the beginning or "developmental" category of partnerships.

In light of these components, the issue of service-learning "sustainability" appears to focus, at the very least, on a partnership's ability to continue its service-learning implementation and expansion activities beyond the grant period. Implicit in this notion of sustainability is a partnership's ability to secure long-term funding that will support the future activities of the partnership as well as to garner long-term school and district support for service-learning. In other words, after the CalServe funding ends, a partnership that has "sustained" service-learning will be able to continue to implement those activities that will help make service-learning a part of the district's regular instructional practice.

In a national report to the Corporation for National Service, Michael Kramer (2000) attempted to define what it means to sustain and ultimately "institutionalize" service-learning in K-12 education. Kramer's study found that although there are many approaches to sustaining service-learning, all of the approaches are predicated on the existence of three conditions: (1) a legitimization of the practice of service-learning; (2) broad communication of the effectiveness of service-learning; and (3) proof that service-learning has an impact on student performance. Kramer suggests that service-learning can only be sustained when the practice is "routine, widespread, legitimized, expected, supported, permanent, and resilient" (p. 17).

Based on these characteristics, the researchers at SLRDC conducted an analysis of the CalServe local evaluation reports and the intensive evaluation sites' interview data to identify some of the characteristics that appeared to promote or hinder partnerships' ability to sustain their service-learning initiative. The issues with which partnerships grappled as they worked to sustain service-learning in their districts were noted. From

this analysis, three interrelated factors were identified that appear to be key to sustaining and institutionalizing service-learning. A better understanding of these factors can help partnerships improve the sustainability of service-learning in their district(s). Each of these factors is discussed below.

Factors for Sustaining and Institutionalizing Service-Learning

The three key factors for sustaining service-learning were derived from an analysis of the following data sources: (1) narrative data from 28 Local Evaluation Reports (1999-2000); (2) interview data from partnership coordinators, teachers, administrators, and community members at the seven intensive evaluation CalServe sites; and (3) researcher field notes collected during site visits of the seven intensive evaluation partnerships. Although the factors are discussed individually, they represent an set of factors that interact with and affect one another. Therefore, to sustain their service-learning initiatives, partnerships need to find an appropriate balance among these three factors. Consideration of the three factors can help partnerships identify the most important activities that need to be implemented in order to maximize their potential for sustaining service-learning districtwide. In addition, the three factors help identify the key areas in which the state's CalServe Initiative can assist and support partnerships as they work towards the long-term advancement of service-learning.

Visioning. A review of CalServe partnerships' local evaluations suggested that a key factor for sustaining service-learning might be the establishment of a formal, long-term vision for the service-learning partnership. Few partnerships had established a clear, comprehensive vision of what their service-learning partnerships would look like

when CalServe funding ceased. The absence of long-term vision appears to be tied to a number of conditions including excessive reliance on limited-term grants and fundraising, too few examples of partnerships that have successfully implemented and sustained service-learning, and too little consideration of how implemented activities contribute to the long-term sustainability of service-learning. Each of these conditions is discussed briefly below.

Funding. The ways in which partnerships use their funds can influence their ability to carry out their long-term vision for their service-learning initiative. Specifically, the total reliance on soft money such as the CalServe grant to implement the service-learning initiative puts pressure on the partnership to raise funds continuously to keep the program viable. Data suggest that the time and energy needed to secure the program's immediate financial stability takes away from a partnership's ability to plan the long-term future of the initiative.

While no information was collected about the ways partnerships expended their CalServe grant dollars, data from the intensive partnership interviews suggest that the majority of partnerships applied at least a portion of their grant funds to pay for key staff such as the service-learning coordinator. As is described later in this chapter, securing the service-learning coordinator's position is a critical step in ensuring the long-term viability of a partnership. Continuing to use soft money, such as the CalServe grant, to fund positions that are key to the success of the partnership sets up an operational structure that is difficult to sustain. Applying funds in more strategic ways can help partnerships better sustain and ultimately institutionalize their service-learning initiatives after CalServe funding ends.

To sustain service-learning fully, long-term permanent funding needs to be identified and secured for key staff positions. From the onset of their first year of

funding, partnerships that plan on using a substantial portion of their CalServe funds to support a partnership coordinator should begin to develop a vision, and ultimately a formal plan, that identifies how they will move the coordinator's position to more secure and long-term funding sources. Consideration should be given to the role the coordinator can play in programs funded by other sources or in the ways more permanent funding can be secured for the district's service-learning initiative. Additional recommendations about leveraging support for the service-learning coordinator are offered later in this chapter.

Partnerships that are genuinely interested in sustaining their service-learning initiative after the CalServe funding ends might want to consider applying their CalServe soft-money funds to non-personnel expenditures, such as professional development activities and informational resources (e.g., curriculum materials), while using school or district hard-money to support key staff members, such as the service-learning coordinator. To encourage this, CalServe might want to consider establishing a requirement that all districts applying for a CalServe grant provide matching funds for at least a half-time service-learning coordinator position or half the cost of a service-learning coordination team. This condition would help ensure school and district commitment to providing in-house financial support for service-learning coordination at the start of the program.

This requirement might also help alleviate some of the current over-reliance on soft-money to support service-learning. As several CalServe partnership coordinators indicated during their interviews, the reliance on and use of soft money to develop and sustain service-learning creates a standard of practice that says service-learning can exist in the district so long as money comes into the district to support it.

The establishment of a funding match requirement can set a precedent in getting districts to commit long-term funding to the partnership. Although this condition may preclude some districts from applying for CalServe funds until they can locate district funds to support service-learning, those districts that do apply for a CalServe grant will have made an important, official commitment to financially and organizationally supporting service-learning. With this support, a partnership will have a more solid foundation on which to build its vision and institutionalization plans for service-learning. And although there are not enough data from the evaluation reports and interviews to ascertain the effect this matching requirement might have on partnerships' ability to sustain their overall service-learning initiative, there is some indication that this hard-funding-match approach can help secure ongoing district support for the partnership coordinator position once CalServe funding ends. By using CalServe funds primarily to support activities that encourage the planning and implementation of longer-term goals, a more strategic and, perhaps, cost-efficient approach to implementing, sustaining, and institutionalizing service-learning might be developed.

Examples of Successful Partnership Efforts. In addition to funding issues, there is some evidence that certain partnerships lacked a vision of sustainability and institutionalization because they were not clear about the meaning of these terms. Statements from various partnership coordinators, administrators, and teachers suggested that partnerships visualized the sustainability of service-learning in different ways. Sometimes, various views were held within the same partnership, with interpretations being linked to individuals' positions (e.g., classroom teacher versus district partnership coordinator). In addition, the scope of an individual stakeholder's vision often was limited. For example, a principal at one of the partnership sites saw

the sustainability of service-learning primarily in terms of securing the program's infrastructure. This principal made the following statement:

> Maybe I'm not too visionary, like I don't see too far ahead. . ..But probably we'll have a plan—a plan when to request budgets, who the chaperones are going to be, which forms are going to be completed. It's kind of like a binder with all the. . .forms and schedules and timelines. I think we'll have a plan. And we're going to be spreading it to other schools. That's what I see.

The partnership coordinator saw sustainability in terms of securing the buy-in of those who would be facilitating and implementing the program. She stated:

> Eventually, even the teacher won't be here. I think it really depends on who's in place. . ..And I think that's the challenge with most programs. You really have to have the buy-in and support of *all* the people involved.

In contrast, a teacher's vision for sustainability focused on ensuring that service-learning was part of the formal overarching goals of the school. She stated:

> Some of the valuable parts that we have that was logical was getting it [service-learning] in our strategic plan. It got on the minds of everyone because of that. . . putting it in writing is important because so many of us come and go. This is a way to keep it here.

Although one should not expect all partnerships to subscribe to the same vision for sustaining service-learning, one should expect that a partnership's key stakeholders have formed a cohesive, long-term vision for their partnership. And regardless of how small or large the service-learning partnership may be, the vision needs to be comprehensive and realistic in order for service-learning to truly be institutionalized (Kramer, 2000).

Providing partnerships with a set of examples of what "districtwide service-learning" might look like might be one way to help partnerships consider various possibilities and develop a vision for their own program. These examples not only would inform partnerships about the broad range of issues that must be considered for sustaining and institutionalizing service-learning districtwide, but they would help

educate developing partnerships about the strategies more experienced partnerships have employed to sustain their service-learning initiatives. The examples could help partnerships understand that sustainability does not happen overnight and that it requires careful long-range planning and well-defined quality controls. Regardless of the examples provided, it should be made clear that no two processes for sustaining service-learning are alike (Kramer, 2000). Therefore, the examples should be viewed only as samples, not as models for replication. In addition, the examples should be viewed from various perspectives that include all constituents of the service-learning partnership, including partnership coordinators, teachers, students, administrators, community members, evaluators, and others.

Planning for Sustainability. Another reason few partnerships established clear comprehensive long-term visions for their partnership was that they did not adequately think through and develop a long-term plan for service-learning. Whether or not this deficiency was related to the ongoing pressures of maintaining the partnership's immediate fiscal stability or to the lack of guiding examples is not clear. What was evident was that few partnerships had a strategic, long-range plan in place for advancing and sustaining service-learning.

Examples and models alone, however, may not be enough to ensure that a long-term vision is developed and ultimately realized. Partnerships need to take the time to develop long-term plans for their service-learning initiative. The establishment by CalServe of a general conceptual model for building and sustaining service-learning districtwide could prove helpful in getting partnerships to take the first step in formalizing the long-term vision for their partnership. For example, Kramer's (2000) framework for service-learning institutionalization, which characterizes it as "routine,

widespread, legitimized, expected, supported, permanent, and resilient," might provide a set of building blocks to partnerships for forming this vision.

Partnerships that receive "developmental" grants are relatively new to service-learning and therefore should focus their work on implementing activities that build a strong foundation for high quality service-learning. As these partnerships gain experience, they should, at an appropriate point in time, conduct a self-assessment of their service-learning initiative and establish a formal strategic plan for long-term sustainability. This self-assessment and strategic planning process could be incorporated into the CalServe sustainability grant application process. Although implicit in this "sustainable" category of grants is the goal that partnerships will develop a long-term districtwide vision and plan for service-learning, CalServe might want to consider having partnerships use a portion of their grant funds to formalize that plan into a detailed strategic plan that is based on a comprehensive assessment of the current institutionalization level of service-learning in the district. The strategic plan would *explicitly* detail how a partnership plans to achieve each of its long-term goals. The funding would support partnerships' implementation of well-coordinated and carefully planned core activities that have a direct bearing on the longer-term sustainability and institutionalization of service-learning.

One way to accomplish this self-evaluation and strategic planning might be to have partnerships use the last year of their three-year developmental grant to convene a "Partnership Advisory Committee." Each partnership's Advisory Committee would be made up of key service-learning stakeholders that would include site and district administrators, teachers, students, community members, and other important partners (e.g., evaluators, higher education participants, etc.). The goals of the Advisory Committee would be to:

- Conduct a self-assessment of the status of service-learning in the district. *(Where is service-learning happening in the district? Which teachers are interested? What kinds of service-learning activities are taking place? How is service-learning being defined? With which other education reform efforts is service-learning aligned?)*
- Draft a status report on service-learning that will become a baseline report on service-learning participation.
- Develop a five-year strategic plan that details goals, objectives, and action steps for advancing and institutionalizing high quality service-learning districtwide, based on the results of the self-assessment.

The plan would be used to assess partnerships' readiness for a sustainable grant.

The first two years of the sustainable grant would be devoted to implementing the activities of the strategic plan. Near the end of the sustainable grant cycle, a partnership's Advisory Committee would conduct another self-assessment, measure the advances of the initiative against its initial status report, and then revise its five-year strategic plan accordingly.

This process shifts the use of the sustainability category funds from *activities,* staffing, and implementation to *institutionalization* planning and implementation. It also makes program evaluation and improvement an important, inherent, and ongoing part of the partnership development and institutionalization process. If the ultimate goal is to sustain and institutionalize service-learning districtwide, then a written formal strategic plan would create a clear districtwide plan of how service-learning fits in with the overall goals of the district. It would also promote the idea that sustaining and institutionalizing service-learning is a collaborative process of shared responsibility and is not the primary or sole responsibility of the partnership coordinator. Perhaps, most

importantly, if the partnership coordinator or key service-learning teachers should leave (see Continuity section below), the plan would be able to maintain the district's momentum and guide any new personnel who arrive in the district.

Another benefit of the strategic plan and collaborative self-assessment approach is that it would involve the active participation of school and district administrators. As many have suggested (e.g., Kramer, 2000; Melchior et al. , 1998), the sustainability and institutionalization of service-learning is not likely to occur without the genuine, ongoing support and buy-in of school, district, and state administrators. The 1999-2000 CalServe partnerships' evaluation reports and the intensive site interviews conducted by SLRDC staff suggested that some administrators (especially school site administrators) are very active in their school or district's service-learning initiative. However, the data also suggested that some other administrators do not have a full understanding of their school or district's service-learning initiative or long-range plans. This is evidenced by the fact that, when interviewed by UC Berkeley's research team about their school or district's service-learning initiative, a substantial number of site and district administrators were unable to articulate clearly what service-learning was or identify the major aspects of service-learning in their school or district. Moreover, some of these partnerships were in their fifth or sixth year of CalServe funding. An official districtwide strategic plan for service-learning would be one way to educate and more fully involve such administrators about service-learning. It would also provide an official document for the administrator to use as a reference when discussing the district's plan for service-learning.

Balancing Quality and Quantity

The second factor that emerged regarding partnerships' efforts to sustain service-learning was the balance that partnerships tried to strike between working to increase the number (*quantity*) of teachers using service-learning and working to optimize the *quality* of service-learning activities. The need to balance these two efforts appears to be prompted by two competing objectives that partnerships believe they must achieve to be successful. The first objective is rooted in the overarching CalServe goal that partnerships sustain service-learning districtwide. Specifically, partnerships sought to expand service-learning opportunities throughout their district(s) in order to make service-learning a part of every student's educational experience at least once at each grade span. The pursuit of this end inherently focused partnerships' attention on the quantity of service-learning activities. As a result, a large portion of partnerships' implementation efforts were focused on recruiting more teachers to use service-learning, expanding opportunities for more students to engage in service-learning activities, finding ways to encourage more school administrators to support service-learning, and developing and fostering more school/community partnerships.

The second partnership objective centered on ensuring that service-learning activities were high quality experiences and were aligned with the federal definition of service-learning. The rationale for concentrating on enhancing the quality of service-learning is well supported. Studies by Weiler et al. (1998), Melchior (1998), and others have found that the outcomes of service-learning were most frequent and positive for students when service-learning activities were of high quality.

The quest for high quality activities was also driven by external pressures on the partnerships from both the state (as the funding agent) and district (as fiscal agent).

Specifically, data from partnership interviews and evaluation reports in this study revealed that a strong sense of accountability permeated the work of the partnerships. Some partnership coordinators, teachers, and sometimes administrators admitted feeling pressure to show that service-learning is an effective and legitimate practice and that it has positive education impacts on student performance. As one administrator stated:

> Basically, to make this work, we want some hard data that show the kids are learning because of this. It's got to be linked to the curriculum and we've got to show that students are learning. With standards and all, the pressure is on.

Another administrator during her interview stated:

> We have the U. C. 'a-f' requirements. . .it's the tail that wags the dog. . ..Our school [sic] will not approve courses that allotted this service-learning type of thing. So that's a kind of subtle message. . ..We frantically scour around trying to get something in there, but whether that actually is an effective service-learning approach needs to be evaluated.

As is often found with new educational initiatives, proving the merits of service-learning is an issue that appears often in K-12 efforts to sustain service-learning. Kramer (2000) suggests that the desire to prove the effectiveness of service-learning is usually driven by external skepticism that service-learning is a legitimate educational pursuit. Therefore, service-learning partnerships ultimately feel accountable to their school, community, and district, as well as to the state, to uphold high standards of quality for service-learning. The influence of this sense of accountability can be quite strong.

As partnerships work on expanding the quantity of service-learning while attempting to enhance its quality, where should they place their energies to maximize efforts to sustain service-learning in their district(s), given their limited resources? Should partnerships focus on expanding the quantity of service-learning activities in order that service-learning can be spread districtwide? Or, is it best to encourage

partnerships to work on implementing high quality programs that produce the greatest impact on students' educational success to override skepticism about service-learning?

Evidence from the CalServe partnership reports and the intensive site interviews suggests that, during this funding cycle, the majority of partnerships tended to emphasize the expansion of quantity rather than the enhancement of quality. This is not to say that partnerships were not concerned with quality. But rather, when thinking about how best to sustain service-learning, the emphasis appeared to be on getting more teachers and administrators to become involved in and support service-learning. And, as the statements below suggest, the emphasis on growing and expanding the amount of service-learning was driven by the emphasis on the districtwide implementation of service-learning. In some cases, partnerships seemed to think that "districtwide" meant that "every teacher" or "every school" had to employ service-learning. As one site administrator stated:

> I would like to apply for the sustainability and continue the process and do a better job. . ..We'll have a good model here, so it'll be easy to start at new schools. . ..Our commitment is to try to get all the schools within five years. . ..What I would like to see is, number one, that *all* the teachers will really realize that. . .service-learning is really gonna help the students academically.

A partnership coordinator stated:

> I think that between last year and this year, there has been quite a bit of. . .there's been a lot more movement in service-learning. More teachers are now doing it and we hope to get more teachers to do it. This way, we can make sure it stays in our district.

Getting more teachers to understand and use service-learning appears to be the predominant approach partnerships used to move closer towards service-learning sustainability. There seemed to be an assumption that if more teachers bought into service-learning, it would be more likely to be recognized and supported by the district. In contrast, scant attention was paid to enhancing the quality of the service-learning

activities that were implemented. This is evidenced by the fact that there was little mention in partnerships' evaluation reports of issues pertaining directly to quality enhancement.

To sustain service-learning beyond their CalServe funding, partnerships cannot take either the quantity or quality issue for granted. Having many service-learning activities in every school that are not of high quality could actually prevent service-learning from becoming part of the district culture over time. And having just a handful of high quality service-learning activities that operate in just a few classrooms might not meet the goal of engaging every student in at least one service-learning opportunity at every grade span and would also be more seriously impacted by teacher turnover. Therefore, to ensure the sustainability of service-learning, partnerships must work towards *simultaneously* maximizing the quantity of service-learning opportunities and optimizing the quality of these opportunities.

One possible way to move partnerships toward balancing the quantity and quality of service-learning might be to have them articulate goals for both components as early as possible in the development of their partnership. Specifically, when developing their vision and long-term goals for service-learning, partnerships should be asked to consider how they plan both to expand their service-learning initiative districtwide *and* how they plan to ensure that all the service-learning activities implemented meet a high standard of quality. Focusing simultaneously on these dual purposes might prompt some partnerships to institute a self-assessment and continuous improvement process that both tracks the growth and monitors the quality of service-learning activities. By establishing clear and realistic standards of success for both the quantity and quality of service-learning activities, partnerships can focus their energies

and resources on a balanced set of activities that can better sustain and institutionalize their partnership over time.

To assist this balancing of focus, the CalServe Office might present developing partnerships with a set of examples of the journeys different advanced partnerships have taken and the strategies they have employed to make service-learning part of the districtwide culture. The examples would also show partnerships that service-learning need not occur in every classroom in order to be sustainable. If anything, these examples might serve as inspiration to developing partnerships that service-learning can become part of the culture with a careful balance between quantity expansion and quality enhancement.

Coordination and Implementation

The third factor that emerged from the evaluation regarding partnerships' work in sustaining service-learning concerned a set of coordination and implementation issues. The data suggested that program continuity, strong coordination, well-developed service activities, and structured training are essential components in ensuring the long-term institutionalization of service-learning. Each of these components is discussed below.

Continuity. Continuity (or the lack of it) is a factor that affects many different levels and aspects of a partnership—community relationships, partnership coordination, district leadership, articulation of service-learning experiences through the grades and between school sites, and so on. Data from the partnerships evaluation reports and intensive site interviews suggested that the lack of continuity due to turnover of partnership coordinators, school administrators, teachers who use service-

learning, evaluators, among others, seriously affected partnerships' efforts to sustain and ultimately institutionalize service-learning. The quotes below illustrate the way personnel turnover in a partnership can impact the advancement of a partnership's service-learning initiative.

In describing the primary challenges of their partnership effort, one partnership reported the following in its evaluation report:

> The primary challenge this year was the high turnover among teachers between the 1997–98 and 1998–99 school years.

The partnership described having to spend considerable time retraining its new staff on service-learning in order to keep its service-learning initiative going. In another large partnership, a coordinator described how a change in the administration affected his role as coordinator of service-learning,

> Ever since [name of administrator] arrived, it's been up and down. It's hard to know where she stands on service-learning. . ..I've tried to give her information and let her know what our partnership is all about, but I'm being given new assignments. . ..Unfortunately, she doesn't get it.

Various data from partnerships reports and the intensive interviews suggested that turnover among partnership coordinators was due primarily to insufficient funding for current service-learning activities and implementation, lack of identified long-term secured funding for service-learning, excess of responsibilities for the partnership coordinator, and lack of *genuine* administrative support for service-learning. In contrast, the reasons for turnover among participating teachers often had nothing to do with service-learning or the partnership itself but resulted from factors such as a teacher's plans to return to school for a graduate degree or to transfer to another district, his/her dissatisfaction with a teaching assignment, or family relocation to another city (see Chapter 3 for additional discussion). Often when teachers, partnership coordinators, site administrators, or community agency representatives

were asked about problematic issues, they voiced concern over their school or district's capacity to keep the service-learning initiative going if one or more key individuals left the district. Overall, the data suggest that, if districts are serious about sustaining service-learning, then consideration needs to be given to securing the retention of the key personnel who are responsible for moving the partnership's service-learning initiative forward.

The issue of continuity may be most critical when it comes to the partnership coordinator. Most partnerships viewed the coordinator as the key individual responsible for implementing the activities of the grant and advancing the partnership's service-learning effort. One site administrator described the value of their coordinator's position in the following way:

> We have been able to sustain the program because the school has maintained the partnership coordinator. That's what will make the program sustainable. But we need to be able to keep [name of coordinator] if we want to keep the program as successful as it has been.

Others who were interviewed for this study gave accounts of the time and effort that were devoted in the final year of the CalServe grant cycle to securing administrative support and funding for the continuation of the coordinator's position. As was pointed out earlier, decisions about how the coordinator position is funded (i.e., with district funds or grant money) affect the continuity of the partnership. It is unlikely that the efforts of partnerships who used CalServe funding to pay for the coordinator can be fully sustained and advanced beyond the CalServe grant if there are no funds to support the coordinator position.

In addition to the problem of securing stable financial backing for this key position, dependence on one person for leadership, technical assistance, funding, networking, and informational resources itself can be problematic for both

implementation and institutionalization, since it is sometimes difficult to find one person to perform all these different functions well and since the future of the partnership then depends on that one person continuing for the long term. The effectiveness and longevity of the coordinator to advance service-learning in the district surely has a bearing on how well a partnership's initiative moves forward and is ultimately institutionalized.

To ensure the continuity of the coordinator position, new and innovative leadership strategies should be explored. For example, hiring co-coordinators or utilizing the expertise of school-to-career or curriculum coordinators might be ways to promote districtwide continuity and the sustainability of service-learning. To retain effective service-learning partnership coordinators, schools and districts must ensure that the partnership coordinator is well-supported professionally, personally, and financially. Among the suggestions for this support are:

- ensure the partnership coordinator position is not reliant solely on soft-money, but to back up the commitment of the District to service-learning by designating funds to support this position;
- acknowledge formally the hard work of the partnership coordinator; and
- identify programmatic mechanisms (release time, office space, program funds, resource materials, and the like) that can support the work of the partnership coordinator.

Among some of the factors that determine the type of and extent to which each of these support systems needs to be put in place are the size of the service-learning partnership and school district(s), the experience of the partnership coordinators, and the purview of the partnership coordinator's job responsibilities.

A second recommendation for helping to prevent the turnover of partnership coordinators is to make sure that the workload of the coordinator position is kept at a manageable level. Being "overburdened" and "burnt out" were the most common complaints among partnership coordinators, especially among those who also had other responsibilities, such as coordinating other educational programs or teaching in the classroom full or part-time. For example, one partnership coordinator described her position as "overwhelming" stating:

> I've got to get more teachers on board and get them trained to do good service-learning. . ..When you have one coordinator and you're trying to get out to 21 schools, it's impossible to get the word out to everybody.

Whatever the configuration of the partnership coordinator's position might be, the job responsibilities need to be commensurate with the individual's experience and size of the partnership, and they should take into account the individual's other professional duties.

One way districts have tried to establish more secure positions for service-learning partnership coordinators has been to create administrative positions in which the service-learning coordinator is also responsible for one or more other programs, such as school-to-career. Doing this can, in some cases, create full-time positions for coordinators and ensure that a well-qualified person occupies the position. It can also help tie service-learning to other important educational initiatives in the district. Both of these rationales can help put service-learning on a promising trajectory for institutionalization. However, the jury is still out as to whether this strategy works. Partnership coordinators who participated in the intensive evaluation interviews and who held such positions expressed their concerns over the enormous demands on their time and their inability to fulfill all of their responsibilities. In essence, they reported that the combining of these positions meant that their attention to the advancement of

service-learning was diluted because they also had to attend to the implementation and advancement other district initiatives. To be successful, district administrators and the coordinator involved need to work collaboratively to balance the responsibilities and demands of service-learning and the other assigned initiatives.

As was mentioned earlier, the partnership coordinator is typically the person who holds the primary responsibility for carrying out the service-learning initiative. However, there are always other stakeholders involved in a partnership's structure who assume some of the responsibility for key activities. Allowing various members of the partnership to have substantial responsibilities should encourage stronger buy-in from them, which might ultimately lead to their longer-term participation. By having a structure in which responsibilities are shared, the partnership will be in better shape to continue to operate fully in the event it loses one or more of its key members.

There is less information from the data collected about how exactly to address the issue of *teacher* and *evaluator* turnover, although this issue was acknowledged by various partnerships to be a problem for sustaining and institutionalizing service-learning. (See Chapter 8 for a discussion of the impact of evaluator turnover on a partnership's local evaluation process). There does appear to be an effort underway to groom "up and coming" teachers to become service-learning leaders. Specifically, there were descriptions of more experienced teachers mentoring and nurturing teachers who were new to service-learning, providing them with tips on how to get started, and assisting with the identification of service and reflection activities. In these ways they were opening the door and creating a safe space for new teachers to explore service-learning.

Cultivating this new generation of partnership teachers can be an effective way to ensure that the initial energy and excitement about service-learning is continued and

sustained within a school or district. By thinking ahead and grooming new teachers, coordinators, and evaluators before the experienced practitioners leave, service-learning can be put on a more secure path to become sustainable over time. In this regard, partnerships might want to think about the establishment of a service-learning mentorship program in which advanced practitioners and coordinators would serve as recruiters who identify and mentor individuals who show potential as future service-learning leaders for the district.

Connections to Other Education Reforms. A second implementation and coordination issue affecting service-learning program sustainability and institutionalization centers on the connections service-learning has to other educational initiatives in the district or school. As mentioned earlier, some partnership coordinator's positions are being tied to other educational reforms to strengthen the role of service-learning in the district and to sustain service-learning over time. The rationale behind this approach is that by tying service-learning to other reforms that are well-integrated and well-established in the district, service-learning can become less peripheral and more central to the district's overall educational program. The ties between service-learning and other educational reforms do not have to be formed strictly around staff positions, as was implied above. Such ties can be formed around issues relating to academic programs, student assessment, staff development, and program evaluation.

Being strategic in tying service-learning to important academic and curricular initiatives in the district can help make service-learning an important part of the district's work. A key strategy is not to portray service-learning as a self-contained initiative, but rather to use service-learning as a vehicle for accomplishing other established goals for the district. For example, in at least two partnerships, service-

learning was used to help advance the district's school-to-career efforts. In another partnership, it was tied to widely-used project-based learning strategies. If a district embraces a particular initiative as being important, its connection to service-learning can help district officials see the added value of service-learning. Such coordination also helps districts see service-learning as a teaching strategy that is integral to accomplishing educational goals rather than an intervention program that is an adjunct to students' regular classroom experience.

Although the connection of service-learning to other educational reform efforts in a district can help advancement and institutionalization, there can be some disadvantages to this approach, as was mentioned earlier. According to some evaluation reports and interview data from this study, tying service-learning to other educational reforms can sometimes divert attention away from service-learning. As a result, the identity of service-learning may become lost. For example, if service-learning is connected to a new social studies curriculum that emphasizes students' civic development, then service-learning might be viewed strictly as a strategy for teaching social studies. How service-learning is identified and viewed by a district has the potential to impact the ways it will be advanced and promoted in the school and the district. Although linkages between service-learning and other initiatives should continue to be encouraged, clarification should be provided throughout the process about what service-learning is and is not.

Partnerships should consider carefully the other educational reforms to which service-learning is tied. Connecting service-learning to a particular reform can advance service-learning so long as the other reform effort stays alive in the district. If that reform approach is abandoned, the use of service-learning could also end, especially if service-learning is not fully understood by the district. In planning and developing a

service-learning initiative, partnerships should consider which reforms have stood the test of time in the district. This can help them decide which educational alliances might be best for ensuring the sustainability and institutionalization of service-learning.

Issue Focused Partnerships. A final implementation and coordination issue that helps partnerships sustain and institutionalize their service-learning initiatives has to do with the service focus of the partnership activities. In examining service-learning partnerships that had been sustained for at least five years, there were a number of common programmatic issues that emerged. First of all, longlasting partnerships tended to have had one effective coordinator providing ongoing leadership over several years. Secondly, those partnerships had substantial administrative support, including, in some cases, formal district and board policies that guided the service-learning initiative. And third, those efforts featured strong, collaborative, and ongoing partnerships with the community.

In analyzing the types of school/community partnerships that were formed, many appear to have been nurtured and sustained by a focus on an "issue" area in which most of the students' service-learning activities occurred. For example, at one site, almost all of the service-learning activities were centered on a local creek. Depending on the grade level, the activities were integrated with students' science, math, art, or English curriculum. Students conducted creek water testing, creek cleanup, environmental forecasting, and other activities that were focused on the role of the creek in the community. Over the years, the district built relationships with a set of local governmental and environmental agencies to ensure that students were exposed to a broad range of creek activities. These agencies became the core service-learning partnership members. At this site, service-learning was sustained by the creek projects and a cadre of community partners who got involved with the school each year.

Similarly, other sites sustained their service-learning activities through single community agency partnerships that provided teachers with full pre-set curriculum guides and service-learning coordination assistance. In pursuing such a strategy, care should be taken to ensure that the issue on which the partnership is focused has a broad enough appeal to maximize the involvement of the key stakeholders in the district and the community as well as to ensure that service-learning opportunities are maximized for students.

Conclusion

The overall findings from the data summarized here suggest that there are at least three factors that influence the sustainability and institutionalization of service-learning. First of all, an articulated vision and a formal long-range plan can assist partnerships in their journey to advance and institutionalize service-learning in their district(s). As a district's service-learning initiative expands and grows, careful attention needs to be paid to ensure the implementation of high quality service-learning activities and programs. And finally, in their effort to sustain service-learning, partnerships must take into account a series of important implementation and coordination issues that secure the continuity of participation of key stakeholders, the connection of service-learning to other important education reforms in the district, and the development of a partnership that focuses on service issues that maximize service-learning opportunities for students.

Rather than discrete components, the three factors for service-learning sustainability that emerged from this study are quite interdependent. The weakness of one factor is likely to affect the strength of the other factors. For example, if there is no clear, long-term vision for where the partnership is headed, it will be difficult to

implement and improve the quality of activities that will contribute to the partnership's sustainability.

Although these emerging sustainability factors appear to have relevance to a broad range of service-learning partnerships, the processes for sustaining service-learning will surely vary from partnership to partnership. As was mentioned in the introduction, the issue of service-learning sustainability and institutionalization was not an initial focus of the CalServe profile study. However, the issues around service-learning sustainability and institutionalization that emerged from this study suggest that this topic warrants further investigation. Future studies of service-learning in California should explore the sustainability and institutionalization processes more directly and intensively. The investigation might include questions such as:

- What are the critical elements for sustaining and institutionalizing service-learning?
- What are the best strategies for implementing these elements?
- Are there differences in the way various types of partnerships (large/small; urban/suburban/rural; etc.) institutionalize service-learning?
- In what ways does the institutionalization of service-learning change as the educational emphases of a district evolve over time?

By answering these questions, clearer insights can be gained about the sustainability and institutionalization process and about ways to make high quality service-learning part of the culture of every district in the state.

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Chapter 8

The Role Of The Local Evaluation Process

Summary

Over the years, the CalServe local evaluation process has asked each partnership to produce an annual evaluation report to provide a description of partnership activities and detail annual accomplishments and achievements. In 1997, CalServe enlisted UC Berkeley's Service-Learning Research and Development Center (SLRDC) to assist with the development of the 1997–2000 CalServe local evaluation process. With each partnership expending at least 10% of its annual budget on its local evaluation, the CalServe local evaluation process sought to make the annual evaluation reporting process a more useful component for the partnerships' ongoing improvement effort. The process also sought to collect common data from partnerships that could be aggregated and analyzed on a statewide basis.

SLRDC researchers and CalServe staff designed a set of evaluation guidelines that focused on four impact areas: student impacts, teacher impacts, impacts on schools and districts, and community impacts. Partnerships were asked to follow the evaluation guidelines and produce a local evaluation report that would include:

- a description of the partnership's participants and an account of its service-learning activities;
- an analysis of the impact of service-learning on students' civic responsibility and educational success; and
- an analysis of the impact of service-learning on schools and district(s), on teachers, or on the community.

Overall, the local evaluation process sought to strengthen partnerships' appreciation for evaluation procedures while encouraging them to collect data for a local report that would have utility for both the local and state levels.

SLRDC conducted an investigation of the merits and challenges of the local evaluation process. Among the findings of this investigation are the following: (1) Although each partnership was required to spend at least 10% of its grant budget on evaluation, this amount of money was not always sufficient for conducting a comprehensive local evaluation. (2) Some partnerships had difficulty utilizing the findings and recommendations from one year for the next year's program operation, since the timing of the local evaluation report production did not coincide with partnerships' grant renewal

process. (3) For the most part, partnerships did not fully employ the collaborative function of the evaluation team (composed of teachers, partnership staff, and an evaluator). The evaluator continued to assume the primary responsibility for shepherding the evaluation process and completing the evaluation report. (4) The expectations for the implementation of a comprehensive local evaluation went beyond the capacity of some partnerships. (5) Turnover in partnership coordinators and external evaluators affected the ability of many partnerships to maintain continuity and steady improvement of the local evaluation process over the three-year period.

A set of recommendations for maximizing the effectiveness of the local evaluation process are offered:

- Separate the local and the state evaluation processes by having local partnerships focus their evaluation primarily on studying implementation and institutionalization issues and having the state be responsible for studying the impacts of service-learning on students, teachers, schools, districts, and the community.

- Tie the local evaluation process more firmly to partnerships' continuous improvement efforts, especially during their developmental grant cycle.

- Strike a balance between state and locally-determined priorities for the evaluation, ensuring that local ownership of the evaluation is maintained when state-led evaluation guidance is provided to local partnerships.

- Provide incentives to encourage partnerships to conduct longitudinal evaluations of program improvement and institutionalization.

- Explore ways of maximizing the use of evaluation funds (e.g., establishing regional centers for training and technical assistance in service-learning evaluation, networking evaluators and local evaluation teams for collegial feedback and problem-solving, and the like).

- Use a variety of contexts and types of interactions to collect feedback and ideas from local evaluation teams for improving the evaluation process.

Background

Throughout the history of the California Department of Education's (CDE) CalServe Initiative, program evaluation has been viewed as an important component of local partnerships' service-learning development process. Since the inception of its state grants program, the CalServe Initiative has required that each service-learning

partnership expend a minimum of 10% of its grant budget on evaluation. This 10% requirement formally affirms the belief that evaluation is critical for advancing service-learning in California. The primary purpose of the evaluation has been to encourage partnerships to document their successes and challenges in order to advance program improvement. Over the years, each CalServe partnership has been obliged to produce an annual report that details the partnership's service-learning activities, accomplishments, and future goals. This annual report is submitted to the CalServe office as part of the partnership's grant deliverables.

The production of these annual reports has served two primary purposes. The first and perhaps most important objective has been to engage local partnerships in a critical analysis of the implementation, impact, and sustainability of their service-learning initiatives. The second purpose has been to provide CDE, in particular the CalServe staff, with a report of findings from the local partnerships' critical self-analyses.

Study of the three-year CalServe local evaluation process by the Service-Learning Research & Development Center (SLRDC) has produced some valuable insights about the use and role of local evaluation for the advancement of service-learning in California. The SLRDC investigation has found, for example, that while CalServe's attention to local evaluation paid off in many ways over the years, there is still room for partnerships to grow in their utilization of the local evaluation process for continuous improvement. SLRDC researchers have found that not all partnerships embraced evaluation as a means of critically analyzing their service-learning initiative. Consequently, not all partnerships considered the established local evaluation process as the primary strategy for developing their longer-term, continuous improvement efforts.

An exploration of the reasons behind the underutilization of evaluation has revealed that the local evaluation process sometimes generated anxiety and defensiveness. In those cases, anxiety emanated from the belief that evaluation was a high stakes compliance activity whose outcomes might potentially affect their partnerships' overall reputation with CalServe and their future standing in the statewide funding competition. Consequently, there was reticence among these partnerships to report program weaknesses.

In other cases, partnerships considered the CalServe local evaluation process to require skills and resources that extended beyond their capacity. Several partnerships expressed concern over their ability to do an acceptable job with the evaluation, citing limited available funds for evaluation, the lack of advanced evaluation expertise among the evaluation team members, and the broad scope and range of impact areas for which data needed to be collected, analyzed, and reported. Although most partnerships strove to do their best with the evaluation process, there was a general sense of dissatisfaction among partnerships regarding the quality of their annual reports.

This chapter discusses several important issues that emerged from the SLRDC study regarding partnerships' participation in the local evaluation process. It concludes with recommendations for how the local evaluation process might be improved to ensure that the initial goals of the process—providing a mechanism for partnerships to improve their programs and providing the state with information about the successes and challenges of partnerships' implementation of service-learning—could be achieved.

CalServe Local Evaluation Process

Over the years, the CalServe local evaluation process has engaged partnerships in the production of annual evaluation reports that have provided a description of

partnership service-learning activities and have detailed partnerships' accomplishments and achievements for the year. Prior to 1997, the form, scope, and depth of partnerships' annual local evaluation reports were determined by the partnerships themselves. Each partnership established its own evaluation process and produced what *it* deemed to be satisfactory. The only common factor was that each partnership was required to expend at least 10% of its annual budget on the evaluation process and the production of a culminating report. Collectively, local evaluation reports submitted by the partnerships varied in focus and quality. While some partnership reports were based on fairly elaborate evaluation designs that sought to assess program impacts, other reports simply provided descriptive reviews of the partnership's activities, accomplishments, challenges, and future goals.

The variation in the quality of the local evaluation reports became a topic of discussion among a group of CalServe partnership evaluators during a service-learning meeting in the summer of 1996. At that meeting, a number of important issues were raised that helped shape the 1997–2000 CalServe Local Evaluation Process.

The Evaluators Meeting. One of the issues that CalServe evaluators brought up at the 1996 meeting was their concern about the utility of the annual evaluation reports. A number of the evaluators attending the meeting reported that evaluation was seen by their partnerships as something that the evaluator did to fulfill a requirement of the CalServe grant, not as something with which the rest of the partnership staff needed to be actively involved. In addition, these evaluators reported that there was no evidence that the completed local annual evaluation reports were being read by key stakeholders within the partnerships. Moreover, the program recommendations contained in the reports were not being considered carefully by their partnerships' stakeholders as they made important programmatic decisions.

A second issue that arose at that 1996 meeting had to do with the purposes of the evaluation. Because, at the time, there were no guidelines as to what the local evaluation reports should encompass, each evaluator and the partnership staff were free to select as many or as few issues as they wanted to evaluate. This created an unevenness in the quality of the reports.

Therefore, this group of evaluators suggested that CalServe provide some guidance for completing the local evaluation reports. In addition, they suggested that, if the reports were required to be submitted by all partnerships, CalServe should find ways to use the reports to collect statewide information about service-learning. The evaluators recommended the establishment of a set of parameters around which they could produce a report that would be both useful to the partnerships and the state. By establishing a common set of questions for all partnerships to address in their local evaluation reports, evaluators would know how to focus their reports. Also, the state could use the information to draw comparisons and contrasts among the different partnerships.

A third issue that grew out of the evaluators' meeting but was not discussed directly had to do with the sustainability of the evaluation process. Both the evaluators and the CalServe staff were concerned because the evaluation process seemed to be viewed as an annual discrete activity rather than as an ongoing developmental process. There were no strong incentives for a partnership to take an evaluation report completed in one year and refer to it in subsequent years. It was acknowledged that in some cases, this lack of continuous program critique and self-improvement was a result of partnerships having new program coordinators or local evaluators each year. However, the evaluators attending the 1996 meeting agreed that there was a prevailing perception that "evaluation" was a discrete annual event, rather than a series of long-

term connected activities. Perhaps this perception was due to the basic structures of the CalServe grants program (annual grant renewals and progress reports) and the evaluation process itself (an evaluation report due at the end of the program year). Changing the evaluation process from a focusing on discrete program years to a multi-year continuous program improvement effort would be one of the primary goals of the 1997–2000 CalServe Local Evaluation Process.

1997–2000 CalServe Local Evaluation Process. In early 1997, CalServe enlisted SLRDC to assist with development of the 1997–2000 CalServe local evaluation process, which would address each of the aforementioned issues. Specifically, the process sought to make the annual evaluation reporting a more useful component of partnerships' ongoing, continuous improvement efforts by requiring that the evaluation *process* be conducted over a three-year period.

The 1997–2000 CalServe Local Evaluation process required each partnership to formulate a *local evaluation team* that would be composed of a program evaluator (internal or external), the partnership coordinator, and at least one other person (teacher, community member, administrator, etc.). The goal was to ensure that the completion of the evaluation would be a shared responsibility among key partnership members rather than the primary responsibility of the evaluator. This approach would help the partnership members play a more active role in the evaluation process. It would also help them see more clearly how the evaluation reporting process could be used to advance their own efforts to improve the partnership.

The 1997–2000 CalServe Local Evaluation process also established a key set of questions on which all partnership would focus their evaluation. Specifically, researchers at the SLRDC and members of the CalServe staff identified four evaluation areas. Within each of these evaluation areas a set of overarching questions was

developed to guide each partnership's local evaluation process (see Exhibit 8.1). As was mentioned in Chapter 1, the overarching questions for the impact areas were derived directly from a recent study of service-learning in California's K–12 schools conducted by RPP Associates. One of the goals of the 1997–2000 process was to use the overarching questions to build upon the findings of the RPP study.

Exhibit 8.1
1997–2000 CalServe Local Evaluation Process Overarching Questions

The CalServe Local Evaluation reports should focus on supplying answers to the following overarching questions about service-learning:

• STUDENT IMPACTS
Educational Success:
How well do students learn curricular content through service-learning?
To what degree does service-learning affect students' overall school performance?
Civic Responsibility
How does a student's sense of civic responsibility change when he/she engages in service-learning?

•TEACHER IMPACTS
Why do teachers choose to use service-learning as a teaching methodology?
To what degree does service-learning affect their teaching?

•IMPACTS ON SCHOOLS AND DISTRICTS
To what degree are district personnel aware of service-learning, and how has this level of awareness changed?
How has service-learning advanced at the school, in the district, etc?

•COMMUNITY IMPACTS
What impacts has service-learning had on the community?
To what degree have students provided a "service" to the community?

To further clarify the 1997–2000 CalServe Local Evaluation process, statewide guidelines were provided for collecting and reporting information about the partnership and the impacts of service-learning on students, teachers, schools/district(s), and the community. To support local evaluation teams in collecting, displaying, and reporting the data specified in the guidelines, the SLRDC

developed a set of optional templates or *report forms*. If used by a partnership, these report forms could become the basis of the evaluation report. Report forms were available in hardcopy form, on computer diskettes, or via the internet for on-line data entry (see appendices for a copy of the report forms). By providing some reporting structure through these forms, data provided by individual partnerships could be aggregated by the researchers at SLRDC. This aggregation would contribute to the development of a three-year, statewide profile of service-learning activities and impacts.

Recognizing that each partnership had unique evaluation needs and that the local evaluation process was intended primarily to benefit partnership program improvement, flexibility was given to the partnerships regarding the manner in which they wished to focus on the various overarching questions. As part of this flexibility, partnerships were encouraged to use the reporting method that would best meet their continuous program improvement needs. While some partnerships might choose to use the pre-designed report forms, other partnerships might find another reporting format more useful. Regardless of the reporting structure used by the partnership, all of the partnerships were asked to focus their local evaluation reports on the overarching questions in the four evaluation areas.

It was hoped that with the establishment of these new guidelines and procedures, the local evaluation process could be transformed from an evaluator-driven, discrete, and sometimes perfunctory grant compliance process to an ongoing and collaborative process for the partnerships' key participants and stakeholders. The state would benefit as well since the annual evaluation reports would focus on the same set of questions, allowing statewide analysis of programmatic issues across all partnerships. And since at least 10% of each partnership's grant would continue to be

expended for evaluation, the ability to make the local evaluation process useful to both the local partnerships and the state could be a great triumph.

One of the greatest challenges (as will be described later) was to strengthen partnerships' appreciation for the evaluation *process* while encouraging them to collect data for a local report that would have utility at both the local and state levels. As the evaluation process progressed, it became increasingly clear that ensuring a balance between these two purposes would be a key factor in securing the effort's success.

Assumptions. The 1997–2000 local evaluation process was influenced by careful considerations of input from local partnership coordinators and evaluators. The design was based on several important assumptions:

Assumption #1: With at least 10% of a partnership's budget going toward evaluation and with a uniform set of evaluation questions, the local evaluation process would be a viable activity for each partnership.

Assumption #2: By making the evaluation process more useful to the local partnership, evaluation would be perceived less as a perfunctory compliance activity and more as an important and central component of partnerships' growth, improvement, and sustainability efforts.

Assumption #3: With the establishment of a local evaluation team, the local evaluation process would take on greater importance as more key stakeholders participated in the process.

Assumption #4: With a cadre of individuals working together as a local evaluation team, local partnerships would have the capacity to collect and analyze data and report findings that addressed the overarching questions more adequately.

Assumption #5: Partnerships would be engaged in a formative evaluation process throughout the program year, collecting and analyzing data on an ongoing basis to refine their initiative. They could then use these findings to produce a comprehensive summative report following the program year.

Throughout the three-year Berkeley study, SLRDC informally collected data about local partnerships' successes, struggles, and questions with the local evaluation process. A more in-depth set of evaluation data was collected by the SLRDC researchers during the third year (1999–2000), using a sample of seven of CalServe's 34 school/community service-learning partnerships. The Year 3 data were captured

formally and informally through phone logs, written correspondences, and interviews with constituents of the seven partnership (program coordinators, administrators, evaluators, teachers, students, and community members). From these data emerged a set of issues that highlighted the overall strengths and weaknesses of the 1997–2000 local evaluation process.

Emerging Issues from the CalServe Local Evaluation Process

The success of the three-year Berkeley study and its culminating statewide profile report was, to a great extent, dependent on the completeness and accuracy of the data that partnerships provided in their local partnership reports. A formal analysis of the successful and unsuccessful aspects of the local evaluation process had not been an initial goal of the Berkeley study. However, it became clear quite early in the study that some of the underlying assumptions on which the study was built needed to be reconsidered. While the new local evaluation process worked well for some partnerships, there were some aspects of the process that did not work as had been envisioned. The researchers at the SLRDC sought to gain a better understanding of those aspects of the evaluation process that worked for partnerships and those that did not. This investigation provided the researchers with an opportunity to seek out ways to improve the local evaluation process.

As a result, part of the Berkeley study became an ongoing investigation of the work and activities of the local evaluation teams. While this investigation was not done as thoroughly as might have been the case if this topic had been part of the initial design of the statewide study, the examination did shed light on some of important issues regarding the merits and shortcomings of the local evaluation process.

Viability of the Local Evaluation Process. Local evaluation has always played an important role in the CalServe Initiative. During the 1997–2000 grant cycle, several hundred thousand dollars were spent annually on evaluating the activities of California's service-learning partnerships (see Exhibit 8.2). As this table indicates, the 34 CalServe partnerships collectively spent at least $179,152 for evaluation during the 1998–1999 program year. These funds do not reflect matching cash or in-kind funds provided by the districts or their collaborating partners.

This total is a fairly large sum of money. However, when this pot of money is parceled among the 34 partnerships, each receiving between $25,000 and $85,000 in total annual grant funds, the buying power of the evaluation funds is much diminished. The 1998–1999 minimum evaluation budgets for the CalServe partnerships ranged from a low of $2,500 to a high of $8,500, with the average amount spent on evaluation being approximately $5,269 (see Exhibit 8.2).[1]

Arguably, the largest minimum evaluation amount — $8,500 for an $85,000 partnership grant — is a fairly sizable annual expenditure. As it turns out, however, the partnerships that received $85,000 grants were very large (typically county-wide, multi-district partnerships) and, consequently, had many more schools, teachers, and students involved, making the evaluation process more challenging and difficult to complete. In smaller partnerships, for which one would expect the evaluation to be fairly manageable, the modest grant amounts awarded meant that relatively few dollars were available to be spent on evaluation (as little as $2,500). Therefore, while the 10% rule was deemed to be a way to make evaluation an important component of partnerships'

[1] This average is an estimate because partnerships' grants varied each year and, in some instances, one or two partnerships allocated slightly more than the 10% minimum required for evaluation.

Exhibit 8.2
1998–99 Partnership Grant Amounts and Minimum Evaluation Allocations

	Partnership I.D.	'98 grant amount	10% evaluation minimum
1	0110017	$85,000	$8,500
2	1964279	$41,252	$4,125
3	1275515	$40,000	$4,000
4	1363099	$66,152	$6,615
5	3667645	$37,792	$3,779
6	0461424	$51,428	$5,142
7	2765995	$33,972	$3,397
8	1964444	$49,000	$4,900
9	1563412	$38,262	$3,826
10	3768080	$85,000	$8,500
11	3768122	$51,462	$5,146
12	4168924	$24,762	$2,476
13	1563529	$65,000	$6,500
14	1062265	$44,100	$4,410
15	0961903	$29,752	$2,975
16	0761721	$29,985	$2,998
17	1964733a	$71,292	$7,129
18	1964733b	$70,000	$7,000
19	1964733c	$28,992	$2,899
20	5271571	$51,000	$5,100
21	2365581	$47,775	$4,775
22	0761754	$29,752	$2,975
23	0161259	$85,000	$8,500
24	3667819	$59,800	$5,980
25	4369641	$75,000	$7,500
26	3110314	$65,000	$6,500
27	3667868	$68,500	$6,850
28	3868478	$85,000	$8,500
29	3467447	$50,896	$5,089
30	1964980	$85,000	$8,500
31	2173361	$29,400	$2,940
32	5010504	$28,844	$2,884
33	1062174	$37,356	$3,735
34	5710579	$49,996	$3,800
	TOTAL	**$1,791,522**	**$179,152**
	AVERAGE	***$52,692***	***$5,269***

service-learning efforts, the amounts available for evaluation presented financial challenges to both large and small partnerships.

Coordinators from both large and small partnerships suggested that the goals for the local evaluation process were difficult to achieve given the amount of money available for evaluation. In smaller partnerships, often there were not sufficient funds to hire an evaluator to facilitate the evaluation process. In the larger partnerships evaluation teams found it challenging to collect, aggregate, and keep track of all of the requested demographic and participation data. Coordinators of many larger partnerships expressed concern over their ability to keep up with the evaluation requirements, despite the fact that, aside from this descriptive information, they were required to study implementation and outcomes for only four classrooms.

Another concern among evaluation team members had to do with the amount of paperwork that was required of them and of their teachers to complete the evaluation. As one evaluation report stated:

> The complaint most often voiced [among our teachers] was 'too much paperwork.' In fact, the amount of paperwork was so overwhelming that several teachers indicated they would continue projects next year but not be formally involved in service-learning.

Other coordinators' concerns focused on the amount of time that was needed to complete the evaluation report. One partnership coordinator noted:

> I'm glad we had until September 30th [rather than the end of the school year] to complete the report….I don't think we could have done it otherwise.

Given these and other similar concerns, the primary question for future local evaluation becomes: How can the funds that are earmarked for evaluation be maximized for efficiency and effectiveness?

Despite these challenges, there were several partnerships that were able to grapple successfully with the funding limitations and sometimes heavy workload.

Some employed creative and resourceful strategies that allowed them to maximize their resources. Several partnerships supplemented their service-learning evaluation efforts with additional funding or in-kind support from district budgets, extramural grants, or collaborative partners. Other partnerships kept their evaluation costs low by hiring graduate students from local universities to serve on the evaluation team. And still other partnerships managed their workload by focusing their evaluation on depth rather than breadth. They did this by centering their evaluation on the one impact area (e.g., student impacts) most essential to advancing their partnerships' goals. Such focused efforts allowed these partnerships to maximize the utility of their limited resources and, in the end, produce useful evaluation results.

Expenditures for the Local Evaluation Process. The ability of some partnerships to achieve the goals of the local evaluation process appears to have been due to the genuine importance they placed on evaluation and the commitment of their evaluation team members in seeing the evaluation through. To accomplish this, these partnerships provided much in-kind assistance towards the evaluation process. In one partnership, for example, a teacher employing service-learning became the evaluation facilitator. This teacher provided in-kind assistance in organizing the work of the evaluation team by sending out evaluation information to the teachers and organizing the evaluation information that was submitted for the evaluation team's review. It can be said that for partnerships that genuinely bought into the importance of ongoing program evaluation, the 10% earmarked for evaluation from the grant funds could be put to effective use.

In an informal analysis of partnerships' expenditures for evaluation, it appears that partnerships allocated most of their evaluation dollars to the hiring of an external evaluator. In most cases, this evaluator, because of his/her evaluation expertise, was given the primary responsibility of leading the evaluation process and producing the

partnership's annual evaluation report at the end of the program year. With an average evaluation budget of $5,269 per partnership and with an average consulting fee of approximately $443/day maximum (Corporation for National Service Consultant rate), the average budget for the evaluation process could buy approximately 12 days of an evaluator's time for the year; about one day per month. This amount assumes that no other funds were being applied to the evaluation process and that none of the funds available for evaluation were being used for other evaluation purposes.

Considering that the writing of a final report can take several days, much of the funds for the evaluator were typically expended on the production of the partnership's final evaluation report. This left little time for the evaluator to play an active role in other important aspects of the evaluation, such as meeting with the evaluation team, training teachers and staff on evaluation techniques and procedures, producing evaluation protocols, and/or collecting and analyzing data. If an evaluator were hired to complete a comprehensive evaluation report for the average partnership, the estimated average cost would be $14,176 (see Exhibit 8.3). It should be noted that the amount listed in Exhibit 8.3 covers only the evaluator's time. It does not cover other costs that might be associated with the evaluation such as office materials, supplies, copy costs, mailing, transportation, and other related expenditures.[2]

Given this scenario of single source funding, what kind of evaluation is possible when the budget, on average, is only one-third of what is needed to complete a modest evaluation? Is expending funds for an evaluator to write an evaluation report (producing a product) the best use of the evaluation funds? Is this expenditure of funds the best way to get the partnerships' key stakeholders, especially the members of the

[2] Although the federal consultant rate of $443/day is used to estimate the cost for a service-learning evaluation, program evaluation consultants often charge fees well in excess of the federal rate.

evaluation team, to engage fully in the evaluation process? Are the CalServe grant funds being used to get partnerships to evaluate the important aspects of their service-learning implementation and continuous improvement efforts? Partnerships need to consider these and other important budgetary issues, such as in-kind matching and collaborating with other programs, as they begin to establish their evaluation plan.

Exhibit 8.3
Estimated Costs For Evaluator For Average-Sized Partnership

Assuming an average consulting rate of $443/day approved Corporation for National Service rate ($55.375/hr for 8 hours), the completion of a formidable evaluation report for the average partnership would cost as follows:

SERVICES	TIME	COST
Evaluator meetings with the partnership team members	1 half-day per month *12 meetings x .5 day = 6 days*	$ 2,658
Development and writing of the evaluation plan	1 day	$ 443
Design appropriate instruments for data collection	2 days	$ 886
Administer the evaluation instruments (e.g. pre-post surveys, observations, interviews	6 days	$ 2,658
Collect and organize the data	4 days	$ 1,772
Analyze the data	5 days	$ 2,215
Write the report	8 days	$ 3,544
TOTAL	**32 days**	**$14,176**

The average estimated total cost for conducting a comprehensive evaluation of a partnership is estimated to be at a minimum of $14,176.

Some partnerships were able to find individuals with evaluation expertise and service-learning knowledge who could assist the partnership on its evaluation for a minimal fee. For example, some partnerships hired graduate students or retired evaluators who had the necessary experience and expertise, and who were able to assist with the evaluation process at a reduced rate. In addition, some partnerships

developed carefully crafted evaluator responsibilities that would utilize the evaluator's expertise at critical times, leaving the remainder of the evaluation tasks to be completed by key members of the partnership. This not only helped maximize the use of the evaluation funds, but it also helped in immersing more partnership members in the evaluation process.

In the future, as partnerships develop their plans for service-learning, they will need to walk through the evaluation process and consider the most effective way to use their evaluation funds. Support structures such as evaluation technical assistance and training are also needed, especially for partnerships that do not genuinely see evaluation as an important component of their program. Recommendations for the types and uses of these support structures are discussed at the end of this chapter.

Evaluation Expectations. As local partnerships began to gain an understanding of the purposes and intentions of the 1997–2000 evaluation process, and as they began to implement its various dimensions, some partnerships began to express concerns about the evaluation requirements. In response to these concerns, which went beyond budgetary issues, CalServe and the SLRDC reduced the reporting requirements for the partnerships in August 1998. This change was intended both to make the evaluation reporting process less burdensome for partnerships and to maximize partnerships' flexibility in focusing on the aspects of the evaluation that would be most meaningful and important to them.

Rather than collecting and analyzing data and reporting findings for all of the overarching questions, partnerships were asked to focus their evaluation on addressing: (1) the partnership description questions; (2) the student impacts (civic responsibility and educational success) questions; and (3) the questions for *at least one* other impact area (either school/district impact, teacher impact, and/or community impact). The

hope was that, by reducing the data collection and reporting burden, evaluation teams could focus more on the implications of their evaluation findings for the improvement of their partnership. This reduction in evaluation expectations alleviated some budgetary concerns as well as other reservations partnerships had about the evaluation process.

In particular, partnerships were unclear about the relevance of the evaluation data to their partnership's particular goals and objectives. While the collection of common types of data was important in developing a statewide profile of service-learning in California, for some partnerships, the standardized data collection requirements and reporting formats were too prescriptive and did not meet their needs.

Data Relevance. A number of partnerships took issue with some information they were asked to provide. They did not understand how the collection of data regarding the district and school (ADA, number of LEP students, etc.), student standardized test scores, or a discussion of the scoring process for the KWL and anchor tasks were relevant to their partnership's service-learning goals stated in their application. One partnership coordinator commented:

> I wasn't really sure why we were collecting all of the information….some of it was useful, but some of it was not related to what we were doing, and I wondered about that.

Similarly, one partnership evaluator stated:

> In the past, we've done a student attitudinal questionnaire, a teacher survey. But we were overwhelmed with [the CalServe local evaluation process]. You know, are we doing this right? Teachers weren't sure what KWL's were, or anchor tasks. It took a while to get over that.

A number of partnerships acknowledged that they understood the reasons why certain pieces of data, such as student test scores, were being requested in the local evaluation process. However, the inclusion of a substantial amount of information that

was not directly relevant to the partnerships' goals and objectives for service-learning may have reduced partnerships' belief that the local evaluation process was primarily for their benefit, rather than for the benefit of the state.

Hearing these concerns, CalServe and the SLRDC sought ways to make the components of the local evaluation process more relevant and useful for the local partnerships. For example, a pre-post survey to measure students' attitudes about civic responsibility had been designed by the SLRDC. This survey was designed to measure quantitative gains in the development of students' civic attitudes over time. However, several partnerships found the initial version of the survey to be inappropriate for younger students and non-English speaking students. To address this issue, the instrument was redesigned to include three levels (elementary, middle, and high school). In addition, each level was translated into Spanish.

Making the evaluation process more relevant to the local partnerships, however, made the development of a statewide profile more complex. While the adaptations and revisions to the evaluation process helped address some of the concerns of the partnerships, they created problems for the aggregation of data across partnerships. Maintaining a balance between meeting the needs of the partnerships and meeting the needs of a statewide study was perhaps the foremost challenge during the three years of this project. The idiosyncratic nature of the individual partnerships made it difficult to develop a uniform and streamlined local evaluation process that could fully meet the needs of every partnership. With every attempt to make the evaluation process more relevant and meaningful to the partnerships, the statewide study process became more complicated and the data became more difficult to analyze across partnerships.

Reporting Requirements. In addition to data relevance, one of the other concerns of partnerships had to do with the form of the annual reports. The initial CalServe

Local Evaluation guidelines provided to the partnerships (in August 1997) included a list of areas that partnerships were to address in their evaluation reports. These initial guidelines, however, did not specify how the data should be collected, how the data might be analyzed, or how the data should be reported. After presenting these guidelines and evaluation expectations to the partnerships at a statewide meeting during the first year of the study (1997–1998), partnership members asked that CalServe and SLRDC develop guidelines that would provide more direction on how to address each evaluation component in their final report. Specifically, partnerships requested more details and guidance on what specific data to collect, which instruments to use, and the manner in which they should report their findings. Although the reasons for these requests were not studied specifically, informal discussions between the SLRDC staff and various partnerships suggested that the inquiries were motivated by partnerships' doubts about their capacity to plan and complete the kind of evaluation that was being required.

Responding to these requests, the SLRDC developed a revised set of guidelines in year two (1998–1999), which included optional "report form" templates. The report forms were designed to provide a step-by-step process laying out data sources, data collection approaches, and data displays for each component of the evaluation. The reports forms included probing questions intended to guide evaluation team members in examining their data and in drawing conclusions about the impact of service-learning on students, teachers, schools, districts, and the community. As requested by the partnerships, the revised guidelines also described how to go about collecting standardized test scores and partnership description information. They provided information as well about how to employ the specified KWL's and anchor tasks as assessment processes. (Chapters 1–5 include more details about all of these procedures.)

Interestingly, while the report forms were established to guide and assist the partnerships in their local evaluation process, they established a reporting structure that, to some extent, shifted the focus from an individual, locally-driven evaluation process to a more structured and standardized state-driven process. Although a number of partnerships found the "report form" structures to be helpful in guiding them through the various dimensions of the evaluation process, other partnerships found them to be too prescriptive and burdensome.

By delineating the parameters and setting up a structure that would guide partnerships through the evaluation process, the report forms inadvertently seemed to shift attention from the evaluation "process" (in which members of the partnerships would use evaluation for continuous improvement) to the evaluation "product" (final annual report). Indeed, a number of partnerships got so bogged down with filling in responses for each element of the report forms that they lost sight of their overall evaluation findings and the significance of those findings to the advancement of their service-learning partnership. It was intended that the evaluation teams use the data they collected to determine the impacts of their partnerships and the ways their partnerships might be improved. What the process became, for a number of partnerships, was an exercise in filling out report forms in order to fulfill the annual evaluation requirement. A lesson that was learned from this experience was that, given the idiosyncratic nature of service-learning across partnerships and the typical level of evaluation expertise, it is very difficult to combine a context-driven local evaluation process with a standardized statewide process. Separating the local and statewide evaluation processes might be a better way to ensure that the goals of both evaluation processes are met.

Reporting Formats. Another component of the evaluation plan that may have diverted partnerships' attention away from the evaluation *process* was the inclusion of the technology-based reporting format. To facilitate the aggregation of data for the statewide profile, the SLRDC developed an internet database that allowed partnerships to enter their evaluation data on-line. Each partnership was given an access code that gave it access to the database. Once logged into the system, the partnerships could complete the report forms on-line and submit their final evaluation reports via the internet. This optional reporting approach—partnerships could also report their findings via hard copy or floppy diskettes—was established to provide a convenient approach to entering and reporting data.

However, maneuvering through the various technological components (logging in, entering data, saving the data, etc.) proved to be a challenge for several partnerships whose technological experience and expertise were limited. This was evidenced by the large amount of technical assistance requested and supplied by the SLRDC in guiding partnerships through the technological components of the evaluation process. It should also be noted that relatively few partnerships entered their data on-line during the study.

Evaluation Reporting and Program Planning. One of the difficult structural aspects of the local evaluation process was the incongruent timing between the completion of the annual evaluation report and the development of partnership activities for the subsequent year. While partnerships completed their CalServe grant renewals in the spring of the academic program year, the annual local evaluation reports were not due until later that fall (September 30th), by which time the subsequent program year had already begun.

There were several rationales for the September 30th local evaluation report submission deadline. One reason was that some assessments (e.g., KWL's and civic responsibility surveys) were pre-post measures. These assessments would be invalid if the post-tests were administered before the end of the program year. In addition, individual student scores on the state-mandated standardized test were not available until midsummer at the earliest. Therefore, time needed to be allotted for partnerships to collect students' standardized scores, analyze the findings related to service-learning participation, and incorporate the results in their final evaluation report.

This timing for the completion of the local evaluation process meant that partnerships could not use conclusions from their evaluation to prepare their spring grant renewal applications. As part of the grant renewal process, partnerships were required to report progress toward their goals and then propose activities for the following year. Unfortunately, this progress report could not take into account the findings and recommendations that would be presented in the partnerships' annual local evaluation report. By the time the year's local evaluation report was completed in September, the partnership had already begun activities for a new program year.

The timing of the final evaluation report also posed challenges for partnerships because they were completing their local evaluations for the prior year's activities while beginning data collection for the current year. In some cases, this overlap created confusion among teachers and partnership coordinators as to which data were to be applied to which program year's report. Scheduling the local evaluation and grant renewal processes to coincide with one another might have allowed partnerships a better opportunity to take a step back, reflect on their partnerships' challenges and impacts, and use the results of this evaluation to make adjustments and improvements in their program.

Enhancing the utility of the local evaluation process would require a concerted effort on the part of the state. The state must encourage and reward partnerships for measuring and benchmarking their success over time and for developing long range plans based on the findings of their evaluations. In the case of CalServe partnerships during 1997-2000, the planning and continuous improvement process occurred under one auspice (the grant renewal process) and the data collection and reporting occurred under another (the local evaluation process). As will be elaborated in the recommendations section of this chapter, the merging of the continuous improvement and evaluation processes and the separation of local from state evaluation goals might assist partnerships in seeing connections between their local evaluation efforts and the longer-range continuous improvement plans they put forth in their grant renewal proposals.

The Local Evaluation Team. The purpose of the local evaluation team was to actively engage key players in the development of a comprehensive, viable, and effective local evaluation process. While some partnerships were successful in convening an evaluation team, many partnerships were not able to employ this team concept effectively. For those partnerships that were successful in implementing this approach, the evaluation team served as the centerpiece of the evaluation, facilitating various aspects of the process. The success of these teams was due, in large part, to the fact that the role of each team member was clearly delineated. In one partnership, for example, the school administrator served as the evaluation team facilitator, a teacher served as the lead person for data collection, and the service-learning coordinator served as the technical expert. Teams that did not work out clear roles for their members tended to operate less effectively. It should also be noted that partnerships with strong evaluation teams considered evaluation to be important for the

development of their service-learning initiatives. Regardless of their level of effectiveness, evaluation teams seemed to be most successful for the planning aspects of the evaluation (setting goals for the evaluation, determining when data would be collected and from whom, developing data collection timelines, etc.) and tended to struggle more with the technical aspects of the evaluation (data collection, data analysis, data reporting).

For a number of partnerships, the inability to form a viable evaluation team was a symptom of insufficient funding for evaluation and/or a peripheral view of evaluation. Compounding these problems was insufficient time available for meetings and a lack of genuine interest among teachers and partnership coordinators about the evaluation process. One evaluator stated:

> Teachers didn't take it [the evaluation] as serious. On KWL's, the information they received [from students] was so minimal. Kids were putting down just a few notes, sentences. There wasn't much that could be done with that.

Similarly a program coordinator stated:

> I collected the evaluation information from the teachers and gave it to [the evaluator]. That was about as good as I could do to get the evaluation done. There was lots to figure out.

In most cases, the evaluator remained the person who was primarily responsible for shepherding the evaluation process and completing the evaluation report. This fact often became evident when partnerships lost their evaluators partway through the year, leaving the partnership coordinator and others at a loss as to what the evaluation process was all about. It was clear from these instances that a *team* of individuals had not been engaged or invested in the evaluation process itself. Such partnerships might have fared better if there had been clear delineated roles as well as a sense of shared responsibility among the team members.

The evaluation team concept is a viable one if there is a committed group of individuals who are willing and able to invest their time and energy into making evaluation a central part of the development of the service-learning initiative. As is described later, the presence of ongoing technical assistance to these teams on how to conduct quality evaluation is essential for ensuring that the evaluation team is effective.

Partnership Capacity for Evaluation. The success of the local evaluation process depends on partnerships' capacity to conduct comprehensive evaluations of service-learning. As it was conceptualized initially, the 1997–2000 CalServe Local Evaluation sought to engage local evaluation teams in a process that would include:

- the selection of sample classrooms and comparison groups,
- the administration of pre-post surveys (to assess students' development in civic responsibility),
- the employment of KWL's and anchor tasks (to measure specific academic content learning),
- the gathering of survey, interview, or focus group data from teachers, other school staff, and/or community partners
- the collection of data from web-based statewide reporting sources (standardized test scores, demographic data about their districts, schools, and students, etc.), and
- the production of a sound evaluation report that was based on quantitative and qualitative data analyses.

However, as it turned out, these expectations were beyond the capacity of many partnerships. In analyzing the situation closely, it appeared that partnerships' limitations extended beyond issues such as the lack of funding, time, and interest mentioned earlier. This is not to say that partnerships did not work hard to make the evaluation process work. In fact, many partnerships went to great lengths to work through and complete the evaluation process as best they could. Rather, the components of the evaluation process required partnerships to have a certain level of evaluation expertise in order to define and measure the *impacts* of service-learning on students, teachers, schools, districts, and the community. It was also assumed that by

having an "evaluation team" lead the evaluation effort, a partnership's capacity to fulfill the requirements of the evaluation would be enhanced.

Unfortunately, because the evaluation team concept was difficult for some partnerships to realize, and because the initial data collection and analysis expectations of the evaluation process were quite ambitious, partnerships' capacities to complete a comprehensive impact evaluation were tested. SLRDC's study of the evaluation process during the three-year period has led to the conclusion that, with few exceptions, partnerships did not possess or have access to the technical expertise needed to conduct a sound impact evaluation. As the partnership evaluation reports revealed, some partnerships inadvertently made gross methodological and data collection errors, which ultimately affected not only the results of their local evaluation reports, but also clouded the information that would be used for the statewide profile report.

For example, in the administration of the student civic responsibility pre/post surveys, there were cases in which partnerships gave the pre-survey to one group of students and the post-survey to another group. In other instances, partnerships did not place identifying markers (anonymous or otherwise) on students' pre-surveys, making it impossible to match students' pre- and post-survey scores and to determine changes in students' attitudes. Many partnerships had questions about the KWL's and anchor tasks. These questions were not just about understanding the general nature of these assessments; questions also focused on what particular prompts to ask and what scoring procedures to use to analyze the data. Numerous errors were found by SLRDC researchers in partnerships' recording and identification of standardized test scores and partnership description data. For example, test scores were sometimes misidentified (e.g., grade equivalent scores listed as standard scores, scores listed for the wrong subject area, etc.). And, substantial portions of student and school district demographic

data were reported incorrectly. The implications for how these errors affected the production of a statewide profile are many. Any local evaluation process, therefore, must take into account the capacity of the partnerships to conduct evaluations of impacts using multiple measures. The establishment of mechanisms for local technical assistance in service-learning evaluation is one way that this issue might be addressed (see recommendations section).

Accountability. Comments from a number of partnerships suggest that the local evaluation process created anxiety for some partnerships, primarily those that perceived the local evaluation process to be tied to continued funding, since implementation of the evaluation process was one of the grant conditions. This sentiment was present even though the CalServe grant renewal process (conducted in the Spring) was de-coupled from the annual local evaluation process.

Some partnerships were concerned about the degree to which the lack of positive impact findings suggested shortcomings in their initiative. For example, a number of coordinators said they felt pressure to show positive results, both to prove to the CDE CalServe staff that their partnership was successful and to provide evidence to their own local constituencies that service-learning is an effective teaching strategy. As one program coordinator noted:

> Some of our board members will need to see that it [service-learning] has an implication on SAT 9 or on district assessments. . .that's what we're hoping to gather with the control group. . .because we haven't had that yet. And so, I think if they see something that shows academic growth or gains in that aspect, it's going to have a better support.

The purpose of conducting evaluation is to establish an unbiased and accurate assessment of the strengths and weaknesses of the program based on objective data. The pressure to prove that a strategy is successful can lead to a focus on positive

findings, at the expense of reporting challenges and struggles. By acknowledging both the successes and shortcomings of partnership activities, continuous improvement efforts can be maximized. The key is to convince partnerships that their funding will not be reduced or eliminated (or their reputation damaged) simply because they report weaknesses in their program. However, partnerships must learn to report weaknesses in the context of what they plan to do to address the issue and improve their program. Partnerships also must come to appreciate that their service-learning efforts, regardless of how successful they might be, cannot be freed from the burden of accountability. As is true for all federal and state grant initiatives, CalServe partnerships need to show some positive impacts in order to justify the expenditure of the grant funds they have received. A redesign of the structure of the local evaluation process may help partnerships grapple with these accountability issues (see recommendations section).

Partnership Turnover. As stated earlier, one of the purposes of the local evaluation process was to establish an ongoing process of data collection and analysis over a three-year period, encouraging partnerships to identify outcome trends and measure the growth of their partnership. For a number of partnerships, turnover in key staff personnel, particularly coordinators and external evaluators, hindered their ability to maintain continuity in the local evaluation process over time.

Staff turnover also posed problems for the completion of annual evaluation reports. Judging from the types of technical assistance inquiries received by SLRDC during the course of the study, the departure of an evaluator or coordinator from a partnership often left the other members of the partnership with little information about the partnership's evaluation because the coordinator or evaluator would take with him or her the knowledge about the CalServe local evaluation process. The fairly complex nature of the local evaluation process often meant that, in these circumstances, key

members of the partnership had to be re-oriented and familiarized with the CalServe evaluation requirements and procedures.

The turnover that some partnerships endured placed these partnerships' implementation and continuous improvement efforts in jeopardy. The start and stop nature of their evaluation process made it difficult for these partnerships to develop a long-term plan for continuous improvement. The development and sustainability of service-learning partnerships requires continuity of leadership so that an evaluation plan which benchmarks progress over time can be implemented (see Chapter 7). To ensure its success, the local evaluation process must have mechanisms in place to minimize the impact of such turnover.

Recommendations

An analysis of the issues discussed above suggests that some adjustments to the local evaluation process might improve its usefulness to both the local partnerships and the state. Exhibit 8.4 provides several recommendations that might be considered as California's service-learning initiative moves into the next phase of its development. Specifically, the recommendations target two areas of the local evaluation process: (1) the goals and structure of the process itself; and (2) the resources and systems that support partnerships' capacity to conduct a successful local evaluation.

Restructuring the Local Evaluation Process. The primary goal of the local evaluation process—to engage partnerships in the systematic collection and analysis of data that will enhance the continuous improvement of their service-learning initiative—may be better achieved by restructuring the current local evaluation process.

Exhibit 8.4
Recommendations for Improving the Local Evaluation Process

CHANGES TO THE LOCAL EVALUATION PROCESS

• Separate the local and state evaluation processes:
Have the local process focus on studying implementation, program improvement, and institutionalization issues; leave the major impact investigations to the statewide study.

• Tie the local evaluation process to partnerships' continuous improvement efforts:
Encourage partnerships to consider the results of their local evaluation as they develop their partnership's future goals and objectives as part of their grant renewal process.

• Strike a balance between state and locally-driven parameters for the local evaluation:
Take care that guidance and information provided to the partnerships about how the evaluation process should be implemented is not too prescriptive and does not take ownership away from the partnerships.

• Establish incentives that encourage partnerships to conduct longitudinal evaluations:
Develop an annual self-assessment benchmark tool that focuses on program implementation and institutionalization issues; have all partnerships complete and revisit this self-assessment each year as part of their grant renewal process.

ENHANCEMENTS OF STRUCTURES AND SYSTEMS THAT SUPPORT LOCAL EVALUATIONS

• Maximize the use of evaluation funds by establishing centers for service-learning evaluation:
Use partnerships' 10% evaluation funds to support experienced service-learning evaluators at regional centers who each can guide several partnerships through their local evaluation process.

• Train the evaluators and the partnership evaluation teams:
Provide opportunities for the service-learning evaluators to come together and receive ongoing, formal training on the evaluation process.

• Network the evaluators and local evaluation teams:
Establish venues through which service-learning evaluators and the local evaluation teams can collaborate and share resources and expertise through e-mail or face-to-face communications.

• Develop a local evaluation coaching program:
Identify a cadre of experienced service-learning evaluators who can coach new service-learning evaluators and their evaluation teams about service-learning evaluation and the CalServe local evaluation process.

• Evaluate the evaluation process:
Develop a formal mechanism by which data about the effective strategies for conducting a successful service-learning evaluation can be gathered and used to improve the local evaluation process.

In light of the issues just described and the feedback provided by partnerships about the 1997–2000 local evaluation process, it might be advantageous to separate the local and state evaluation processes. While the two processes should be connected to some degree, they should not be one and the same.

The separation of the local and state processes would help ensure that neither the statewide nor local evaluation process would be compromised. As was evident during the 1997–2000 local evaluation process, the use of locally collected data for the development of a statewide profile imposed serious methodological limitations on the statewide study, especially on the collection of impact data. More significantly, the merging of the state and local processes drew local partnerships' focus away from using the evaluation process for the continuous improvement of their service-learning initiatives.

A statewide study, especially one that seeks to determine impacts and outcomes of service-learning, requires the application of particular research methodologies and designs that are not always compatible with local partnerships' continuous improvement efforts. The needed structures and parameters of a statewide evaluation, when imposed on the local evaluation process, tend to remove ownership of the process from the partnerships. The data that are collected by partnerships must be viewed as relevant to their needs and goals in order for them to buy into the evaluation process and use the data to make improvements to their programs.

Statewide evaluation procedures that require partnerships to collect certain data in a certain way at a certain time forces them to work simultaneously towards two goals. The first goal is to respond to a prescribed annual evaluation process determined by the state. The second goal is to use the evaluation process to meet the improvement goals of their particular program. When partnerships have limited funds and capacities

for conducting comprehensive evaluations, it is difficult for them to accomplish both goals successfully.

To address this challenge, consideration should be given to shifting the focus of the local evaluation process away from the production of an annual report. Instead, the local evaluation process should focus more on the evaluation *process*, namely the engagement of local partnerships in building their capacity for conducting high quality local evaluation for continuous improvement.

To be successful, the local evaluation process needs to meet the following four criteria:

1) *The local evaluation process should focus on studying implementation and institutionalization issues rather than impact issues.* Because impact studies require sophisticated research designs (large sample sizes, control/comparison groups, control of independent variables, etc.), such studies should be conducted by experienced researchers who have the technical expertise to apply appropriate methodologies. While some partnerships might be ready to conduct rigorous impact studies, a review of the 1997–2000 local evaluations revealed that most partnerships did not have the resources, capacity, or expertise to conduct such studies. By leaving most of the study of impacts to a separate statewide process employing a rigorous research design, the local partnerships could concentrate on implementing high quality service-learning and on identifying best practices for advancing service-learning in their districts.
2) *The findings from the local evaluation process need to be tied to partnerships' progress reports and continuous improvement efforts*. The local evaluation process should engage partnerships in considering the results of their evaluation as they develop their partnership's future goals and objectives during the grant renewal process.

3) *The local evaluation process needs to strike a balance between giving ownership to the partnerships and providing guidance and information about how the evaluation process can be best conducted.* Establishing a set of overarching questions that meet the needs of all partnerships is key to maximizing partnership buy-in.

4) *Incentives need to be established that will encourage partnerships to conduct longitudinal evaluations.* Incentives might include providing additional funding, staff development, access to evaluation expertise, and technical assistance opportunities that encourage partnerships to assess and benchmark the growth and development of their efforts over time.

With these criteria in mind, a description of a potential local evaluation process is outlined below:

At the start of the grant cycle, an evaluation team from each partnership completes a self-assessment measure (designed by the state or other entity) that encompasses essential elements for implementing, advancing and institutionalizing service-learning in school districts.

The self-assessment instrument (which could be a continuum, checklist, or other instrument) focuses on issues of service-learning implementation and institutionalization and the particular programmatic components that need to be in place in order for high quality service-learning to become institutionalized district wide.

The results of the self-assessment process becomes the basis on which the partnership develops the specifics of its initial local evaluation plan and future progress reports.

Based on the self-assessment, each partnership identifies strengths and weaknesses and develops an action plan that identifies what is working in the partnership, what the challenges are, and what steps will be taken to overcome the challenges. The plan also identifies what data will be collected throughout the year to be used as evidence to support the partnership's incorporation of the essential elements of service-learning and progress towards sustainability.

As each partnership renews its application for funding in the Spring, it reconvenes its evaluation team and revisits the self-assessment instrument, benchmarking the growth and progress over the course of the year. For each determination made about the partnership's progress in implementing and institutionalizing service-learning, evidence must be provided to support the results reported in the self-assessment.
Based on the conclusions drawn from the revisiting of the self-assessment, the team develops an action plan for the following year. This new action plan becomes their renewal proposal.

This process is repeated every year.

This suggested process meets all of the evaluation criteria set out in Exhibit 8.4 and addresses a number of the issues and challenges that arose during the 1997–2000 CalServe local evaluation process. It would provide a structure for the evaluation process that would focus on enhancing the quality of each partnership's service-learning efforts. In addition, it would be tied directly to the partnership's continuous improvement efforts and grant renewal procedures. All data collected for the self-assessment process would have each partnership's needs and interests at their center. In addition, by combining the local evaluation process with the grant renewal process, the mismatch in timing that currently exists between developing goals and objectives for the following year (Spring) and producing an evaluation report for the year's accomplishments (Fall) would be eliminated.

While this process would not provide formal data on the impact of service-learning on students, teachers, schools, and the community, it would focus attention on identifying the best practices and challenges for implementing, advancing, and institutionalizing service-learning in K–12 school districts. A statewide effort to gather and analyze the best practices and challenges reported by the partnerships (e.g., which challenges are most prevalent in which types of partnerships), could produce valuable information about how to best advance service-learning in California. In this regard, the local evaluation process could continue to have broader utility for the state. In addition, statewide analysis of impact data, which would be collected under a separate effort, could be disaggregated (by partnership or groups of partnerships) to determine to what degree the existence of certain conditions within a service-learning partnership are correlated with specific service-learning impacts.

Strengthening Support Structures for Local Evaluation. A restructuring of the local evaluation process must also be accompanied by a strengthening of the support

and technical assistance that partnerships receive regarding the CalServe local evaluation process. Based on the experiences cited earlier, a set of recommendations for enhancing partnerships' capacity to conduct successful local evaluation are offered below.

Increase the number of qualified evaluators. To engage partnerships successfully in the local evaluation process requires that each partnership have someone on their evaluation team who is experienced in both research methodology and service-learning. This evaluator needs to be able to guide members of the evaluation team through the process, educating them about the purposes behind each aspect of the evaluation. The evaluator should not be the one who does the evaluation work "for" the partnership, but rather the one who does the work "with" the local evaluation team members. The evaluator needs to establish a trusting relationship with the partnership(s) and be able to provide technical assistance on a wide variety of evaluation issues. Ideally, there would be a cadre of trained service-learning evaluators available for partnerships to choose from.

CalServe might want to consider ways of cultivating the expertise of individuals who can serve as service-learning evaluators. One way to do this is to form a service-learning evaluators consortium in which: (1) educational evaluators who know little about service-learning are trained on the evaluation of service-learning; and/or (2) practitioners who use service-learning are trained to become evaluators. In the same way CalServe coaches are trained to be service-learning technical assistance providers, CalServe might consider developing a *CalServe Evaluators Program* that would train individuals to serve as CalServe evaluators. The partnerships could then access these evaluators on a fee for service basis. This might be one approach to help ensure that the

evaluators have an understanding of the CalServe local evaluation process and that partnerships' capacity to engage in the local evaluation process is maximized.

The work of evaluators and their teams also might be enhanced by providing opportunities for them to come together to share their best practices, challenges, and strategies for conducting evaluations of CalServe partnerships. These strategies might be shared in formal forums (such as conferences) as well as informally through e-mail or face-to-face networks. Getting all local evaluators and local evaluation teams on the same page regarding the goals and purposes of the local evaluation process could be helpful in advancing the overall CalServe Local Evaluation goals. The meeting that was held in August 1996, for example, brought together many of the state's evaluators of service-learning and was very productive in identifying the needs and challenges of the evaluators for improving the local evaluation process. Another meeting, held in December 1997, had evaluation teams come and learn about the evaluation process. A sustained, collegial dialogue among the CalServe service-learning coordinators and local evaluation teams could help ensure the success of the overall local evaluation process.

Provide ongoing technical assistance. Having a qualified and experienced evaluator is not always enough to ensure a successful working evaluation team. The complexity and challenges of the local evaluation process often requires partnerships to seek expertise outside of their partnership to assist them in addressing particular evaluation challenges. One of the most important aspects of the three-year Berkeley study was the development of a technical assistance component that assisted partnerships through the evaluation process.

As part of this technical assistance, staff at SLRDC assisted the partnerships in a variety of ways. At the start of the study, there were issue-driven conference calls

during which partnerships that had questions about a particular topic could join in on the conference call targeting that issue and ask particular questions of the SLRDC staff. For example, there were calls on the use of KWL and anchor tasks and the collection of partnership description information. Several statewide and regional meetings were also held to work through the local evaluation guidelines and to address particular evaluation questions.

As the study got underway, the technical assistance to partnerships also became more individualized. In the second year of the project, the SLRDC staff provided one-on-one assistance to partnerships on far-ranging evaluation topics (for example, how to analyze KWL task results, how to input data onto the state evaluation database, etc.). In the third year of the project, partnerships were invited to become an "intensive" evaluation site. The seven partnerships that volunteered for this role received more extensive one-on-one technical assistance from the SLRDC. In exchange, they participated in a more in-depth evaluation process.

The technical assistance provided to partnerships proved to be an essential element in the implementation of the three-year study. Although the technical assistance did not necessarily result in better or more complete final local evaluation reports from the partnerships, many of the exchanges engaged local evaluation teams in a more critical analysis of the role evaluation could play in their program. This seemed important for enhancing partnerships' buy-in to the evaluation process. Specifically, technical assistance is needed that engages teachers and partnership coordinators in thinking critically about what they want students to learn through service-learning and in determining how they plan to assess achievement of those learning objectives.

During the intensive study, many teachers and partnership coordinators found the particularized in-depth discussions of evaluation useful. In its evaluation report,

one partnership discussed the impact of the evaluation process on its teachers. The report observed that providing teachers with an opportunity to discuss the challenges of evaluating service-learning had the following benefit:

> . . .[It} demonstrated their growing appreciation of the power of service-learning. They recognized the need to allocate more time to plan and follow through with the demands of organizing and evaluating a project.

Similarly, in her interview, one partnership coordinator stated:

> Getting teachers to learn to use the KWL helped them link the service-learning project to their [classroom] goals. . .it got them to focus on what they wanted the students to learn.

An effective and successful local evaluation process can only happen if partnerships have the capacity to engage in a comprehensive evaluation process. The existence of a technical assistance system at the state, regional, or local level is important for building partnerships' capacity to conduct high quality evaluation of service-learning. The technical assistance that is provided must be varied (in terms of topics and delivery methods) and it must be personal and individualized. In addition, technical assistance providers who act collegially can build trust that the evaluation process is not about accountability, but rather about continuous improvement.

In summary, based on the feedback about technical assistance that was received from the partnerships during the three years of the Berkeley study, it was concluded that the more sustained, individualized, and personalized technical assistance is, the more useful it will be to the partnership. Therefore, exploration of the following technical assistance structures is recommended:

Establish Regional Local Evaluation Centers: To maximize the availability of technical assistance provided to partnerships, CalServe might want identify and establish regionally-based evaluation centers to provide individualized service-learning

evaluation technical assistance for CalServe partnerships. These centers might be housed at county offices of education or universities that have expertise in evaluating service-learning. Each regional center might serve five to seven CalServe partnerships. Partnerships could access the services of these centers on a fee-for-service basis, using the CalServe funds they had allotted for evaluation. Alternatively, the centers could be funded directly by CalServe. One way CalServe might finance these centers would be to take the annual 10% evaluation allotment from each partnership (approximately $175,000) and bid out the funds to five regional technical assistance providers situated throughout the state. Each regional technical assistance center would agree to shepherd a group of partnerships through the local evaluation process, receiving approximately $35,000 (or $5,200 per partnership served). All of the technical assistance providers would meet and develop an understanding of the goals and tasks of CalServe local evaluation process. Each of the technical assistance providers would then work with the partnership evaluation teams in its region to complete the local evaluation process tasks and to engage partnerships in tying the local evaluation process to their continuous improvement efforts. While this would take evaluation funds away from the partnerships, it would help ensure that the money would be spent on an evaluation effort that met both the expectations of the state and the individual evaluation needs of the partnerships. Regional centers could also address the long-term evaluation needs of partnerships and help reduce the problem of evaluator turnover. A well-designed and coordinated effort among the regional centers might also be able to produce meaningful statewide data.

Support Evaluation Team Training and Facilitation. If the local "evaluation team" structure for conducting evaluations is to be successful, there needs to be guidance and training on how to best form and facilitate such a team. As trained professionals,

evaluators have the specific skills and expertise needed to complete the many tasks associated with the evaluation of educational initiatives. To have an effective local evaluation team, evaluators must work with teachers and other members of the partnership to accurately capture service-learning goals and achievements. Teachers, the partnership coordinator, community members, and others must be actively involved and not peripheral bystanders in this evaluation process.

Since it is unlikely that such stakeholders will become partnership evaluators, the job of the external evaluator must involve working with these stakeholders to explore ways evaluation can enhance their service-learning work. For example, the evaluator will need to convince teachers that spending time on the evaluation will enhance their students' service-learning experiences. And teachers who are members of the evaluation team will need to provide the evaluator with opportunities to capture the essence of the service-learning experience within their classrooms. The formulation of this type of collaboration will take time, as will the building of trust between the evaluator and all of the stakeholders.

Providing some training around teambuilding (who should be at the table, what are the expectations, what are the roles of the various participants, what agreements should be made up front) might assist partnerships in establishing a successful and productive local evaluation team. Such training might also include advice about procedures to implement that would reduce the impact of evaluator and coordinator turnover. Partnerships that have employed the local evaluation team concept effectively could be invited to share ways they were able to make their evaluation team function successfully.

Evaluate the Evaluation Process. One way to improve the local evaluation process is to collect feedback from partnerships and their evaluation teams regarding effective

practices they have employed and challenges they have faced in executing their local evaluation. Information could be collected through focus group meetings at key events, as part of partnerships' annual renewal reports, or through informal e-mail exchanges or face-to-face discussions. Such reflections might provide interesting insights into the needs of the partnerships and the shortcomings of the structure and nature of the local evaluation system. This information might also lead to the development of a set of best practices or principles for conducting successful local evaluations. Key principles might include some or all of the parameters described in Exhibit 8.5 that were based on the data collected about the local evaluation process from the present study.

Exhibit 8.5
Standards for Effective Local Evaluation Processes

An effective service-learning local evaluation process:	
Evaluation Team	has an evaluation team that actively engages key stakeholders in the partnership (including an external evaluator, partnership coordinator, teachers, and others) who understand their individual and collective roles and who work together to develop a comprehensive and viable evaluation plan and process;
Continuous Improvement	focuses on collecting information to improve the quality and advance the institutionalization of service-learning in the district, and, whenever possible, tries to collect data about the impacts of service-learning on students.
Measures of Success	establishes benchmarks to be reached over time and periodically measures success in reaching those benchmarks;
Open and Comfortable	establishes a comfortable environment in which members of the partnership can speak openly about the strengths and weaknesses of the program;
Formative and Ongoing	occurs throughout the year and across program years; and
Systematic and Planned	is based on a well-thought out plan that includes systematic data collection and analysis.

There are, of course, many other evaluation issues that might be considered. One goal might be to establish some standards by which partnerships can evaluate the quality and effectiveness of their evaluation process. These standards or principles could also be used to guide the work of those who provide technical assistance on the evaluation of service-learning. By gathering ongoing feedback about the evaluation process itself, the procedures used by CalServe to guide local evaluation could be improved over time to maximize their usefulness and effectiveness for the partnerships and the state.

Conclusions

Having a built-in belief that evaluation is an essential component of program improvement and service-learning advancement puts California's CalServe initiative ahead of the game in engaging local partnerships in effective evaluation processes. However, as the findings of this study suggest, a balance must be struck between state-imposed evaluation expectations, requirements, and structures on the one hand and locally-driven evaluation needs on the other. If the local evaluation process is intended to primarily benefit the local partnerships, then state-imposed guidelines must be limited. However, having too few guidelines or standards of quality for evaluation may leave local partnerships to flounder, making the achievement of a meaningful and beneficial evaluation process more difficult.

The collection of impact data should be part of a statewide research process. Using a professional evaluator for such a study would ensure that an adequate research design and well-executed procedures are employed to permit causal inferences to be made. While local partnerships should attempt to collect impact data whenever

they have the resources and capacity to do so, their evaluation efforts should focus on continuous improvement of their service-learning initiative in order that their service-learning activities are of the highest quality and that their service-learning efforts are institutionalized district wide.

These findings reported from California have implications for other states that seek to engage service-learning partnerships in an evaluation process. The Berkeley study suggests that it is important for states to set standards to guide partnerships in conducting high quality local evaluations, that they should institute a structure that is both locally driven and focused on continuous program improvement, and that they should implement systems to guide and support local partnerships through the evaluation process.

Epilogue:

Lessons Learned and Future Directions

This three-year study of the CalServe service-learning partnerships provided new insights into a variety of issues regarding the impact, implementation, sustainability, and evaluation of service-learning. Along with providing a greater understanding of the nature of service-learning participation in the CalServe partnerships from 1997 through 2000, the study's findings highlighted the complexities of both the practice and evaluation of service-learning. A deeper understanding of these complexities should prove useful as service-learning continues to grow and be studied.

This profile report underscored the fact that service-learning is not *a* practice or one instructional strategy but rather a broad range of experiential learning activities where service is integrated into the academic curriculum. The level of curricular integration, however, varies greatly across classrooms and partnerships, along with the types of service activities students perform, the social issues students address, and the learning objectives teachers adopt. The wide variance of practices and overarching goals for service-learning presents challenges for a statewide evaluation of service-learning impacts. Clearly, a district needs to be mindful of the common set of overarching goals underlying its choice of service-learning as a recommended instructional strategy. But teachers and administrators need to shape service-learning in ways that can best ensure its effective and full incorporation into the prevailing instructional culture of the school and district. The characteristic of flexibility in

service-learning practice also allows teachers to use service-learning to meet the educational needs of a specific group of students or a community constituency. So while variation in the goals and practices of service-learning creates many challenges for studying its impacts on students teachers, schools, districts, and the community, this same adaptability allows teachers and district officials to use service-learning in the ways that best meet local educational goals.

Future studies of service-learning, therefore, need to take into account the variability in service-learning practice and need to gather more in-depth data about specific practices within the various classrooms that incorporate service-learning. In this regard, the units of analysis for studying service-learning should be the classroom and individual students, rather than the school, district, or partnership. As this profile report discussed, individual teachers' learning objectives for students vary from classroom to classroom. Consequently, measures to study the impact of service-learning on students need to match teachers' learning objectives in order to gain valid data about how service-learning impacts students. Similarly, *individual* students' intentions and motivations surrounding service-learning also need to be taken into account. As was discussed in the civic responsibility chapter, for example, different students have different reasons for selecting specific projects for service-learning. Understanding the motivations behind students' participation in specific service-learning activities can help provide a clearer understanding of how different students are affected by their service-learning experiences.

For future statewide studies of service-learning, there are a number of issues that should be taken into account. This three-year CalServe profile study sought to use the local evaluation process to gather statewide information about service-learning partnership activities and impacts. This process was designed to have local evaluation

teams collect information about their partnerships and then submit these data to statewide researchers for aggregation across partnerships. While this approach provided a guiding structure for evaluation efforts by local partnerships, it turned out to be an ineffective way to gain a useful overall (and generalizable) understanding of the impacts of service-learning. It also was inadequate in capturing the richness and variability and contextualized significance of service-learning practices within individual classrooms. As the work on this three-year study revealed, the richest information about the implementation and impacts of service-learning were garnered from on-site interviews that were conducted with the seven CalServe intensive evaluation sites. Thus, to truly understand the many facets of service-learning and how each facet affects students, teachers, schools, districts, and the community both individually and in general, a more comprehensive, in-depth, collaborative evaluation process is needed. The process needs to connect experienced statewide researchers with local partnership members who can supply detailed explanations of the various dimensions of service-learning in their classrooms and provide a contextual framework for the various pieces of data that are collected. It is in the analysis of contextualized data that rich pieces of information will be found and new findings and understanding about service-learning will emerge.

Overall, the insights gained from this profile study provide us with new set of questions to be answered. These new questions, which are presented throughout the profile report, take us into new areas of service-learning study. The answers to these questions should provide useful information in the quest to gain a deeper understanding of service-learning and its various effects as well as furnishing guidelines for improving practice. As a large, diverse state that has a decade of experience in building a statewide initiative for service-learning, California is prime

territory for garnering valuable and important insights on the nature of service-learning. The experience and lessons learned from this three-year statewide evaluation effort have put California on a promising trajectory for gaining a comprehensive understanding of the various complexities of service-learning on a statewide basis. Intensive concerted evaluation efforts that bring together experienced service-learning practitioners and trained researchers for collaborative contextualized investigations will not only continue to advance and sustain high quality service-learning in California, but will provide new and important insights for the broader field of service-learning.

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Appendix 6-B Partnership Report Form for Community Outcomes

Partnership Name: Partnership Code #

PARTNERSHIP DESCRIPTION REPORT FORM FOR 1999-2000

A. PARTNERSHIP PROFILE: (check one descriptor for each category)

1. Type of Partnership New☐ Sustainable☐

2. Location of Partnership:
Primarily urban setting☐
Primarily rural setting☐
Primarily suburban setting☐
Mixed (describe briefly):

3. Partnership Model:
Multiple-District Partnership ☐
Single-District Partnership ☐
Cluster Partnership (High school & feeder schools) ☐
Other (describe briefly): ☐

4. Context of Operation
This Year:
(check as many as relevant)
One School ☐ Multiple Schools ☐
Single Class ☐ Multiple Classes, Single Grade ☐
Multiple Classes, Multiple Grades ☐
All Classes, Single Grade ☐
All Classes, Single Subject at one Grade or Level ☐
All Classes, Single School ☐
Alternative educational setting ☐
After-school youth ☐
Other (describe briefly): ☐

5. Time of Partnership Operation:
During the summer ☐
During some portion of academic year ☐
During the entire academic year ☐
During the entire calendar year ☐

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

B. GOALS, OBJECTIVES, AND OVERALL VISION FOR PARTNERSHIP
(From proposal or renewal application)**:**

C. INFORMATION ABOUT COMMUNITY CONTEXT OF PARTNERSHIP:

1. **Approximate Number and Type of Communities Served by Partnership**:

2. **Support of Community for Schools/District**
(Include whatever information is relevant, for example, about community educational foundations, parent organizations and supportive activities, types of school volunteers, business or other organizational support for schools, etc.)

3. **Other Ways (besides service-learning) that Students and Schools Serve the Community** (e.g., recycling, community use of school facilities, etc.)

D. INFORMATION ABOUT SCHOOL DISTRICT(S) USING SERVICE-LEARNING IN 1999-2000

Duplicate this section for a multiple-district partnership. Information to complete this part of the report may be accessed at the District Profile and Report part of the Ed-Data Internet website: <http://www.ed-data.k12.ca.us//dev/District.asp>

1. Identification of District:

Name of District: CDS Code of District:

Type of District: **Elementary ☐; High School ☐; Unified ☐; Independent ☐**

2. Enrollment at each level: **K-8**: _____; **9-12** _____

3. Ethnicity (as *percentage* of total enrollment):

American Indian %	**Asian %**	**Pacific Islander %**
Filipino %	**Hispanic %**	**Black(African-Amer.) %**
White %	**All Other: %**	

4. Special populations (as *percentage* of enrollment): **EL** (formerly LEP)**: _____%**
Free/Reduced Price Meals: _____%
CalWORKs (formerly AFDC) **_____%**

5. ADA at each level: **K-8** _____ **9-12** _____

6. Other relevant information (if any):

E. INFORMATION ABOUT SCHOOLS INVOLVED IN PARTNERSHIP DURING 1999-2000

Complete a copy of this section for each school involved in partnership. Information to complete this part of your report may be obtained from the School Profile and Reports part of the Ed-Data Internet website at <http://www.ed-data.k12.ca.us//dev/School.asp>

SCHOOL # :

1. General Information:

School Name:	District Name:
City:	School CDS Code:

2. School Demographics:

Type of School:
☐ Elementary ☐ Middle/Junior High School ☐ High School ☐ Continuation/Altern.

Grade Levels: _____

School Configuration: Year-round: ☐ School-wide Title 1: ☐ Charter: ☐

3. Student Counts:

Total Enrollment:_____

Free/Reduced Price Meals Count: _____

CalWORKs Count (formerly AFDC):_____

Compensatory Education Count: _____

Alternative Educ. Enrollment (Total Number & Descrip. of Types):
Number: _____ Types: _____

4. Ethnicity (as *percentage* of enrollment):

Amer. Indian %	Asian %	Pacific Islander %
Filipino %	Hispanic %	Black (Afr.-Amer.) %
White %	Multiple/No Response: %	

5. English Learner (EL) Students (formerly LEP) as *percentage* of total enrollment:

Spanish %	Pilipino (Tagalog) %	Vietnamese %
Cantonese %	Thai %	Korean %
Arabic: %	Lao: %	Total EL Studnts: %

6. Staffing:

Total # Administrators:_____ Total # Teachers:_____
Average Class Size (Schoolwide) : _____

7. Other information (if any): _____

F. INFORMATION ABOUT SERVICE-LEARNING PARTICIPATION:
(Please estimate the following)

1. Total number of students participating in this CalServe partnership: _____

2. Number of service-learning students at each grade span:
K-3:_____; **4-5:**_____; **6:**_____; **7-8:**_____; **9-12:**_____

3. Race/Ethnicity of students engaged in service-learning
(Specify *numbers* in each category):

Amer. Indian _____ Asian _____ Pacific Islander _____ Filipino_____
Hispanic _____ Black (Afr.Amer.) _____ White (non-Hisp.) _____ Others_____

4. Estimate the *number* of English Learner (EL) students (formerly classified LEP) **engaged in service-learning:**

EL students in Service-Learning: _____

5. Experience of teachers participating in the CalServe partnership:

(NEW for 1999-2000: List below as separate entries each of the service-learning teachers participating in your *evaluation*. Then, for the rest of your S-L teachers, average their teaching experience and their service-learning experience and enter that information below, using "999" as the "average S-L teacher" code number.)

Teacher Code	# Years Teaching Experience	# Years Service-Learning Experience

6. Subject areas included in this CalServe partnership:

☐ Agricultural Education	☐ Industrial & Technology Education
☐ Art	☐ Interdisciplinary/Integrated
☐ Business Education	☐ Leadership
☐ Career Pathways/Exploration	☐ Mathematics
☐ Computer Education	☐ Music
☐ Consumer Home Economics Education	☐ Physical Education
☐ Dance	☐ Power, Energy, & Transp. Technology
☐ Drama/Theatre	☐ Science
☐ English/Language Arts	☐ Social Science/History
☐ Foreign Language	☐ Special Education
☐ Health Careers	☐ Visual Communications
☐ Health Education	☐ Other:

7. Total number of schools and classrooms participating in this CalServe partnership by type:

Number of elementary schools	Number of elementary classrooms
Number of mddl/jr. high schools	Number of middle school classrooms
Number of high schools	Number of high school classrooms
Number continuation/altern. schools	Number continuation/altern classrooms

G. Description of Service-Learning Projects in Partnership

1. Primary services in the community provided by students (Check all that apply)

a. Education

☐ Reading to children in school
☐ Reading to, teaching children in preschool/daycare facility
☐ Organizing recreation or games for preschool children
☐ Providing English as a Second Language (ESL) for adults
☐ Providing English as a Second Language (ESL) for students
☐ Providing tutoring for peers and younger children
☐ Acting as mentors for other youth
☐ Teaching classes or courses in school
☐ Providing other school suppport (e.g., library, office, playground)
☐ Coordinating service-learning or community service activities
☐ Other (specify):

b. Health and Human Needs

☐ Assisting with health assessments/exams
☐ Providing health education (HIV/AIDS, etc.)
☐ Providing instruction about tobacco use prevention
☐ Providing instruction about alcohol abuse
☐ Providing instruction about drug use prevention
☐ Serving meals to homeless or low income individuals
☐ Supplying other services to homeless
☐ Providing job skills training
☐ Providing language translation services
☐ Providing companionship or chore support for elderly or ill or disabled
☐ Providing companionship or support for special needs individuals
☐ Providing companionship or support for hospitalized individuals
☐ Other (specify):

c. Public Safety

☐ Mediating disputes
☐ Teaching conflict resolution
☐ Providing crime prevention or safety education
☐ Modifying environment to prevent crime
☐ Organizing/participating in crime prevention programs
☐ Providing education about gang/dating/domestic violence
☐ Organizing gang diversion services (e.g., after-school/weekend programs)
☐ Assisting victims of violence or crime (peer, gang, domestic, child)
☐ Providing education about public safety issues (fire, earthquake, floods, etc.)
☐ Other (specify):

d. Environment

☐ Revitalizing neighborhoods
☐ Educating/informing people about environmental safety
☐ Assessing or eliminating environmental risks (e.g. lead testing)
☐ Implementing energy efficiency/conservation efforts (e.g., recycling, weatherization)
☐ Building homes or other structures
☐ Repairing /renovating homes or other structures
☐ Gardening (school, neighborhood, community)
☐ Assisting in economic revitalization or development
☐ Conserving/restoring public lands
☐ Constructing/maintaining trails
☐ Sampling, mapping, & monitoring natural resources
☐ Sampling, mapping, & monitoring wildlife
☐ Educating others about the natural environment
☐ Other (specify): _____

e. ☐ Other (please describe): _____

2. Primary Beneficiaries of Services Provided by Students

(Check all that apply. Include primary beneficiaries only.)

☐ Preschool children	☐ K-12 students	☐ College students
☐ Young Adults (17-24)	☐ Senior Citizens	☐ General Public
☐ Educ. Disadvantaged	☐ Econ. Disadvant.	☐ Mentally Disabled
☐ Physically Challenged	☐ Homeless	☐ Unemployed
☐ Low-income Housing Rsdnts.	☐ "At-risk" Youth	☐ Immigrants, Refugees
☐ Migrant Workers	☐ Families/Parents	☐ Business Community
☐ Environment	☐ Outdoor Recreationalists	☐ School Site Staff
☐ Veterans	☐ Patients/Nursing Hm. Residents	☐ Other (specify):
☐ Other (specify):	☐ Other (specify):	☐ Other (specify):

3. Brief Description of Selected Service-Learning Classrooms in Partnership

To report outcomes for Part 2, select *no more* than three (3) classrooms where service-learning was used. You *should* pick classrooms for which you have relatively complete sets of data (KWL, Anchor Tasks, Civic Respons. Surveys, etc.) You *may* want to choose classrooms that represent the variety of your partnership--ones that differ according to the teacher's experience with service-learning, or that differ in terms of grade level, subject matter, etc. Then answer the questions below.

How and why did you select the specially targeted classrooms?

H. Specially Selected Classrooms for 1999-2000

(Duplicate a copyof this section for each target classroom in your evaluation sample)

(Please Note: For "Intensive Partnership" most of the answers to the following questions may be copied directly from the Teacher Portfolio Questionnaires (TP1 or TP3). The relevant questionnaire and item number have been put in square brackets to facilitate location of the relevant data.)

CLASSROOM # ____

Teacher/Classroom ID Code: _____ Grade: _____

Subject Area in which Service-Learning was used to deliver the curriculum:

1. What were the intended curricular learning goals for the service-learning unit? (If more than one service-learning unit was carried out, list goals separately for each.)
[TP1,#8 may still be relevant]

2. **What was the service activity** (or activities, if more than 1 unit was carried out)? [TP3, #2]

3. **Over what period of time was this class involved in service-learning projects** (including preparation for, involvement in, and reflection about service-learning activities)**?** [TP3, #14]

☐ Academic Year ☐ One Semester ☐ One Quarter ☐ One Month
☐ One Week ☐ One Day ☐ One Class Period ☐ Other

4. **Focusing exclusively on the service component, estimate the average total number of hours each of your students was engaged in the service activity.** [TP3, #15]

_____ hours

4. **How was this time in service distributed across the time period described in item 3 above?** [TP3, #16]

☐ Service hours evenly distributed (e.g., one hour per week)
☐ Occasional opportunities for service (e.g., 2 to 3 times over several months)
☐ Culminating event (e.g., service at the end of the unit)
☐ Other

Select only ONE of the above projects from this classroom to describe in more detail below:

6. **How was service integrated with the curriculum?** (e.g., used published S-L curriculum, used established subject matter curriculum that could easily be connected to a service project, developed a new curriculum to connect to selected service project, etc.) [TP3, #11]

7. **How would you rate the integration of service with the curriculum in this classroom?** [TP3, #10]

☐ Not at all integrated ☐ Slightly integrated ☐ Moderately integrated
☐ Well integrated ☐ Extremely well integrated

8a. What were the reflection activities and how were they incorporated in the unit? [TP3, #13]

8b. Roughly, how many hours per week, for how many weeks, did students complete these reflection activities? [TP3, #13 continued]

_____ hours per week for _____ weeks

9. How much class time was spent preparing students to do their service project? (including the teaching of skills, knowledge, and procedures that students used, preparing them for interacting with the recipients of service, and providing information about the issue or need they addressed) [TP3, #12]

_____hours per week for _____ weeks

10. Overall, the choice about the service activity/activities was the responsibility of: [TP3, #4]

☐ The teacher ☐ The students ☐ Both teacher and students ☐ Other

11. How much input did students have in planning the service project? [TP3, #5]

☐ Students chose the issue to work on and designed the project
☐ Students helped design the project on an issue selected by teacher/community
☐ Students got to choose among projects suggested by the teacher
☐ Students did not have input in the planning of the service project

12. How much input did students have in the implementation of the service project? [TP3, #6]

☐ Students decided how the project would be implemented with the teacher's advice
☐ Students could choose within their assigned activity what they would do
☐ Students made suggestions for implementation but did not have the final say
☐ Students did not have input in the implementation of the service project

13. What was the predominant type of working arrangement for students? (Check more than one if appropriate) [TP3, #7]

☐ Whole class worked together ☐ Small groups worked together
☐ Pairs of students worked together ☐ Students worked individually

I. OTHER RELEVANT INFORMATION ABOUT THE PARTNERSHIP : (OPTIONAL)

Appendix 2-B
Size Descriptions of CalServe Partnerships (1999/2000)

Partnership	Location	School Districts		Schools Involved		Classrooms	Students	%	%
		Number	Enrollmnt	Number	Enrollmnt	Number	Number	Distr.Partic	Schl Partic.
Sustainable-1997									
110017	Mixed	5	62,103	87	61,318	1,122	27,000	43.48%	44.0%
761754	Mixed	1	34,717	4	513	NA	200	NA	39.0%
3868478	Urban	1	61,020	53	no data	420	12,000	19.67%	?
5010504	No Info.	3	12,112	12	7,787	24	819	6.76%	10.5%
1563529	No Info	>1	no rep.	no rep.	no rep.	no rep.	no rep.	?	?
1964279	Suburb.	1	11,996	6	5,574	28	1,000	8.34%	17.9%
1563412	Rural	1	3,079	1	2,742	50	1,100	35.73%	40.1%
3768080	Suburb.	3	14,800	16	no data	325	7,100	47.97%	?
961903	Rural	1	5,793	no data	no data	no data	2,600	44.88%	?
5271571	Rural	1	*717	3	*702	no data	*702	97.91%	100.0%
161259	Urban	1	54,236	17	13,045	94	3,414	6.29%	26.2%
4369641	Urban	2	14,433	19	11,825	138	3,435	23.80%	29.1%
5710579	Mixed	6	27,696	6	2,724	17	449	1.62%	16.5%
Sustainable-1998									
1275515	Rural	1	5,795	13	no data	no data	3,616	62.40%	?
1964444	Urban	1	6,168	7	5,788	60	1,438	23.31%	24.8%
4168924	Urban	1	5,485	5	5,390	59	2,176	39.67%	40.4%
1964733a	Urban	1	641,584	24	38,861	37	1,152	NA	3.0%
1964733b	Mixed	1	641,584	4	5,329	? 14	420	NA	7.9%
1964733c	Urban	1	641,584	12	18,121	no data	1,680	NA	9.3%
3667819	Suburb.	1	25,151	9	7,122	43	2,700	10.74%	37.9%
3110314	Rural	5	16,289	14	no data	no data	3,500	21.49%	?
1964980	Suburb.	1	12,052	13	10,317	131	3,300	27.38%	32.0%
Developmental (New in 1997)									
1363099	Rural	1	7,699	3	3,288	29	1,169	15.2%	35.6%
3667645	Suburb.	1	5,096	7	5,096	29	891	17.5%	17.5%
461424	Rural	1	13,712	17	4,325	65	2,000	14.6%	46.2%
2765995	Rural	1	**298	1	298	9	**237	79.5%	79.5%
3768122	Rural	1	2,830	1	2,684	3	218	7.7%	8.1%
1062265	Rural	1	8,400	5	3,842	39	678	8.1%	17.7%
761721	Mixed	1	3,081	2	889	8	122	4.0%	13.7%
2365581	Rural	5	2,683	12	2,547	no data	1,824	68.0%	71.6%
3667868	Suburb.	1	6,045	8	6,045	30	853	14.1%	14.1%
3467447	Urban	1	47,823	19	2,954	67	1,289	2.7%	43.6%
2173361	Rural	1	806	1	280	1	17	2.1%	6.1%
1062174	Mixed	1	1,024	2	1,024	8	203	19.8%	19.8%

* Figures are from 1997-98 report

** Figures are from 1998-99; no students participated in 99/00

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-C
Grade Span Distribution in CalServe Partnerships (1999/2000)

	% Participation at Each Grade Span		
Partnership	**K-5**	**6-8**	**9-12**
110017	58	27	15
1964279	0	47	53
1275515	43	21	35
1363099	20	35	45
3667645	41	59	0
461424	35	15	50
2765995	84	16	0
1964444	92	3	5
1563412	0	0	100
3768080	51	24	25
3768122	0	0	100
4168924	0	0	100
961903	12	64	23
761721	0	0	100
1964733a	58	21	21
1964733b	16	62	53
1964733c	52	42	6
5271571	44	22	34
2365581	38	24	38
761754	0	0	100
161259	13	71	16
3667819	76	24	0
4369641	46	23	31
3667868	36	43	21
3868478	(Data not broken down K-8)		31
3467447	29	40	31
1964980	42	24	33
2173361	0	0	100
5010504	67	25	7
1062174	39	61	0
5710579	0	0	0

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-D
Race/Ethnicity Distribution in CalServe Partnerships (1999/2000)

	Percentage Students in Various Ethnic/Racial Groups						
Partnership	Am.Ind.	Asian	Pac.Isl.	Filip.	Hisp.	Black	White
0110017	0.7%	10.0%	3.3%	7.3%	31.0%	21.3%	26.4%
1964279	0.5%	1.0%	0.5%	1.3%	78.5%	2.5%	15.0%
1275515	11.5%	7.6%	0.4%	0.3%	6.4%	2.2%	71.3%
1363099	0.0%	0.0%	2.0%	0.0%	96.4%	0.0%	1.5%
3667645	0.4%	3.5%	0.8%	1.2%	34.4%	11.5%	48.1%
0461424	1.5%	7.0%	0.2%	0.2%	11.0%	3.3%	76.8%
2765995	0.0%	0.0%	0.0%	0.0%	98.7%	0.0%	1.3%
1964444	0.5%	7.6%	0.6%	1.9%	36.6%	15.7%	30.0%
1563412	0.2%	1.4%	0.1%	18.6%	85.5%	1.6%	4.0%
3768080	0.1%	3.0%	0.2%	0.2%	16.9%	0.8%	78.9%
3768122	2.8%	1.4%	0.9%	0.9%	42.7%	1.4%	48.6%
4168924	0.3%	13.6%	0.0%	29.0%	24.7%	6.3%	24.2%
1062265	0.9%	1.3%	0.1%	1.8%	71.7%	0.7%	23.3%
0961903	1.0%	1.0%	1.0%	3.0%	23.0%	1.0%	69.0%
0761721	1.2%	1.8%	0.4%	1.7%	22.4%	3.8%	68.6%
1964733a	0.0%	3.3%	0.5%	0.5%	79.4%	14.9%	1.3%
1964733b	0.1%	1.8%	0.3%	1.4%	72.0%	7.3%	17.0%
1964733c	0.3%	0.4%	0.1%	0.1%	92.0%	3.2%	1.1%
5271571	1.3%	0.1%	0.0%	0.0%	32.2%	0.6%	65.5%
2365581	8.1%	0.7%	0.1%	0.3%	14.6%	1.1%	74.9%
0761754	1.2%	4.1%	1.0%	3.4%	20.4%	9.4%	60.6%
0161259	0.5%	17.0%	1.0%	0.8%	24.7%	49.5%	5.8%
3667819	5.0%	2.5%	6.0%	6.0%	73.5%	7.3%	14.9%
4369641	0.7%	42.1%	0.6%	7.2%	21.3%	16.0%	12.2%
3667868	0.5%	0.7%	0.0%	0.0%	12.5%	2.3%	83.9%
3868478	0.7%	42.1%	0.6%	7.2%	21.3%	16.0%	12.2%
3467447	5.0%	3.0%	5.0%	5.0%	6.0%	4.0%	81.0%
1964980	0.9%	8.1%	2.4%	0.6%	41.2%	8.7%	37.8%
2173361	0.0%	0.0%	0.0%	0.0%	29.4%	5.9%	64.7%
5010504	1.1%	3.2%	0.4%	0.2%	42.9%	1.5%	50.5%
1062174	0.0%	24.0%	0.0%	0.0%	44.0%	31.0%	1.0%
5710579	0.4%	4.7%	1.1%	0.4%	25.2%	2.2%	65.9%
AVERAGES	**1.2%**	**23.5%**	**1.3%**	**5.7%**	**27.6%**	**14.0%**	**25.7%**

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-E
English Learner Distribution in CalServe Partnerships (1999/2000)

Partnership	% English Learners
0110017	21.6%
1964279	37.0%
1275515	8.4%
1363099	73.6%
3667645	3.7%
0461424	5.0%
2765995	69.2%
1964444	19.7%
1563412	46.5%
3768080	9.9%
3768122	18.8%
4168924	1.2%
1062265	75.1%
0761721	0.8%
1964733a	55.6%
1964733b	11.2%
1964733c	47.0%
5271571	15.5%
2365581	13.0%
0761754	13.0%
0161259	34.4%
3667819	50.0%
4369641	18.4%
3667868	5.7%
3868478	6.0%
3467447	2.7%
1964980	24.7%
2173361	0.0%
5010504	33.6%
1062174	32.0%
5710579	8.2%
AVERAGE %	**14.6%**

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-F
Percentage Low-Income Students in CalServe Partnerships

Partnership	Average Percentage Receiving CalWORKS & Free/Red. Meal Benefits	
	Ave. % CalWORKS	Ave. % Freel/Red.
0110017	15.72%	40.28%
1964279	16.70%	56.10%
1275515	25.20%	40.70%
1363099	25.90%	78.30%
3667645	5.70%	32.00%
0461424	19.00%	32.90%
2765995	11.00%	99.40%
1964444	8.10%	38.20%
1563412	9.70%	48.20%
3768080	2.00%	19.00%
3768122	3.20%	33.53%
4168924	5.10%	17.00%
1062265	17.99%	68.29%
0761721	5.40%	9.22%
1964733a	34.58%	87.35%
1964733b	17.33%	67.83%
1964733c	21.22%	82.05%
5271571	20.66%	54.42%
2365581	13.86%	49.28%
0761754	4.50%	0.00%
0161259	53.31%	63.96%
3667819	19.29%	86.49%
4369641	6.03%	23.39%
3667868	7.89%	26.12%
3868478	13.00%	43.80%
3467447	17.30%	33.30%
1964980	6.80%	28.48%
2173361	0	28.57%
5010504	14.55%	60.09%
1062174	71.60%	98.60%
5710579	18.46%	45.17%
AVERAGE across all partnerships	**15.54%**	**42.73%**

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-G
Patterns of Compensatory Education Students in CalServe Partnership Schools (1999/2000)

Partnership	Percentage Compensatory Education Students in Participating Schools for each CalServe Partnership				
	Extreme Variability 0 to 100%	No Comp. Ed. Students In Schools	Low: 0 to 45% in All Schools	Moderate: 33 to 67% in All Schls.	High: 45% + in All Schools
0110017	X				
1964279		X			
1275515	X				
1363099					X
3667645			X		
0461424			X		
2765995					X
1964444			X		
1563412					X
3768080			X		
3768122	X				
4168924		X			
1062265	X				
0761721		X			
1964733a					X
1964733b	X				
1964733c					X
5271571				X	
2365581			X		
0761754		X			
0161259					X
3667819	X				
4369641	X				
3667868			X		
3868478	X				
3467447		X			
1964980			X		
2173361		X			
5010504				X	
1062174					X
5710579	X				

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-H
Subject Areas for Service-Learning in CalServe Partnerships (1999/00)

Subject Areas	Number of Partnerships with 1+ Projects in Subject Area
English/Language Arts	32
Science	30
Social Science/History	26
Art	25
Mathematics	23
Leadership	22
Computer Education	19
Interdisc./Integrated	18
Health Education	16
Careers	16
Drama	14
Music	13
Special Education	13
Agricultural Education	12
Home Economics Ed.	11
Industrial/Techn. Ed.	10
Physical Education	9
Business Education	9
Foreign Language	7
Health Careers	7
Visual Communication	6
Dance	5
Power, Energy,Transp.	4
Child Development	2
Nutritional Science	1
Peer Counseling	1
Public Speaking	1
Crafts	1
Natural Resrcs. ROP	1
Service Commissioners	1
High School Prep.	1

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-I
Services Provided by CalServe Partnerships (1997-2000)

Number of Partnerships Participating in Projects Within Four Service Areas							
Education		**Health & Human Needs**		**Public Safety**		**Environment**	
Reading to Children in Schools	28	Teach Tobacco Use Prevention	17	Teaching Conflict Resolution	15	Gardening--School, Neighborhood, etc.	25
Mentoring Other Youth	26	Support for Elderly/Ill	17	Mediating Disputes	14	Educating about Natural Environmnt	22
Tutoring Peers/ Younger Children	25	Serving Meals to Homeless/Needy	15	Crime Prevention/ Safety Education	12	Energy Conservtn. (Recycling, etc.)	21
Providing Other School Support	22	Other Services: Homeless/Needy	15	Educ. About Fire, Earthquakes, etc.	11	Restoring Public Lands	19
Coordinating SL or CS Activities	18	Health Education (HIV,Nutrition)	13	Modifying Environ. To Prevent Crime	8	Educating About Environmntl Safety	17
Teaching Classes in School	16	Drug Use Educ/ Prevention	11	Educ.About Gangs, Dating, Dom.Viol.	8	Revitalizing Neighborhoods	16
Reading / Teaching Preschoolers	15	Support—Special Needs Individuals	11	Participating/Org. Crime Prev. Prgrms	5	Monitoring Natural Resources	13
Organizing Games for Young Kids	11	Support—Hosp. Individuals	10	Org. Gang Prevntn. Programs-afterschl	4	Constructing/ Maintaining Trails	11
Providing ESL for Students	7	Job Skills Training	9	Assisting Crime Victims	4	Repairing/ Renovating Homes	9
Providing ESL for Adults	1	Translation Services	9	Acting as School Safety Officer	1	Monitoring Wildlife	9
Writing Books for Children	2	Assisting with Health Assessm.	7	Assisting Police Athletic League	1	Asst. Economic Revitaliz/ Beautif.	8
Tutoring Special Educ. Students	1	Lobbying—Poor Bus Riders	1	Job Shadowing with Police	1	Assessing Envir. Risks (Lead Tests)	8
Making School Orientation Video	1	Fund-raising for Am.Heart Assoc.	1	Working with U.S. Customs	1	Building Homes / Other Structures	6
Manual on Taking Writing Tests	1	Sending Garden Food--Homeless	1	Fire Station Volunteer	1	Landscaping School Site	1
Voter Education and Registration	1						
Video on Citizenship Prep.	1						
Designing School Museum	1						
Documenting Local History/Culture	1						
Making Community Resource Map	1						
Total Education	**179**	**Total Health & Human Needs**	**150**	**Total Public Safety**	**86**	**Total Environment**	**185**

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 2-J
Beneficiaries of Service in CalServe Partnerships (1999/2000)

Beneficiary Categories	# Partnerships
K-12 Students	32
Environment	29
General Public	22
"At-Risk" Youth	19
Senior Citizens	19
Econ. Disadvantaged	16
Educationally Disadv.	15
Families/Parents	15
School Site Staff	15
Preschool Children	14
Homeless	14
Outdoor Recreatnlsts.	14
Patients /Nurs.Hm.	14
Business Community	11
Physically Challenged	10
Low-Income Residnts	8
Young Adults (17-24)	7
Veterans	7
College Students	4
Mentally Disabled	4
Unemployed	4
Migrant Workers	3
Immigrants, Refugees	3
Other: New Citizens	1
Other: New Students	1

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). *Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*. Service-Learning Research & Development Center, University of California, Berkeley.

Appendix 2-K
Student & School Participation in CalServe Partnerships (1999/2000)

Partnership	Service-Learning Participation Relative to District Enrollment		Service-Learning Participation in Partnership Schools	
	# S-L Students Participating	% of Enrollment in District(s)	# Schools Involved	% of Schools[1] in District(s)
0110017	27,125	41.7 %	86	96.6 %
1964279	990	8.3 %	5	27.8 %
1275515	3,616	62.4 %	13	100.0 %
1363099	1,169	15.2 %	3	30.0 %
3667645	891	17.5 %	7	100.0 %
0461424	2,000	14.6 %	14	60.9 %
2765995	237[2] (0 in 99/00)	79.5 %[2]	1[2] (0 in 99/00)	100 %[2]
1964444	1,438	23.3 %	7	77.8 %
1563412	1,100	35.7 %	1	33.3 %
3768080	7,100	48.0 %	16	84.2 %
3768122	218	7.7 %	2	66.7 %
4168924	2,176	39.7 %	5	100.0 %
1062265	678	8.1 %	5	31.3 %
0961903	2,574[2]	44.4 %[2]	No Info.	Not Determined
0761721	122[2]	3.6 %[2]	1[2]	33.3 %[2]
1964733a	1,152	3.0 %[3]	16	35.6 %
1964733b	420	Not Determined	4	Not Determined
1964733c	1,680	Not Determined	11	Not Determined
5271571	702[4]	97.9 %	3	100.0 %
2365581	1,824	68.0 %	12	66.7 %
0761754	200	30.7 %[5]	4	57.1 %
0161259	3,414	6.3 %	17	19.3 %
3667819	2,700	1.1 %	9	30.0 %
4369641	3,435	23.8 %	19	63.3 %
3667868	853	14.1 %	8	100.0 %
3868478	12,000	19.7 %	13 +1 (private)	11.3 %
3467447	1,289	2.7 %	19	23.8 %
1964980	3,300	27.4 %	13	81.3 %
2173361	17	2.1 %	1	14.3 %
5010504	819	6.8 %	12	66.7 %
1062174	203	19.8 %	2	100.0 %
5710579	449	2.0 %	6	12.0 %

[1] The baseline number of schools was derived by using the most recent Ed-Data count of all elementary, junior/middle, high, continuation, and alternative schools in the component districts of each CalServe Partnership.
[2] Data derived from participation in 1998/1999, not for 1999/2000.
[3] Baseline is derived from information on 24 schools in this "minidistrict" supplied in the 1999/2000 evaluation report.
[4] These data were provided in the only evaluation report submitted by this partnership—that for 1997/1998.
[5] Baselines are for continuation schools in this district, since this program was designed for that population.

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Section 1. Vision and Results **Service-Learning Rubric** **New Developmental Partnerships**

4 Makes an Outstanding Case	3 Makes an Adequate Case	2 Makes a Weak Case	1 Fails To Make a Case
VISION			
a The vision is very clear, realistic and articulated over three years for a school cluster, district or county service-learning initiative. It very clearly identifies what results the partnership will achieve for students' learning and civic responsibility, schools and communities. The vision flows very well from an insightful analysis of school and community needs and strengths. There is very extensive broad-based youth and community involvement in the design of a high quality service-learning initiative.	***a*** The vision for a school cluster, district or county service-learning initiative is clear and is a reasonably realistic three year plan. Results for students' learning and civic responsibility, schools and communities are adequately stated. The vision reflects the needs and strengths of the schools and the community. There is adequate evidence of diverse youth and community involvement in the design of the service-learning initiative.	***a*** The vision for the school cluster, district or county service-learning initiative is somewhat clear or realistic but lacks real focus or coherence. It does not clearly identify what results the partnerships will achieve for students' learning and civic responsibility, schools or communities. The vision somewhat addresses the needs and strengths of the school and community. There is some evidence of youth and community involvement in the design of the service-learning initiative.	***a*** The vision for a school cluster, district or county service-learning initiative is not clear or realistic. There is limited evidence that the service-learning initiative will achieve results for students' learning, civic responsibility, schools or communities. The vision does not address the needs and strengths of the school or community. There is little or no evidence of youth or community involvement in the design of the service-learning initiative.
CONNECTION TO EDUCATIONAL REFORM			
b The vision is very clearly linked to and coordinated with the total educational program of the schools and cluster/district/county, including but not limited to connections to other local, state or federal programs. There is strong indication that service-learning will ultimately be infused into the regular instructional practice of districts and schools, including integration within local policies and plans.	***b*** The vision adequately addresses the objectives of the total educational program of the schools and cluster/district/county. There is sufficient evidence that service-learning will ultimately be infused into the regular instructional practice of several schools throughout the district.	***b*** The vision is somewhat connected to the total educational program of the schools, cluster, district or county. There is some indication that service-learning will ultimately be included as part of the regular practice of the district(s) or schools.	***b*** The vision does not support or address the objectives of the total educational program of the schools, cluster, district or county. There is little or no evidence that service-learning will be ultimately be included as part of the regular practices of the district(s) or schools.
COMMUNITY IMPROVEMENT			
c The vision makes a strong, meaningful contribution to existing community improvement efforts.	***c*** The vision makes an adequate contribution to existing community improvement efforts, but is not described with specific information.	***c*** The vision makes a limited contribution to existing community improvement efforts, and insufficient evidence is provided.	***c*** The vision does not mention or does little to contribute to existing community improvement efforts.
INDICATORS OF SUCCESS			
d The application clearly identifies measurable indicators of success, such as improvement in student learning and civic responsibility, instructional practices, as well as improvement in schools and communities.	***d*** The application states indicators of success that adequately measure effects on student learning and civic responsibility, instructional practices, as well as effects on schools and communities.	***d*** The application states indicators of success that inadequately address student learning and civic responsibility, instructional practices, nor school and community improvements.	***d*** The application does not provide reasonable indicators of success in the areas of student learning and civic responsibility, instructional practices, schools and communities.

Section 2. Curricular Design & Program Activities — New Developmental Partnerships

4 Makes an Outstanding Case	3 Makes an Adequate Case	2 Makes a Weak Case	1 Fails To Make a Case
CURRICULUM INTEGRATION AND MEANINGFUL SERVICE			
a There is a comprehensive process to develop strong models of curricular integration that very clearly addresses the full federal definition of service-learning. Service-learning experiences are or will be developmentally appropriate and fully integrated into the core curricular program at each grade span. There is strong evidence of connections to broader educational goals and initiatives. When appropriate, students are integrally involved in the selection of the proposed service activities.	***a*** The process for integrating service-learning into the K-12 curriculum is adequately stated and reflects the federal definition of service-learning. S-L experiences at each grade span support the core curricular program of the schools, and are developmentally appropriate. Application demonstrates evidence of adequate connections to broader educational goals and initiatives. There is sufficient, meaningful student involvement in the selection of the proposed service activities.	***a*** The process lacks a comprehensive approach for integrating service-learning into the K-12 curriculum or is not realistic, and does not reflect an adequate understanding of the federal definition for service-learning. The connections made between the service-learning experiences to broader educational goals and initiatives are superficial or limited. When appropriate, there is inadequate evidence of student involvement in the selection of the proposed service activities.	***a*** The application fails to mention a process for integrating service-learning into the curriculum or describes a process that does not meet the criteria of the federal definition of service-learning. There are little or no connections made between the service-learning experiences to broader educational goals and initiatives. When appropriate, there is no involvement of students in the selection of the proposed service activities.
TRAINING AND PROFESSIONAL DEVELOPMENT			
b The plan for training and professional development is an integral strategy for developing and advancing S-L within a cluster, district or county. There is strong evidence that all stakeholders, especially teachers and community agency staff, can access training and professional development opportunities. The plan for professional development is strategically enhanced by community partners such as IHE's and county offices of education.	***b*** The plan for professional development and training supports the overall design of the service-learning partnership and adequately addresses the needs of most stakeholders. There is sufficient evidence that such services can be offered. There is acceptable evidence that the plan will help to build awareness and understanding of service-learning within a cluster, district or county, and entails meaningful community involvement.	***b*** The plan for training and professional development inadequately addresses the needs of all stakeholders. The strategies mentioned are somewhat clear and do not necessarily increase awareness or build understanding for service-learning within a cluster, district or county. There is insufficient evidence that stakeholders can access training and professional development opportunities. There is limited community involvement in the plan for professional development.	***b*** There is no clear or realistic plan for training and professional development that supports the overall design of the service-learning initiative. There is a lack of understanding about what the various stakeholders will need in order to implement service-learning. A capacity to provide technical assistance is not addressed or lacks the elements necessary to be effective.
PRACTITIONER RECRUITMENT			
c The process to recruit and significantly increase the number of S-L practitioners within a cluster, district or county is very clearly defined, articulated over a three-year process, and is clearly achievable. There is strong evidence of administrative support and participation in increasing and sustaining teacher involvement in service-learning.	***c*** There is clear evidence of a realistic process to recruit and increase the number of service-learning practitioners within a cluster, district or county over three years. There is adequate evidence of administrative support and participation in increasing and sustaining teacher involvement in service-learning.	***c*** The process to recruit and increase the number of service-learning practitioners within a cluster, district or county is inadequate. There is inadequate evidence of administrative support and participation in increasing and sustaining teacher involvement in service-learning.	***c*** The application lacks a clear process to recruit and increase the number of service-learning practitioners within a cluster, district or county. There is little or no evidence of administrative support and participation in increasing and sustaining teacher involvement in service-learning.
RECOGNITION			
d The proposed recognition activities are very clearly described and acknowledge outstanding service by students, teachers, community agency staff and other key stakeholders.	***d*** Recognition for outstanding service by students, teachers, community agency staff and other key stakeholders is generally described, but is not supported with specific processes or plans.	***d*** Recognition for outstanding service by students, teachers, community agency staff and other key stakeholders is not adequately addressed.	***d*** Recognition for outstanding service by students, teachers, community agency staff and other key stakeholders is not described.

Section 3. Organizational & Partnership Capacity — New Developmental Partnerships

4 Makes an Outstanding Case	3 Makes an Adequate Case	2 Makes a Weak Case	1 Fails To Make a Case
SCHOOL-COMMUNITY PARTNERHSIP			
a There is very clear evidence of a strong service-learning partnership with broad-based school, youth and community involvement, which may include participating in a CLASP, coordination with other Corporation grantees, and, when possible, a local county office of education or institution of higher education. Each partner clearly has a meaningful role in the design, training, implementation, management decision-making and evaluation of this effort. When possible, the partnership builds on and is integrated within existing collaborative efforts of the schools and communities.	***a*** There is sufficient evidence of a service-learning partnership with adequate representation of schools, youth and the communities. Most partners have a role in the design, training, implementation, management decision-making and evaluation of this effort. When possible, the partnership is tangentially linked to existing collaborative efforts of the schools and communities.	***a*** The schools and community partners involved in the service-learning initiative are not clearly identifiable. The application seems to be initiated by one partner, and the participation of other partners appears to be not well defined or solicited just to meet the intent of requirements. Their involvement in the design, training, implementation, management decision-making and evaluation of this effort is limited or inadequately addressed.	**a** There is little or no evidence of a school-community partnership. No method exists to insure that all partners will be actively involved in the design, training, implementation, management decision-making and evaluation of the service-learning initiative.
COORDINATION AND STAFFING			
b There is strong evidence of the partnership's ability to coordinate this initiative consistent with the vision and results of the service-learning initiative partnership. There is very strong evidence of (or a process to identify) a highly qualified program coordinator/staff. The duties of the program coordinator/staff are clearly defined with sufficient time allotted for implementation.	***b*** There is general evidence of the partnership's ability to coordinate this initiative that is consistent with the articulated vision and results. There is evidence of (or a process to identify) a program coordinator/staff. The duties of the program coordinator/staff are defined with adequate time allotted for implementation.	***b*** The partnership demonstrates limited ability to coordinate this initiative. Evidence of (or a process to identify) a qualified program coordinator/staff is lacking or inadequate. The duties of the program coordinator/staff are unfocused and unclear with inadequate time allotted for implementation.	***b*** The partnership does not demonstrate the capacity to coordinate this initiative. The applicant lacks an understanding of the program coordination/staffing needs necessary to implement the initiative described in this application.
ORGANIZATIONAL COMMITMENT			
c There is very strong evidence of the schools' and school cluster/district/county's interest in and readiness to establish a service-learning initiative over the next three years. As evidenced by the Memoranda of Understanding or clearly stated partnership agreements, the institutional roles, resources and accountability of each sponsoring partner are clearly stated and very clearly address the vision and results of the collaborative.	***c*** There is adequate evidence of the schools' and school cluster/district/ county's interest in and readiness to establishing a service-learning initiative over the next three years. As evidenced by general statements of agreement, the institutional roles, resources and accountability of each sponsoring partner are described and sufficiently address the vision and results of the collaborative.	***c*** There is some evidence of the schools' and school cluster/district/ county's interest in and readiness to establish a service-learning initiative over the next three years. There is insufficient evidence of institutional commitments made by the sponsoring partners or commitments were made that do not clearly support the vision and results of the collaborative.	***c*** There is little or no evidence of the schools' and school cluster/district/ county's interest in and readiness to establish a service-learning initiative over the next three years. There is little or no evidence of meaningful institutional commitments made by sponsoring partners.

Section 4. Programmatic & Financial Sustainability — New Developmental Partnerships

4 Makes an Outstanding Case	3 Makes an Adequate Case	2 Makes a Weak Case	1 Fails To Make a Case
LOCAL POLICIES AND STANDARDS			
a There is clear evidence of a process to develop local policy or standards for service-learning, which involves very active participation and leadership of the school board(s) and administrators, and cultivates public understanding and support for service-learning. There is clear evidence that the partnership demonstrates the capacity to begin a process to include service-learning within a school and district's plans and procedures (e.g. governance, staff development, assessment) over the next three years.	***a*** There is an adequate process to develop local policy or standards for service-learning with sufficient leadership and involvement of local school board(s) and administrators. There is evidence of the partnership's ability to link service-learning to a school or district's general goals and objectives (e.g. strategic plans, local initiatives, board resolutions) over the next three years.	***a*** There is some evidence of a process but, it seems that the applicant lacks a clear understanding of the issues associated with developing local policy or standards for service-learning. It is not clear that administrators or school board(s) are included in the process. There is insufficient evidence of a process to link service-learning to a school or district's goals and objectives.	***a*** There is little or no evidence of a process to develop local policy and standards for service-learning or the process is not consistent with the federal definition of service-learning.
PROGRAMMATIC COMMITMENT AND SUPPORT			
b There is strong evidence of a very clear plan to begin the process to cultivate programmatic commitment to the service-learning initiative within three years that involves broad-based school, youth and community participation. The plan or process will significantly build strong programmatic support within the cluster/district/county and community. The indicators of sustained teacher involvement are measurable and clearly achievable.	***b*** There is evidence of a plan to cultivate programmatic commitment to the service-learning initiative within three years. The plan or process described adequately increases programmatic commitment within the cluster/district/county, schools and community, and involves participation of key stakeholders. Indicators of sustained teacher involvement are addressed and are adequately measurable and achievable.	***b*** There is insufficient evidence of a plan to cultivate programmatic commitment for the service-learning initiative within three years, with some mention of school, youth or community involvement. It is somewhat clear that this plan or process will increase programmatic support for service-learning within the cluster/district/county, schools and community. The indicators of sustained teacher involvement are somewhat realistic and measurable.	***b*** There is little or no evidence of a plan to cultivate programmatic commitment for the initiative within three years. It is not clear that the partnership will gain support for the initiative within the cluster/district/county and community. There is little or no mention of indicators to reflect sustained teacher involvement in service-learning or the indicators are not realistic or measurable.
FINANCIAL SUSTAINABILITY			
c There is very clear evidence of a strategic plan to sustain the initiative and reduce reliance on CalServe funds over the next three years that involves both educational and non-educational funding sources. There are links to other programs and efforts to build financial support for the initiative.	***c*** There is sufficient evidence of a general plan to sustain the initiative. The partnership demonstrates an adequate ability to secure both educational and non-educational funding sources to reduce reliance on CalServe funds over the next three years.	***c*** There is insufficient evidence of a process or plan to achieve financial independence. The partnership demonstrates an inadequate understanding of the issues associated with reducing reliance on CalServe funds.	***c*** The partnership demonstrates little or no ability to sustain the initiative and reduce reliance on CalServe funds.

Section 5. Evaluation and Quality Control Plan — New Developmental Partnerships

4 Makes an Outstanding Case	3 Makes an Adequate Case	2 Makes a Weak Case	1 Fails To Make a Case
ASSESSING & EVALUATING CURRICULUM, LEARNING, AND CIVIC RESPONSIBILITY			
a A clear process is described for the assessment and evaluation of the S-L curriculum design as well as student learning and civic responsibility based on an examination of student work. The necessary training and professional development and involvement of key stakeholders is clearly described and includes students, teachers, administrators, families & community.	***a*** The process described for the assessment and evaluation of the initiative is adequate and reference is made to the use of student work. The applicant demonstrates sufficient understanding of the training and professional development needs associated with evaluation and assessment.	***a*** The process for the assessment and evaluation of the initiative is minimal, lacks clarity and focus or is somewhat realistic. The plan to provide training and professional development opportunities associated with evaluation and assessment is insufficient.	***a*** There is little or no evidence of a process for the assessment and evaluation of the initiative. The applicant fails to address training and professional development opportunities associated with evaluation and assessment.
IMPACT ON SCHOOL IMPROVEMENT			
b Evidence is very clearly provided on how the local evaluation will assess the initiative's (or service-learning's) impact on school improvement.	***b*** Evidence adequately stated on how local evaluation will assess initiative's impact on school improvement.	***b*** There is inadequate evidence on how local eval. will assess initiative's impact on school improvement.	***b*** Little or no evidence of how the local evaluation will assess initiative's (or service-learning's) impact on school improvement.
IMPACT ON COMMUNITY IMPROVEMENT			
c Evidence is very clearly provided on how the local evaluation will assess the initiative's (or service-learning's) impact on community improvement.	***c*** Evidence is adequately stated on how the local evaluation will assess the initiative's (or service-learning's) impact on community improvement.	***c*** There is inadequate evidence on how the local evaluation will assess the initiative's (or service-learning's) impact on community improvement.	***c*** The applicant provides little or no evidence of how the local evaluation will assess the initiative's impact on community improvement.
FORMATIVE PROCESS			
d The evaluation plan provides strong, specific evidence of how it will promote, improve & sustain S-L through an on-going, formative process.	***d*** Evaluation plan adequately promotes, improves & sustains S-L via formative process generally described.	***d*** The evaluation plan inadequately promotes, improves and sustains service-learning.	***d*** Little or no evidence of evaluation plan. It is not clear how evaluation strategies will promote, improve or sustain service-learning.
STAFFING			
e There is very clear evidence of a highly qualified evaluator responsible for all evaluation and assessment activities.	***e*** There is adequate evidence of a qualified evaluator or a process to hire an evaluator.	***e*** Inadequate evidence of a qualified evaluator or a process to hire an evaluator. Applicant does not reflect a clear understanding of the needs of assessment and evaluation.	***e*** There is little or no evidence of an evaluator or process to hire an evaluator.

Section 6. Overall Coherence and Merit

New Developmental Partnerships

4 Makes an Outstanding Case	3 Makes an Adequate Case	2 Makes a Weak Case	1 Fails To Make a Case
COMPREHENSIVENESS, COHESIVENESS, AND COHERENCE			
a The application is very comprehensive and cohesive. The overall partnership is strong and addresses the needs and interests of all key stakeholders. The application clearly demonstrates how each part of the program is related to and supportive of the other parts and is focused on achieving the proposed vision and results. There is very strong evidence of commitment and capacity to implement a high quality service-learning initiative as described in this applications, including the budget.	***a*** The application is sufficiently comprehensive and cohesive. The overall partnership will benefit most of the key stakeholders. The application adequately demonstrates how most parts of the program are related to and supportive of the other and are generally focused on achieving the proposed vision and results. There is adequate evidence of commitment and capacity to implement the service-learning activities described in this application, including the budget.	***a*** The application is somewhat comprehensive, but is disjointed. There is inadequate evidence that the overall program will benefit the key stakeholders. The application insufficiently demonstrates how each part of the program is related to and supportive of the other parts. It is not clear that the described activities are focused on the proposed vision and results. The application lacks convincing evidence of the partnership's commitment and capacity to implement the service-learning activities described in this application, including the budget.	***a*** The application is not comprehensive and lacks cohesion. There is no evidence that the overall program is a quality service-learning initiative and will benefit the key stakeholders. The application does not demonstrate how each part of the program is related to and supportive of the other parts. The described activities are not focused on achieving the proposed vision and results. The applicant does not have the commitment or capacity necessary to implement the initiative described in this application, including the budget.

January 1997

Appendix 2-M
Goals of Partnerships Grouped by Partnership Longevity (1999/2000)

Type	Com Nds	Yth Vc	Syst Ed Rfm	Effc Indic ate	Cur Intg	Prf Dev Tch	Prf Dv-Cm	Tch Recr	Rcg	Prtnr shp	Crd Mng	Cmt Sust	Polic ies	Org Buy	Fin. Sust	Eval
Sust 97 (12)	1 2 1	1	1	2 1 1 1 11 1? 7	? 2 ?5,1 1 1	4 1 2 2 5 1 1 1 2 3 3	1 1 1 1 2	1,?* 1 1* 1 1* 1* 1,1* 1,1* 1	1 1	1 1 3 1 1 1 3	1 1 1 1	2 3 1 1 1 1 1 2	1 1	1 1 1	1 1	1 1 1
Sust 98 (9)	1	1 1 1	2 1	1 7 1 3 1	?2 1 1 1 1 1 1 1	2 1 1		1 2 1,1* 1* 1 1		2 1 1 1 1	1 1 3	1 1 1 1	1	1		1
New (13)	2 1 1 4 2	1 1 1	1	4 2 4 2 4 6 2 3 6 7 1	2 2 1	1 1 2 1 2 2 1 1 1	1 1 1 1 1	1* ?* 1* 2 1	1	2 1 3 2 1 1 1 1 1	2 1	1 4 1 2 1 1 2 1	1 1	1		
TOT	15 in 9	7 in 7	6 in 5	78 in 23	26 in 17	41 in 23	11 in 10	15 in 13 +11*	4 in 4	30 in 21	14 in 11	29 in 20	6 in 6	5 in 5	2 in 2	4 in 4

*These eleven additional goals related to program dissemination, an activity aimed at teacher recruitment

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 3–A
Teacher Impact Report Form for CalServe Partnerships (1999–2000)

Partnership Name: _____ Partnership Code #_____

IMPACT ON TEACHERS IN 1999-2000

This protocol is designed to help you answer the following overarching questions:

- ***Why do teachers engage in service-learning?***
- ***Does service-learning affect their teaching?***

At a minimum, the outcomes you detail should be related to the three service-learning classroom examples you described in the Partnership Description Report Form.

A. IMPACT QUESTIONS

The data collected sought to answer the following specific question(s):

#1:

#2:

#3:

#4:

B. SAMPLE

1. Who provided data to address these questions? (What is the sample?) _____

2. Experience and subject area of teachers involved in the sample

Teacher Code	# Years Teaching Experience	#Years Service-Learning Experience	Grade	Subject Area

C. INSTRUMENTS USED

Briefly describe each instrument or protocol that was used to capture data about the impact of service-learning on teachers.

Protocol #1:

Protocol #2 (if any):

Protocol #3 (if any):

D. PROCEDURES FOR COLLECTING THE DATA

For each protocol or instrument used, address the following three questions.

1. **Who collected the data about teacher impacts?**
2. **When were the data collected?**
3. **Which teachers or other personnel provided data using this instrument?**

Protocol/Instrument #1:

1. Who collected the data?

2. When were the data collected?

3. Which teachers or other personnel provided data using this instrument?

Protocol/Instrument #2 (if any):

1. Who collected the data?

2. When were the data collected?

3. Which teachers or other personnel provided data using this instrument?

Protocol/Instrument #3 (if any):

1. Who collected the data?

2. When were the data collected?

3. Which teachers or other personnel provided data using this instrument?

E. PROCEDURES USED TO ANALYZE DATA

For each protocol or instrument used, address the following two questions.

1. **Who analyzed the data that were collected?**
2. **How were the data analyzed?**

Protocol/Instrument #1:

1. Who analyzed the data?

2. How were the data analyzed?

Protocol/Instrument #2 (if any):

1. Who analyzed the data?

2. How were the data analyzed?

Protocol/Instrument #3 (if any):

1. Who analyzed the data?

2. How were the data analyzed?

F. RESULTS AND FINDINGS

What did the data in each protocol and instrument show?

Protocol/Instrument #1:

Protocol/Instrument #2 (if any):

Protocol/Instrument #3 (if any):

G. DISCUSSION

Overall, what do the findings suggest regarding the impact of service-learning on teachers? (Why do teachers engage in service-learning? Does service-learning affect their teaching? In what areas did service-learning seem to have the greatest or least impact? Are there any patterns or correlations worth noting, such as a relationship between level of teacher experience and service-learning's impact on teachers, or a connection between service-learning's integration with the curriculum and its impact on teachers?)

H. RECOMMENDATIONS & NEXT STEPS

1. Program:

In terms of the teacher impact findings, what are some program recommendations for the short-term and the long-term? (Are there any aspects of the service-learning partnership that should be modified?)

2. Evaluation:

Are there aspects of the evaluation that need to be changed or revised in the coming year? (For example, does the evaluation team need to be expanded or changed? Do new instruments need to be employed to collect better data on service-learning's impacts on teachers?)

3. Other (OPTIONAL):

Please discuss any other issues that have arisen from the findings or the evaluation process that might have influenced how the service-learning activities impacted the teachers. (e.g., The teachers seem to have embraced service-learning because the district had a new superintendent who affirmed her support and enthusiasm for service-learning.)

Appendix 4–A
Guidelines and Report Form for Student Academic Outcomes: KWL, Anchor, STAR Scores (1999–2000)

Partnership Name: Partnership Code #_____

ANCHOR TASKS FOR 1999-2000

This protocol is designed to help you answer the following overarching question:
•How well do students learn curricular content through service-learning?

At a minimum, the outcomes you detail should be related to the three service-learning classroom examples you described in the Partnership Description.

A. IMPACT QUESTIONS:

Describe teachers' objectives regarding concepts and skills to be learned via the units in which service-learning was used.

Teacher/Classroom #:	**Grade:**	**Subject Area:**

The collected data sought to determine how well students' learned the following concept(s) or skill(s):

#1:
#2:
#3:

Teacher/Classroom #:	**Grade:**	**Subject Area:**

The collected data sought to determine how well students' learned the following concept(s) or skill(s):

#1:
#2:
#3:

Teacher/Classroom #:	**Grade:**	**Subject Area:**

The collected data sought to determine how well students' learned the following concept(s) or skill(s):

#1:
#2:
#3:

B. SAMPLE:

At a minimum, the outcomes you discuss should be related to the three service-learning classrooms you described in the Partnership Description Report Form. You may be able to use or adapt information and descriptions about the Civic Responsibility data for these tallies.

1. Number & Gender of Students completing an Anchor Task in Selected Classrooms

a. Classroom #1:

Teacher/Classroom Code #	Content Area:	Grade:
Total # Students in Class:	Ave.# Hours Service:	

Total # of Students with Anchor Task data	#Females	#Males

b. Classroom #2:

Teacher/Classroom Code #	Content Area:	Grade:
Total # Students in Class:	Ave.# Hours Service:	

Total # of Students with Anchor Task data	#Females	#Males

c. Classroom #3:

Teacher/Classroom Code #	Content Area:	Grade:
Total # Students in Class:	Ave.# Hours Service:	

Total # of Students with Anchor Task data	#Females	#Males

2. Racial/Ethnic Information about students completing an Anchor Task:

	Students in Target Classrooms		
	#1	**#2**	**#3**
Missing			
African/ African-American			
American Indian/ Alaska Native			
Asian/ Asian American			
Filipino/ Filipino American			
Hispanic/ Latino			
Mixed			
Other			
Pacific Islander			
White (not Hispanic)			

3. Evaluation of the Sample:

a. Are there differences in demographic features (i.e., grade level, ethnicity, gender, etc.) of students that completed Anchor Tasks in each of your three targeted classrooms?

C. INSTRUMENTS USED:

Briefly describe the tasks or instruments that were used by the teacher in each target classroom to capture data about the impact of service-learning on students' acquisition of concepts or skills related to particular subject matter. If possible, include a copy of each task in your report.

1. <u>Classroom #1</u>:

Teacher/Classroom Code #	**Content Area:**	**Grade:**

Task/Instrument #1:

Task/Instrument #2 (if any):

2. <u>Classroom #2</u>:

Teacher/Classroom Code #	**Content Area:**	**Grade:**

Task/Instrument #1:

Task/Instrument #2 (if any):

3. Classroom #3:

Teacher/Classroom Code #	Content Area:	Grade:

Task/Instrument #1:

Task/Instrument #2 (if any):

4. Across Classrooms:

Were there major differences in the types of Anchor Tasks used in different classrooms? Discuss variations that do not follow simply from differences in the subject matter or age of the student.

D. PROCEDURES FOR COLLECTING DATA:

1. Supply the following information about the dates of the administration of the Anchor Task as compared with the dates of the service activities and the "L" student self-assessment in each of the selected classrooms:

Teacher/Class Code Number	Date of Anchor Task Administration	Date of "L" Self-Evaluation	Date(s) of Service

2. What comments (if any) did the teachers from the selected classrooms make about the administration of the Anchor Task?

Teacher/Class Code	Comments by Teachers or Evaluators about Administration of the Anchor Tasks

E. PROCEDURES USED TO ANALYZE DATA:

1. Classroom #1:

Teacher/Classroom Code #	Content Area:	Grade:

Task/Instrument #1:

a. Who scored this Anchor Task data? _____

b. How were the data scored? _____

Task/Instrument #2 (if any):

a. Who scored this Anchor Task data? _____

b. How were the data scored? _____

2. Classroom #2:

Teacher/Classroom Code #	Content Area:	Grade:

Task/Instrument #1:

a. Who scored this Anchor Task data? _____

b. How were the data scored? _____

Task/Instrument #2 (if any):

a. Who scored this Anchor Task data? _____

b. How were the data scored? _____

3. Classroom #3:

Teacher/Classroom Code #	Content Area:	Grade:

Task/Instrument #1:

a. Who scored this Anchor Task data? _____

b. How were the data scored? _____

Task/Instrument #2 (if any):

a. Who scored this Anchor Task data? _____

b. How were the data scored? _____

4. Across Classrooms:

Were there major differences in the way Anchor Tasks were scored across the three classrooms? Discuss the nature and implications of any major differences.

F. RESULTS AND FINDINGS:

For each Anchor Task used in each of the three targeted classrooms, address the five listed sets of questions about the data.

Classroom #1:

Teacher/Classroom Code #	Content Area:	Grade:

1. What was the average Anchor Task score in this class?
(What was the optimal score on this Anchor Task?
What was the average score for Boys? For Girls?

What were the average scores for ethnic subgroups of students?

African-American:	Asian Students:
Hispanic/Latino:	White (non-Hisp):

2. What was the distribution of student scores on this Anchor Task?

[Include table or list of frequencies of different scores or score ranges]

3. What can be said about the students' ending level of knowledge about the content, based on both the Anchor Task scores and the qualitative nature of students' answers to the Anchor Task?

4. Were there appreciable differences in the responses of boys and girls in this classroom on this Anchor Task?

5. Were there major differences in the way students in this class from various ethnic/racial groups responded to the Anchor Task?

Classroom #2:

Teacher/Classroom Code #	Content Area:	Grade:

1. What was the average Anchor Task score in this class?
(What was the optimal score on this Anchor Task?
What was the average score for Boys? For Girls?

What were the average scores for ethnic subgroups of students?

African-American:	Asian Students:
Hispanic/Latino:	White (non-Hisp):

2. What was the distribution of student scores on this Anchor Task?

[Include table or list of frequencies of different scores or score ranges]

3. What can be said about the students' ending level of knowledge about the content, based on both the Anchor Task scores and the qualitative nature of students' answers to the Anchor Task?

4. Were there appreciable differences in the responses of boys and girls in this classroom on this Anchor Task?

5. Were there major differences in the way students in this class from various ethnic/racial groups responded to the Anchor Task?

Classroom #3:

Teacher/Classroom Code #	**Content Area:**	**Grade:**

1. What was the average Anchor Task score in this class?
(What was the optimal score on this Anchor Task?
What was the average score for Boys? For Girls?

What were the average scores for ethnic subgroups of students?

African-American:	Asian Students:
Hispanic/Latino:	White (non-Hisp):

2. What was the distribution of student scores on this Anchor Task?

[Include table or list of frequencies of different scores or score ranges]

3. What can be said about the students' ending level of knowledge about the content, based on both the Anchor Task scores and the qualitative nature of students' answers to the Anchor Task?

4. Were there appreciable differences in the responses of boys and girls in this classroom on this Anchor Task?

5. Were there major differences in the way students in this class from various ethnic/racial groups responded to the Anchor Task?

G. DISCUSSION

1. **<u>Overall Conclusion</u>: What do the findings from the different Anchor Tasks suggest regarding the impact of service-learning on students' learning of subject matter content?**

2. **<u>Comparing Classrooms with Regard to the Pattern of Anchor Task Responses</u>**
   a. **Were there major differences in the pattern of results for Anchor Tasks administered in the three classrooms?**

   b. **What factors do you think most accounted for differences (or similarities) in the Anchor Task data across classrooms (i.e., type of task, grade/age of students, gender or racial composition of the class, subject matter area, teacher experience, length of service or teaching unit, design or scoring of the tasks, etc.)?**

H. RECOMMENDATIONS & NEXT STEPS

1. <u>Program</u>: Based on the findings from the Anchor Tasks about the impact of service-learning on student content learning, what are some program recommendations for the short term and the long term? (Are there any aspects of the service-learning partnership that should be modified?)

2. Evaluation: Do the findings from the Anchor Task suggest ways the evaluation might be changed or revised in the coming year? (For example, do you recommend any changes in the way the Anchor tasks are designed and administered? How effective were the Anchor Task scores in assessing levels of content learning? Do new instruments need to be employed to collect better data on service-learning's impacts on students' learning of content?)

3. Other (optional): Please discuss any other issues that have arisen from the administration or findings of the Anchor Task that might shed light on how the service-learning activities impacted students. (e.g., The students in the classroom that spent most time reflecting on their service activities appeared to gain a broader range of content knowledge).

Appendix 4–A
Guidelines and Report Form for Student Academic Outcomes: KWL, Anchor, STAR Scores (1999–2000)

Partnership Name: Partnership Code #_____

KWL TASKS FOR 1999-2000

This protocol is designed to help you answer the following overarching question:
•How well do students learn curricular content through service-learning?

At a minimum, the outcomes you detail should be related to the three service-learning classroom examples you described in the Partnership Description).

A. IMPACT QUESTIONS:

Describe teachers' objectives regarding concepts and skills to be learned via the units in which service-learning was used.

Teacher/Classroom #:	**Grade:**	**Subject Area:**

The collected data sought to answer the following question(s) about the students' self-assessment of their content knowledge in the unit in which service-learning was used:

#1:
#2:
#3:

Teacher/Classroom #:	**Grade:**	**Subject Area:**

The collected data sought to answer the following question(s) about the students' self-assessment of their content knowledge in the unit in which service-learning was used:

#1:
#2:
#3:

Teacher/Classroom #:	**Grade:**	**Subject Area:**

The collected data sought to answer the following question(s) about the students' self-assessment of their content knowledge in the unit in which service-learning was used:

#1:
#2:
#3:

B. SAMPLE:

At a minimum, the outcomes you discuss should be related to the three service-learning classrooms you described in the Partnership Description Report Form.

1. Number & Gender of students completing KWL self-evaluations in selected S-L classrooms

a. Classroom #1:

Teacher/Classroom Code #	**Content Area:**	**Grade:**
Total # Students in Class:	**Ave.# Hours Service:**	

	Total # Students with KWL data	**#Females**	**#Males**
"K" Self-evaluations of knowledge before S-L			
"W" Self-evaluations of what students want to know			
"L" Self-evaluations of what students learned			

b. Classroom #2:

Teacher/Classroom Code #	**Content Area:**	**Grade:**
Total # Students in Class:	**Ave.# Hours Service:**	

	Total # Students with KWL data	**#Females**	**#Males**
"K" Self-evaluations of knowledge before S-L			
"W" Self-evaluations of what students want to know			
"L" Self-evaluations of what students learned			

c. Classroom #3:

Teacher/Classroom Code #	**Content Area:**	**Grade:**
Total # Students in Class:	**Ave.# Hours Service:**	

	Total # Students with KWL data	**#Females**	**#Males**
"K" Self-evaluations of knowledge before S-L			
"W" Self-evaluations of what students want to know			
"L" Self-evaluations of what students learned			

2. Ethnicity of students completing KWL self-evaluations in selected S-L classrooms

	Numbers in Target Classrooms		
a. "K" self-evaluations	**#1**	**#2**	**#3**
Missing			
African/ African-American			
American Indian/ Alaska Native			
Asian/ Asian American			
Filipino/ Filipino American			
Hispanic/ Latino			
Mixed			
Other			
Pacific Islander			
White (not Hispanic)			

	Numbers in Target Classrooms		
b. "W" self-evaluations	**#1**	**#2**	**#3**
Missing			
African/ African-American			
American Indian/ Alaska Native			
Asian/ Asian American			
Filipino/ Filipino American			
Hispanic/ Latino			
Mixed			
Other			
Pacific Islander			
White (not Hispanic)			

	Numbers in Target Classrooms		
c. "L" self-evaluations	**#1**	**#2**	**#3**
Missing			
African/ African-American			
American Indian/ Alaska Native			
Asian/ Asian American			
Filipino/ Filipino American			
Hispanic/ Latino			
Mixed			
Other			
Pacific Islander			
White (not Hispanic)			

3. Evaluation of the Sample:

a. Are there differences in demographic features (i.e., grade level, ethnicity, gender, etc.) of students completing KWL pieces in each of your three targeted classrooms?

b. Were there major differences in the number of hours or quality of service within your targeted classrooms?

C. INSTRUMENTS USED: Provide the wording of the prompts used to elicit the KWL self-evaluations in each of the target classrooms.

1. Classroom #1:

Teacher/Classroom Code #	**Content Area:**	**Grade:**

Prompt for "K" self-evaluations of knowledge before the unit using service-learning:

Prompt for "W" self-evaluations of what students wanted to know:

Prompt for students' "L" self-evaluations of learning from the unit using service-learning:

2. Classroom #2:

Teacher/Classroom Code #	**Content Area:**	**Grade:**

Prompt for "K" self-evaluations of knowledge before the unit using service-learning:

Prompt for "W" self-evaluations of what students wanted to know:

Prompt for students' "L" self-evaluations of learning from the unit using service-learning

3. Classroom #3:

Teacher/Classroom Code #	Content Area:	Grade:

Prompt for "K" self-evaluations of knowledge before the unit using service-learning:

Prompt for "W" self-evaluations of what students wanted to know:

Prompt for students' "L" self-evaluations of learning from the unit using service-learning

4. Across Classrooms: Were there major differences in the design/wording of the KWL tasks across classrooms? Discuss those that do not follow simply from differences in the subject matter or age of the student.

D. PROCEDURES FOR COLLECTING DATA:

1. Supply the following information about the dates of the elicitation of the "K," "W," and "L" and of the service activities in each of the selected classrooms:

Teacher/Class Code Number	Date of "K" Self-Evaluation	Date of "W" Self-Evaluation	Date of "L" Self-Evaluation	Dates of Service

2. What comments (if any) did the teachers from the selected classrooms make about the administration of the KWL?

Teacher/Class Code	Comments about Administration of "K," "W," or "L" Self-Evaluations Measures

E. PROCEDURES USED TO ANALYZE DATA:

1. Classroom #1:

Teacher/Classroom Code #	Content Area:	Grade:

Who designed the rubrics used to score the students' KWL's? _____

Who scored the KWL's for this classroom? _____

Rubric used to score the "K" self-evaluations of knowledge before the unit:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

Rubric used to score the "W" self-evaluations of what students wanted to learn:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

Rubric used to score the "L" self-evaluations of what was learned after service-learning:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

2. Classroom #2:

Teacher/Classroom Code #	Content Area:	Grade:

Who designed the rubrics used to score the students' KWL's? _____

Who scored the KWL's for this classroom? _____

Rubric used to score the "K" self-evaluations of knowledge before the unit:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

Rubric used to score the "W" self-evaluations of what students wanted to learn:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

Rubric used to score the "L" self-evaluations of what was learned after service-learning:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

3. <u>Classroom #3</u>:

Teacher/Classroom Code #	**Content Area:**	**Grade:**

Who designed the rubrics used to score the students' KWL's? _____

Who scored the KWL's for this classroom? _____

Rubric used to score the "K" self-evaluations of knowledge before the unit:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

Rubric used to score the "W" self-evaluations of what students wanted to learn:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

Rubric used to score the "L" self-evaluations of what was learned after service-learning:

0= _____
1= _____
2= _____
3= _____
4= _____
5= _____

4. <u>Across Classrooms</u>: Were there major differences in the type of rubric used to score the KWL self-assessments? Discuss the nature and implications of any major differences.

F. RESULTS AND FINDINGS: Looking at the average KWL scores for each classroom, the distribution of scores in each classroom, the qualitative nature of the responses, and subsequent actions by teachers and students, discuss the data from each of the KWL tasks, using the following questions *if they are useful* in helping you organize and examine your data.

Classroom #1:

Teacher/Classroom Code #	Content Area:	Grade:

1. Evaluating the Beginning Level of Content Knowledge from the "K" Reflection

a. What was the average "K" score in this class? _____
For Boys? _____ For Girls? _____
For Ethnic Subgroups of Students:
African-American _____ Asian Students _____
Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?
0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' beginning level of knowledge about the content, based on both these scores and the qualitative nature of their answers?

d. How did the students' responses affect the plans for the unit using service-learning?

2. Evaluating Students' Interests and Curiosities about Content from the "W" Reflection

a. What was the average "W" score in this class? _____
For Boys? _____ For Girls? _____
For Ethnic Subgroups of Students:
African-American _____ Asian Students _____
Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?
0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' interests or curiosities about the content, based on both their scores and the qualitative nature of their answers?

d. How did the students' responses affect the plans for the unit using service-learning or student involvement in the unit?

3. Evaluating Students' Assessment of their Content Learning from the "L" Reflection

a. What was the average "L" score in this class? _____
For Boys? _____ For Girls? _____
For Ethnic Subgroups of Students:
African-American _____ Asian Students _____
Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?
0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' ending level of knowledge about the content, based on both these scores and the qualitative nature of their answers?

d. Were there differences in learning areas emphasized or valued by students and by teachers?

4. Comparing KWL Responses of Different Subgroups within each classroom

a. Were there appreciable differences in the responses of boys and girls in this classroom on the "K" "W" or "L" self-assessments?

b. Were there major differences in the way students in this class from various ethnic/ racial groups responded to the three prompts?

5. Comparing "L" Responses with Scores on the Anchor Task

a. How did students' self-evaluations of content learning compare with their performance on the Anchor Task? Was there cross-validation of an area of learning? Were there any discrepancies?

b. Do you have any hypotheses about discrepancies between the KWL and Anchor Task assessments of content learning? For example, can discrepancies be understood in terms of differences in the scope of the measures, differences in teachers' and students' goals or perspectives, or the discrepancy between competence and performance, etc.?

Classroom #2

Teacher/Classroom Code #	Content Area:	Grade:

1. Evaluating the Beginning Level of Content Knowledge from the "K" Reflection

a. What was the average "K" score in this class? _____

For Boys? _____ For Girls? _____

For Ethnic Subgroups of Students:

African-American _____ Asian Students _____

Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?

0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' beginning level of knowledge about the content, based on both these scores and the qualitative nature of their answers?

d. How did the students' responses affect the plans for the unit using service-learning?

2. Evaluating Students' Interests and Curiosities about Content from the "W" Reflection

a. What was the average "W" score in this class? _____

For Boys? _____ For Girls? _____

For Ethnic Subgroups of Students:

African-American _____ Asian Students _____

Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?

0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' interests or curiosities about the content, based on both their scores and the qualitative nature of their answers?

d. How did the students' responses affect the plans for the unit using service-learning or student involvement in the unit?

3. Evaluating Students' Assessment of their Content Learning from the "L" Reflection

a. What was the average "L" score in this class? _____
For Boys? _____ For Girls? _____
For Ethnic Subgroups of Students:
African-American _____ Asian Students _____
Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?
0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' ending level of knowledge about the content, based on both these scores and the qualitative nature of their answers?

d. Were there differences in learning areas emphasized or valued by students and by teachers?

4. Comparing KWL Responses of Different Subgroups within each classroom

a. Were there appreciable differences in the responses of boys and girls in this classroom on the "K" "W" or "L" self-assessments?

b. Were there major differences in the way students in this class from various ethnic/ racial groups responded to the three prompts?

5. Comparing "L" Responses with Scores on the Anchor Task

a. How did students' self-evaluations of content learning compare with their performance on the Anchor Task? Was there cross-validation of an area of learning? Were there any discrepancies?

b. Do you have any hypotheses about discrepancies between the KWL and Anchor Task assessments of content learning? For example, can discrepancies be understood in terms of differences in the scope of the measures, differences in teachers' and students' goals or perspectives, or the discrepancy between competence and performance, etc.?

Classroom #3:

Teacher/Classroom Code #	Content Area:	Grade:

1. Evaluating the Beginning Level of Content Knowledge from the "K" Reflection

a. What was the average "K" score in this class? _____

For Boys? _____ For Girls? _____

For Ethnic Subgroups of Students:

African-American _____ Asian Students _____

Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?

0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' beginning level of knowledge about the content, based on both these scores and the qualitative nature of their answers?

d. How did the students' responses affect the plans for the unit using service-learning?

2. Evaluating Students' Interests and Curiosities about Content from the "W" Reflection

a. What was the average "W" score in this class? _____

For Boys? _____ For Girls? _____

For Ethnic Subgroups of Students:

African-American _____ Asian Students _____

Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?

0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' interests or curiosities about the content, based on both their scores and the qualitative nature of their answers?

d. How did the students' responses affect the plans for the unit using service-learning or student involvement in the unit?

3. Evaluating Students' Assessment of their Content Learning from the "L" Reflection

a. What was the average "L" score in this class? _____

For Boys? _____ For Girls? _____

For Ethnic Subgroups of Students:

African-American _____ Asian Students _____

Hispanic/Latino _____ White _____

b. How many students scored at each of the rubric levels?

0: _____; 1: _____; 2: _____; 3: _____; 4: _____; 5: _____

c. What can be said about the students' ending level of knowledge about the content, based on both these scores and the qualitative nature of their answers?

d. Were there differences in learning areas emphasized or valued by students and by teachers?

4. Comparing KWL Responses of Different Subgroups within each classroom

a. Were there appreciable differences in the responses of boys and girls in this classroom on the "K" "W" or "L" self-assessments?

b.Were there major differences in the way students in this class from various ethnic/racial groups responded to the three prompts?

5. Comparing "L" Responses with Scores on the Anchor Task

a. How did students' self-evaluations of content learning compare with their performance on the Anchor Task? Was there cross-validation of an area of learning? Were there any discrepancies?

b. Do you have any hypotheses about discrepancies between the KWL and Anchor Task assessments of content learning? For example, can discrepancies be understood in terms of differences in the scope of the measures, differences in teachers' and students' goals or perspectives, or the discrepancy between competence and performance, etc.?

G. DISCUSSION:

1. **<u>Overall Conclusions</u>: What do the findings from the KWL task suggest regarding the impact of service-learning on students' learning of subject matter content?**

2. **<u>Comparing Classrooms with regard to the Pattern of KWL Responses</u>**

   a. **Were there major differences in the pattern of results of the "K" "W" and "L" tasks across the three classrooms?**

   b. **What factors do you think most accounted for differences (or similarities) in the results of the KWL tasks across classrooms (grade/age of students, gender or racial composition of the class, subject matter area, teacher experience, length of service or instruction, design or scoring of the tasks, etc.)?**

H. RECOMMENDATIONS/NEXT STEPS

1. Program: In terms of the findings from the KWL Task about the impact of service-learning on student content learning, what are some program recommendations for the short term and the long term? (Are there any aspects of the service-learning partnership that should be modified?)

2. Evaluation: Are there aspects of the evaluation that need to be changed or revised in the coming year? (For example, do you recommend any changes in the way the KWL tasks are designed and administered? How effective were the rubrics in assessing levels of content learning? Do new instruments need to be employed to collect better data on service-learning's impacts on students' learning of content?)

3. Other (optional): Please discuss any other issues that have arisen from the findings of the KWL task or the evaluation process that might have influenced how the service-learning activities impacted students. (e.g., The students with some voice in determining their own learning goals seem to have been both more positive about service-learning and to think they have learned more from the experience).

Appendix 4–A
Guidelines and Report Form for Student Academic Outcomes: KWL, Anchor, STAR Scores (1999–2000)

Partnership Name: _____ Partnership Code #_____

1999 and 2000 STAR TEST SCORES

A. SAMPLE AND RESULTS:

You will need to look at average scores reported for districts and schools within your partnership for Spring 2000 in order to evaluate the 2000 performance of your service-learning classrooms. School and District averages for Spring 2000 may be accessed over the Internet at the STAR site address (http://star.cde.ca.gov)

The Internet report will show scores for:

- •total reading, written expression (language), spelling, and total mathematics for grades 2-8.
- •total reading, writing (language), total mathematics, science, and social science for grades 9-11.

After printing the STAR data for your district(s) and schools (see earlier instructions), you will need to obtain the 1999 and the 2000 STAR result profiles for individual service-learning students in your selected classrooms from their school records.

Use the scores obtained to fill in the tables on the following pages:

1. Spring 2000 DISTRICT Scores (Duplicate Table for Multi-District Partnership):

District Code: _____ District Name: _____ Year Administered: Spring 2000

	Reading		Mathematics		Language		Spelling	
Grade	SS[1]	NPR[2]	SS	NPR	SS	NPR	SS	NPR
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

	Science		Social Science	
Grade	SS	NPR	SS	NPR
9				
10				
11				

[1] Mean Scaled Score
[2] National Percentile Rank of the mean National Curve Equivalent Score for each group

2. Spring 2000 SCHOOL Scores
(Fill in a table for each school involved in partnership):

School Code _____ School Name: _____ Year Administered: Spring 2000

	Reading		Mathematics		Language		Spelling	
Grade	SS[1]	NPR[2]	SS	NPR	SS	NPR	SS	NPR
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								

	Science		Social Science	
Grade	SS	NPR	SS	NPR
9				
10				
11				

[1] Mean Scaled Score

[2] National Percentile Rank of the mean National Curve Equivalent Score for each group

3. This Year's (Spring 2000) Scores for Service-Learning Students

(Duplicate for each target class in your evaluation sample)**:**

School Code _____ School Name: _____ Year Administered: Spring 2000
Classroom/Teacher Code: _____ Grade: _____ Subject Matter Area for S-L _____

	Reading			Mathematics			Language		
Student ID	SS[1]	%[2]	NCE[3]	SS	%	NCE	SS	%	NCE
Average									

[1] Scaled Score
[2] Mean individual percentile
[3] Normal curve equivalent score

3-contd. This Year's (Spring 2000) Scores for Service-Learning Students

(Duplicate for each target class in your evaluation sample)**:**

School Code _____ School Name: _____ Year Administered: Spring 2000
Classroom/Teacher Code: _____ Grade: _____ Subject Matter Area for S-L _____

	Spelling			**Science**			**Social Science**		
Student ID	SS[1]	%[2]	NCE[3]	SS	%	NCE	SS	%	NCE
Average									

_____
[1] Scaled Score
[2] Mean individual percentile
[3] Normal curve equivalent score

4. Last Year's (Spring 1999) Scores for This Year's Service-Learning Students

Use to compare with this year's scores of your service-learning students to assess differential gains in different curricular areas.

(Duplicate for each target class in your evaluation sample)

School Code _____ School Name: _____ Year Administered: Spring 1999
Classroom/Teacher Code: _____ Grade: _____ Subject Matter Area for S-L This Year _____

	Reading			Mathematics			Language		
Student ID	SS[1]	%[2]	NCE[3]	SS	%	NCE	SS	%	NCE
Average									

[1] Scaled Score
[2] Mean individual percentile
[3] Normal curve equivalent score

4. (contd.) Last Year's (Spring 1999) Scores for <u>This Year's Service-Learning Students</u>

Use to compare with this year's scores of your service-learning students to assess differential gains in different curricular areas.

(Duplicate for each target class in your evaluation sample)

School Code _____ School Name: _____ Year Administered: Spring 1999

Classroom/Teacher Code: _____ Grade: _____ Subject Matter Area for S-L _____

	Spelling			Science			Social Science		
Student ID	SS[1]	%[2]	NCE[3]	SS	%	NCE	SS	%	NCE
Average									

[1] Individual Scaled Score
[2] Mean individual percentile
[3] Normal curve equivalent score

B. DISCUSSION

1. What do you notice about this year's Spring 2000 performance of the students in the selected service-learning classrooms in the subject area of their service-learning as compared to other students in their school and district?

2. What do you notice about the gains in the performance of the students in the selected service-learning classrooms in the subject area of their service-learning from 1999 to 2000 as compared to their gains in other subject matter areas?

3. Comparing Classrooms on the STAR Test.

a. Were there major differences in the pattern of of results for the STAR test across the three classrooms?

b. What factors do you think most accounted for differences (or similarities) in the results of the STAR test across your targeted classrooms (subject matter area for service-learning, grade/age of students, gender or racial composition of the classes, design of the service-learning programs, etc.)?

Appendix 5-A
Items in Three Constructs of Civic Responsibility Survey #1 (1997-99): Connection to Community, Civic Awareness, Civic Efficacy

Construct #1: Connection to Community

Levels 1&2:
- I feel like I am part of a community.
- I pay attention to news events that affect the community.
- I know a lot of people in the community, an they know me.
- Everyone should pay attention to the news including myself.

Level 3:
- I have a strong and personal attachment to a particular community.
- I benefit emotionally from contributing to the community, even if it is hard and challenging work.
- I feel a personal obligation to contribute in some way to the community.
- I have a lot of personal contact with people in the community.

Construct #2; Civic Awareness and Attitudes

Levels 1&2:
- Doing something that helps others is important to me.
- I like to help other people even if it is hard work.
- Helping other people is something everyone should do, including myself.

Level 3:
- I often discuss and think about how political, social, local or national issues affect the community.
- It is my responsibility to help improve the community.
- I am aware of the important needs in the community.
- I am aware of what can be done to meet the important needs in the community.
- Helping other people is something that I am personally responsible for.
- It is easy for me to put aside my self-interest in favor of a greater good.
- Becoming involved in political or social issues is a good way to improve the community.
- Being concerned about state and local issues is an important responsibility for everyone.
- Being actively involved in community issues is everyone's responsibility, including mine.
- I understand how political and social policies or issues affect members in the community.

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Construct #3: Civic Action and Efficacy

Level 1&2:

- I know what I can do to help make the community a better place.
- I feel like I can make a difference in the community.
- I try to think of ways to help other people.

Level 3:

- I participate in political or social causes in order to improve the community.
- Providing service to the community is something I prefer to let others do.
- I feel I have the power to make a difference in the community.
- I often try to act on solutions that address political, social, local or national problems in the community.
- I participate in activities that help to improve the community, even if I am new to them.
- I try to encourage others to participate in community service.
- I believe that I can personally make a difference in the community.
- I believe that I can have enough influence to impact community decisions.
- I am or plan to become actively involved in issues that positively affect the community.
- I try to find time or a way to make a positive difference in the community.

Appendix 5-B

Items in the Self-Interest and Altruism Constructs of Civic Responsibility Survey #2 (1999-2000)

Construct #1: Self Interest vs. Community Interest

Level 1:
- I think all students should learn about problems in their neighborhood or city.
- I think people should work out their problems by themselves rather than getting help from others.
- I would rather spend time on my own activities than help someone else learn something.
- I am interested in what others have to say. *(negatively correlated)*
- I don't worry too much when I can't finish a job I promised to do.
- It's not important for all students to help out their school or community.
- I think that only people who like volunteering should get involved at school and in their city.
- I think you should help people in general, not just people you know well.
- I usually let others in a group do most of the work.

Level 2:
- I think all students should learn about problems in their neighborhood or city.
- I think people should work out their problems by themselves rather than getting help from others.
- I would rather spend time on my own activities than help someone else learn something.
- I am interested in what others have to say. *(negatively correlated)*
- I don't worry too much when I can't finish a job I promised to do.
- It's not important for all students to help out their school or community.
- I am interested in doing something about problems in my school or neighborhood.
- I think you should help people in general, not just people you know well.
- I usually let others in a group do most of the work.

Level 3:
- I think all students should learn about problems in their neighborhood or city.
- I think people should work out their problems by themselves rather than getting help from others.
- I would rather spend time on my own activities than help someone else learn something.
- I am interested in what others have to say. *(negatively correlated)*
- I don't worry too much when I can't finish a job I promised to do.
- It's not important for all students to help out their school or community.
- I think that only people who like volunteering should get involved at school and in their city.
- I think that only people who like volunteering should get involved at school and in their city.
- I think you should help people in general, not just people you know well.

Construct #2: Altruistic Behaviors

Level 1:
- I share things with others.
- I help people who are picked on.
- I work very well with other students.
- I recycle and do not litter.
- I find fair ways to solve problems.
- I cheer up people who are feeling sad
- I help others with their schoolwork.
- I talk to other students about helping our school or neighborhood.

Level 2:
- I share things with others.
- I help people who are picked on.
- I work very well with other students.
- I recycle and do not litter.
- I find fair ways to solve problems.
- I cheer up people who are feeling sad
- I help others with their schoolwork.
- I talk to other students about helping our school or neighborhood.

Level 3:
- I share things with others.
- I help people who are picked on.
- I work very well with other students.
- I find fair ways to solve problems.
- I cheer up people who are feeling sad
- I help others with their schoolwork.
- I talk to other students about helping our school or neighborhood.

Appendix 5-C
Three Levels of Civic Responsibility Survey #1 (1997-1999)
English

Instructions for Survey Administration

1) Distribute the survey to each student.

2) Ask students to read the directions and questions on page 1 of the survey (or these can be read aloud by the teacher or a student.) If need be, remind students that there are no right or wrong answers to the survey items.

3) Please remind students to check only ONE response for each item.

4) Students should complete the survey individually as best they can, although you may read the questions aloud if you think your students will have trouble reading them.

5) If the surveys have been copied back to back, please remind students to complete both sides of each page.

6) Ask students if there are any questions.

7) *Although students should be encouraged to complete the entire survey, students may leave blank any item(s) that makes them uncomfortable.*

8) If necessary, you may clarify particular items or words on the questionnaire for a student or the class. If you reword items or paraphrase words that are confusing to your students, please jot a note about what you did on the Teacher Feedback Form and include it with your bundle of surveys.

9) Once students complete their questionnaires, please collect and bundle them and return them to your local evaluator or coordinator. Please keep all the surveys for each period and each class separate. Each class represents a different survey group.

10) Thank you very much. And, many thanks to your students.

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

STUDENT PRE- SURVEY
Level 1 (Elementary Grades)

Directions:

Please respond as honestly as possible. Your answers will be kept confidential. Please complete the whole survey. If you have any questions, raise your hand, and your teacher can help you.

Name: _____

Today's Date: _____

Grade: _____

Your Teacher's Name: _____

Your Gender: Male _____ Female _____

Your Ethnicity [OPTIONAL]: *Please check all that apply*

African/African American _____
American Indian/Alaskan Native _____
Asian/Asian American _____
Filipino/Filipino American _____
Hispanic/Latino _____
Pacific Islander _____
White (not of Hispanic origin) _____

Other (please specify) _____

Subject in which this service-learning class is offered (e.g. math, English, social studies/history, science): _____

Please say whether you disagree or agree with each sentence.
Circle the number that best matches your answer
(1=disagree, 2=agree a little, 3=agree a lot)

	Disagree	**Agree a Little**	**Agree a Lot**
1. I feel like I am part of a community.	1	2	3
2. I pay attention to news events that affec the community.	1	2	3
3. Doing something that helps others is important to me.	1	2	3
4. I like to help other people, even if it is hard work.	1	2	3
5. I know what I can do to help make the community a better place.	1	2	3
6. Helping other people is something everyone should do, including myself.	1	2	3
7. I know a lot of people in the community and they know me.	1	2	3
8. I feel like I can make a difference in the community.	1	2	3
9. I try to think of ways to help other people.	1	2	3
10. Everyone should pay attention to the news, including myself.	1	2	3

STUDENT POST- SURVEY

Level 1

Directions:

Please respond as honestly as possible. Your answers will be kept confidential. Please complete the whole survey. If you have any questions, raise your hand, and your teacher can help you.

Name: _____

Today's Date: _____

Grade: _____

Your Teacher's Name: _____

Your Gender: Male _____ Female _____

Your Ethnicity [OPTIONAL]: *Please check all that apply*

African/African American	_____
American Indian/Alaskan Native	_____
Asian/Asian American	_____
Filipino/Filipino American	_____
Hispanic/Latino	_____
Pacific Islander	_____
White (not of Hispanic origin)	_____
Other (please specify)	_____

Subject in which this service-learning class was offered (e.g. math, English, social studies/history, science): _____

How many total hours did you spend on your field activities/service? _____

Please say whether you disagree or agree with each sentence.
Circle the number that best matches your answer
(1=disagree, 2=agree a little, 3=agree a lot)

	Disagree	Agree a Little	Agree a Lot
1. I feel like I am part of a community.	1	2	3
2. I pay attention to news events that affec the community.	1	2	3
3. Doing something that helps others is important to me.	1	2	3
4. I like to help other people, even if it is hard work.	1	2	3
5. I know what I can do to help make the community a better place.	1	2	3
6. Helping other people is something everyone should do, including myself.	1	2	3
7. I know a lot of people in the community and they know me.	1	2	3
8. I feel like I can make a difference in the community.	1	2	3
9. I try to think of ways to help other people.	1	2	3
10. Everyone should pay attention to the news, including myself.	1	2	3

STUDENT PRE- SURVEY
Level 2 (Middle Grades)

Directions:

Please respond as honestly as possible. Your answers will be kept confidential. Please complete the whole survey. If you have any questions, raise your hand, and your teacher can help you.

Name: _____

Today's Date: _____

Grade: _____

Your Teacher's Name: _____

Your Gender: Male _____ Female _____

Your Ethnicity [OPTIONAL]: *Please check all that apply*

African/African American _____
American Indian/Alaskan Native _____
Asian/Asian American _____
Filipino/Filipino American _____
Hispanic/Latino _____
Pacific Islander _____
White (not of Hispanic origin) _____

Other (please specify) _____

Subject in which this service-learning class is offered (e.g. math, English, social studies/history, science): _____

Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, 6=strongly agree).

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I feel like I am part of a community.	1	2	3	4	5	6
2. I pay attention to news events that affec the community.	1	2	3	4	5	6
3. Doing something that helps others is important to me.	1	2	3	4	5	6
4. I like to help other people, even if it is hard work.	1	2	3	4	5	6
5. I know what I can do to help make the community a better place.	1	2	3	4	5	6
6. Helping other people is something everyone should do, including myself.	1	2	3	4	5	6
7. I know a lot of people in the community and they know me.	1	2	3	4	5	6
8. I feel like I can make a difference in the community.	1	2	3	4	5	6
9. I try to think of ways to help other people.	1	2	3	4	5	6
10. Everyone should pay attention to the news, including myself.	1	2	3	4	5	6

STUDENT POST- SURVEY

Level 2

Directions:

Please respond as honestly as possible. Your answers will be kept confidential. Please complete the whole survey. If you have any questions, raise your hand, and your teacher can help you.

Name: _____

Today's Date: _____

Grade: _____

Your Teacher's Name: _____

Your Gender: Male _____ Female _____

Your Ethnicity [OPTIONAL]: *Please check all that apply*

African/African American _____
American Indian/Alaskan Native _____
Asian/Asian American _____
Filipino/Filipino American _____
Hispanic/Latino _____
Pacific Islander _____
White (not of Hispanic origin) _____

Other (please specify) _____

Subject in which this service-learning class was offered (e.g. math, English, social studies/history, science): _____

How many total hours did you spend on your field activities/service? _____

Please indicate how strongly you disagree or agree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, 6=strongly agree).

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I feel like I am part of a community.	1	2	3	4	5	6
2. I pay attention to news events that affec the community.	1	2	3	4	5	6
3. Doing something that helps others is important to me.	1	2	3	4	5	6
4. I like to help other people, even if it is hard work.	1	2	3	4	5	6
5. I know what I can do to help make the community a better place.	1	2	3	4	5	6
6. Helping other people is something everyone should do, including myself.	1	2	3	4	5	6
7. I know a lot of people in the community and they know me.	1	2	3	4	5	6
8. I feel like I can make a difference in the community.	1	2	3	4	5	6
9. I try to think of ways to help other people.	1	2	3	4	5	6
10. Everyone should pay attention to the news, including myself.	1	2	3	4	5	6

STUDENT PRE- SURVEY
Level 3 (High School)

Directions:

This is not a test. We would like to know about your attitudes, experiences, and opinions about service-learning. We will be asking you to take this survey again at a later date. Your teacher will explain this process to you. Your answers will be useful in helping us understand and improve service-learning programs.

Please respond as honestly as possible, relying on your current feelings about the issues raised. Your responses will be kept confidential. Your name will not be connected to specific results of the survey. Please complete all parts of the survey. Thank you for your time.

Name: _____

Today's Date: _____

Grade: _____

Your Teacher's Name: _____

Your Gender: Male _____ Female _____

Your Ethnicity [OPTIONAL]: *Please check all that apply*

African/African American _____
American Indian/Alaskan Native _____
Asian/Asian American _____
Filipino/Filipino American _____
Hispanic/Latino _____
Pacific Islander _____
White (not of Hispanic origin) _____

Other (please specify) _____

Subject in which this service-learning class is offered (e.g. math, English, social studies/history, science): _____

Please indicate how strongly you disagree or agree with each statement.
Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, 6=strongly agree).

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a strong and personal attachment to a particular community.	1	2	3	4	5	6
2. I often discuss and think about how political, social, local or national issues affect the community.	1	2	3	4	5	6
3. I participate in political or social causes in order to improve the community.	1	2	3	4	5	6
4. It is my responsibility to help improve the community.	1	2	3	4	5	6
5. I benefit emotionally from contributing to the community, even if it is hard and challenging work.	1	2	3	4	5	6
6. I am aware of the important needs in the community.	1	2	3	4	5	6
7. I feel a personal obligation to contribute in some way to the community.	1	2	3	4	5	6
8. I am aware of what can be done to meet the important needs in the community.	1	2	3	4	5	6
9. Providing service to the community is something I prefer to let others do.	1	2	3	4	5	6
10. I have a lot of personal contact with people in the community.	1	2	3	4	5	6
11. Helping other people is something that I am personally responsible for.	1	2	3	4	5	6
12. I feel I have the power to make a difference in the community.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
13. I often try to act on solutions that address political, social, local or national problems in the community.	1	2	3	4	5	6
14. It is easy for me to put aside my self-interest in favor of a greater good.	1	2	3	4	5	6
15. I participate in activities that help to improve the community, even if I am new to them.	1	2	3	4	5	6
16. I try to encourage others to participate ir community service.	1	2	3	4	5	6
17. Becoming involved in political or social issues is a good way to improve the community.	1	2	3	4	5	6
18. I believe that I can personally make a difference in the community.	1	2	3	4	5	6
19. I believe that I can have enough influence to impact community decisions.	1	2	3	4	5	6
20. I am or plan to become actively involvec in issues that positively affect the community.	1	2	3	4	5	6
21. Being concerned about state and local issues is an important responsibility for everybody.	1	2	3	4	5	6
22. Being actively involved in community issues is everyone's responsibility, including mine.	1	2	3	4	5	6
23. I try to find time or a way to make a positive difference in the community.	1	2	3	4	5	6
24. I understand how political and social policies or issues affect members in the community.	1	2	3	4	5	6

STUDENT POST- SURVEY

(Level 3)

Directions:

This is not a test. We would like to know about your attitudes, experiences, and opinions about service-learning. Your answers will be useful in helping us understand and improve service-learning programs.

Please respond as honestly as possible, relying on your current feelings about the issues raised. Your responses will be kept confidential. Your name will not be connected to specific results of the survey. Please complete all parts of the survey. Thank you for your time.

Name: _____

Today's Date: _____

Grade: _____

Your Teacher's Name: _____

Your Gender: Male _____ Female _____

Your Ethnicity [OPTIONAL]: *Please check all that apply*

African/African American _____
American Indian/Alaskan Native _____
Asian/Asian American _____
Filipino/Filipino American _____
Hispanic/Latino _____
Pacific Islander _____
White (not of Hispanic origin) _____

Other (please specify) _____

Subject in which this service-learning class was offered (e.g. math, English, social studies/history, science): _____

How many total hours did you spend on your field activities/service? _____

Please indicate how strongly you disagree or agree with each statement.
Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, 6=strongly agree).

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a strong and personal attachment to a particular community.	1	2	3	4	5	6
2. I often discuss and think about how political, social, local or national issues affect the community.	1	2	3	4	5	6
3. I participate in political or social causes in order to improve the community.	1	2	3	4	5	6
4. It is my responsibility to help improve the community.	1	2	3	4	5	6
5. I benefit emotionally from contributing to the community, even if it is hard and challenging work.	1	2	3	4	5	6
6. I am aware of the important needs in the community.	1	2	3	4	5	6
7. I feel a personal obligation to contribute in some way to the community.	1	2	3	4	5	6
8. I am aware of what can be done to meet the important needs in the community.	1	2	3	4	5	6
9. Providing service to the community is something I prefer to let others do.	1	2	3	4	5	6
10. I have a lot of personal contact with people in the community.	1	2	3	4	5	6
11. Helping other people is something that I am personally responsible for.	1	2	3	4	5	6
12. I feel I have the power to make a difference in the community.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
13. I often try to act on solutions that address political, social, local or national problems in the community.	1	2	3	4	5	6
14. It is easy for me to put aside my self-interest in favor of a greater good.	1	2	3	4	5	6
15. I participate in activities that help to improve the community, even if I am new to them.	1	2	3	4	5	6
16. I try to encourage others to participate in community service.	1	2	3	4	5	6
17. Becoming involved in political or social issues is a good way to improve the community.	1	2	3	4	5	6
18. I believe that I can personally make a difference in the community.	1	2	3	4	5	6
19. I believe that I can have enough influence to impact community decisions.	1	2	3	4	5	6
20. I am or plan to become actively involved in issues that positively affect the community.	1	2	3	4	5	6
21. Being concerned about state and local issues is an important responsibility for everybody.	1	2	3	4	5	6
22. Being actively involved in community issues is everyone's responsibility, including mine.	1	2	3	4	5	6
23. I try to find time or a way to make a positive difference in the community.	1	2	3	4	5	6
24. I understand how political and social policies or issues affect members in the community.	1	2	3	4	5	6

Appendix 5-D
Three Levels of Civic Responsibility Survey #1 (1997-1999): Spanish

CUESTIONARIO PRELIMINAR PARA LOS ESTUDIANTES
(Nivel 1)

Instrucciones:

Responde con toda sinceridad y expresa lo que piensas sobre los temas propuestos. Tus respuestas son confidenciales. Tu nombre no se mencionará en los resultados especifícos del cuestionario. Responde a todas las preguntas. Si tienes alguna pregunta, levanta la mano y tu maestro/a te ayudará. Muchas gracias por tu participación.

Nombre: _____

Fecha: _____

Grado: _____

Nombre de tu maestro/a: _____

Sexo: Masculino _____ Femenino _____

Grupo étnico: [OPTATIVO]: *Marca todas las categorías apropiadas*

Africano/Afroamericano ..... _____
Indio Americano/ Esquimal ..... _____
Asiático/Asiático Americano ..... _____
Filipino/Filipino Americano ..... _____
Hispano/Latino ..... _____
Isleño del Pacífico ..... _____
Caucásico/blanco (no de origen hispánico) .. _____

Otro origen (especifica): _____

Asignatura en la que se realizó esta encuesta (ejemplo: matemáticas, inglés, estudios sociales/historia, ciencias): _____

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000)*****. Service-Learning Research & Development Center, University of California, Berkeley.**

Indica si estás muy de acuerdo, si no estás de acuerdo o si estás de acuerdo en parte, con cada una de las frases. Marca con un circulo el número que corresponde a tu respuesta.

Por ejemplo: 1= no estoy de acuerdo;
2= estoy de acuerdo en parte;
3= estoy muy de acuerdo

	No estoy de acuerdo	**de acuerdo en parte**	**muy de acuerdo**
1. Siento que soy parte de la comunidad.	1	2	3
2. Presto atención a las noticias y a los hechos que afectan a mi comunidad.	1	2	3
3. Para mi es importante hacer cosas que ayuden a los demás.	1	2	3
4. Me gusta ayudar a los demás, aunque sea difícil.	1	2	3
5. Sé lo que puedo hacer para mejorar mi comunidad.	1	2	3
6. Todos deben ayudar a los demás. Yo también.	1	2	3
7. Conozco a muchas personas de mi comunidad, y ellos también me conocen a mí.	1	2	3
8. Creo que lo que yo haga por mi comunidad puede ser valioso.	1	2	3
9. Trato de ver cómo puedo ayudar a los demás.	1	2	3
10. Todos deben prestar atención a las noticias. Yo también.	1	2	3

CUESTIONARIO POSTERIOR PARA LOS ESTUDIANTES
(Nivel 1)

Instrucciones:

Responde con toda sinceridad y expresa lo que piensas sobre los temas propuestos. Tus respuestas son confidenciales. Tu nombre no se mencionará en los resultados específicos del cuestionario. Responde a todas las preguntas. Si tienes alguna pregunta, levanta la mano y tu maestro/a te ayudará. Muchas gracias por tu participación.

Nombre: _____

Fecha: _____

Grado: _____

Nombre de tu maestro/a: _____

Sexo: Masculino _____ Femenino _____

Grupo étnico: [OPTATIVO]: *Marca todas las categorías apropiadas*

Africano/Afroamericano ..... _____
Indio Americano/ Esquimal ..... _____
Asiático/Asiático Americano ..... _____
Filipino/Filipino Americano ..... _____
Hispano/Latino ..... _____
Isleño del Pacífico ..... _____
Caucásico/blanco (no de origen hispánico) .. _____

Otro origen (especifica): _____

Asignatura en la que se realizó esta encuesta (ejemplo: matemáticas, inglés, estudios sociales/historia, ciencias): _____

¿Cuántas horas, en total, dedicaste a las actividades o al servicio comunitario en tu campo? _____

Indica si estás muy de acuerdo, si no estás de acuerdo o si estás de acuerdo en parte, con cada una de las frases. Marca con un circulo el número que corresponde a tu respuesta.

Por ejemplo: 1= no estoy de acuerdo;
2= estoy de acuerdo en parte;
3= estoy muy de acuerdo

	No estoy de acuerdo	**de acuerdo en parte**	**muy de acuerdo**
1. Siento que soy parte de la comunidad.	1	2	3
2. Presto atención a las noticias y a los hechos que afectan a mi comunidad.	1	2	3
3. Para mi es importante hacer cosas que ayuden a los demás.	1	2	3
4. Me gusta ayudar a los demás, aunque sea difícil.	1	2	3
5. Sé lo que puedo hacer para mejorar mi comunidad.	1	2	3
6. Todos deben ayudar a los demás. Yo también.	1	2	3
7. Conozco a muchas personas de mi comunidad, y ellos también me conocen a mí.	1	2	3
8. Creo que lo que yo haga por mi comunidad puede ser valioso.	1	2	3
9. Trato de ver cómo puedo ayudar a los demás.	1	2	3
10. Todos deben prestar atención a las noticias. Yo también.	1	2	3

CUESTIONARIO PRELIMINAR PARA LOS ESTUDIANTES
(Nivel 2)

Instrucciones:

Responde con toda sinceridad y expresa lo que piensas sobre los temas propuestos. Tus respuestas son confidenciales. Tu nombre no se mencionará en los resultados especifícos del cuestionario. Responde a todas las preguntas. Si tienes alguna pregunta, levanta la mano y tu maestro/a te ayudará. Muchas gracias por tu participación.

Nombre: _____

Fecha: _____

Grado: _____

Nombre de tu maestro/a: _____

Sexo: Masculino _____ Femenino _____

Grupo étnico: [OPTATIVO]: *Marca todas las categorías apropiadas*

Africano/Afroamericano ..... _____
Indio Americano/ Esquimal ..... _____
Asiático/Asiático Americano ..... _____
Filipino/Filipino Americano ..... _____
Hispano/Latino ..... _____
Isleño del Pacífico ..... _____
Caucásico/blanco (no de origen hispánico) .. _____

Otro origen (especifica): _____

Asignatura en la que se realizó esta encuesta (ejemplo: matemáticas, inglés, estudios sociales/historia, ciencias): _____

Marca con un circulo el número que mejor indica lo que piensas de cada frase.

1= totalmente en desacuerdo;
2= en desacuerdo;
3= parcialmente en desacuerdo;
4= parcialmente de acuerdo;
5= de acuerdo;
6= totalmente de acuerdo

	totalmente en desacuerdo	en desacuerdo	parcialmente en desacuerdo	parcialmente de acuerdo	de acuerdo	totalmente de acuerdo
1. Siento que soy parte de la comunidad.	1	2	3	4	5	6
2. Presto atención a las noticias y a los hechos que afectan a mi comunidad.	1	2	3	4	5	6
3. Para mi es importante hacer cosas que ayuden a los demás.	1	2	3	4	5	6
4. Me gusta ayudar a los demás, aunque sea difícil.	1	2	3	4	5	6
5. Sé lo que puedo hacer para mejorar mi comunidad.	1	2	3	4	5	6
6. Todos deben ayudar a los demás. Yo también.	1	2	3	4	5	6
7. Conozco a muchas personas de mi comunidad, y ellos también me conocen a mí.	1	2	3	4	5	6
8. Creo que lo que yo haga por mi comunidad puede ser valioso.	1	2	3	4	5	6
9. Trato de ver cómo puedo ayudar a los demás.	1	2	3	4	5	6
10. Todos deben prestar atención a las noticias. Yo también.	1	2	3	4	5	6

CUESTIONARIO POSTERIOR PARA LOS ESTUDIANTES
(Nivel 2)

Instrucciones:

Responde con toda sinceridad y expresa lo que piensas sobre los temas propuestos. Tus respuestas son confidenciales. Tu nombre no se mencionará en los resultados especifícos del cuestionario. Responde a todas las preguntas. Si tienes alguna pregunta, levanta la mano y tu maestro/a te ayudará. Muchas gracias por tu participación.

Nombre: _____

Fecha: _____

Grado: _____

Nombre de tu maestro/a: _____

Sexo: Masculino _____ Femenino _____

Grupo étnico: [OPTATIVO]: *Marca todas las categorías apropiadas*

Africano/Afroamericano ..... _____
Indio Americano/ Esquimal ..... _____
Asiático/Asiático Americano ..... _____
Filipino/Filipino Americano ..... _____
Hispano/Latino ..... _____
Isleño del Pacífico ..... _____
Caucásico/blanco (no de origen hispánico) .. _____

Otro origen (especifica): _____

Asignatura en la que se realizó esta encuesta (ejemplo: matemáticas, inglés, estudios sociales/historia, ciencias): _____

¿Cuántas horas, en total, dedicaste a las actividades o al servicio comunitario en tu campo? _____

Marca con un circulo el número que mejor indica lo que piensas de cada frase.

1= totalmente en desacuerdo;
2= en desacuerdo;
3= parcialmente en desacuerdo;
4= parcialmente de acuerdo;
5= de acuerdo;
6= totalmente de acuerdo

	totalmente en desacuerdo	en desacuerdo	parcialmente en desacuerdo	parcialmente de acuerdo	de acuerdo	totalmente de acuerdo
1. Siento que soy parte de la comunidad.	1	2	3	4	5	6
2. Presto atención a las noticias y a los hechos que afectan a mi comunidad.	1	2	3	4	5	6
3. Para mi es importante hacer cosas que ayuden a los demás.	1	2	3	4	5	6
4. Me gusta ayudar a los demás, aunque sea difícil.	1	2	3	4	5	6
5. Sé lo que puedo hacer para mejorar mi comunidad.	1	2	3	4	5	6
6. Todos deben ayudar a los demás. Yo también.	1	2	3	4	5	6
7. Conozco a muchas personas de mi comunidad, y ellos también me conocen a mí.	1	2	3	4	5	6
8. Creo que lo que yo haga por mi comunidad puede ser valioso.	1	2	3	4	5	6
9. Trato de ver cómo puedo ayudar a los demás.	1	2	3	4	5	6
10. Todos deben prestar atención a las noticias. Yo también.	1	2	3	4	5	6

CUESTIONARIO PRELIMINAR PARA LOS ESTUDIANTES
(Nivel 3)

Instrucciones:

Este cuestionario no es un examen. Deseamos conocer tus actitudes, experiencias y opiniones sobre el aprendizaje aplicado al servicio comunitario. Tus respuestas nos ayudarán a comprender y mejorar los programas de este tipo de aprendizaje.

Responde con toda sinceridad y expresa lo que piensas sobre los temas propuestos. Tus respuestas son confidenciales. Tu nombre no se mencionará en los resultados específicos del cuestionario. Responde a todas las preguntas. Muchas gracias por tu participación.

Nombre: _____

Fecha: _____

Grado: _____

Nombre de tu maestro/a: _____

Sexo: Masculino _____ Femenino _____

Grupo étnico: [OPTATIVO]: *Marca todas las categorías apropiadas*

Africano/Afroamericano ..... _____
Indio Americano/ Esquimal ..... _____
Asiático/Asiático Americano ..... _____
Filipino/Filipino Americano ..... _____
Hispano/Latino ..... _____
Isleño del Pacífico ..... _____
Caucásico/blanco (no de origen hispánico) .. _____

Otro origen (especifica): _____

Asignatura en la que se realizó esta encuesta (ejemplo: matemáticas, inglés, estudios sociales/historia, ciencias): _____

Marca con un circulo el número que mejor indica lo que piensas de cada frase.
(1=totalmente en desacuerdo; 2=en desacuerdo; 3=parcialmente en desacuerdo; 4=parcialmente de acuerdo; 5=de acuerdo; 6=totalmente de acuerdo)

	totalmente en desacuerdo	en desacuerdo	parcialmente en desacuerdo	parcialmente de acuerdo	de acuerdo	totalmente de acuerdo
1. Estoy fuertemente unido a una comunidad en especial.	1	2	3	4	5	6
2. Con frecuencia pienso y converso sobre el efecto que tienen los temas políticos y sociales, locales y nacionales, en mi comunidad.	1	2	3	4	5	6
3. Participo en causas sociales o politicas para mejorar mi comunidad.	1	2	3	4	5	6
4. Tengo la responsabilidad de mejorar mi comunidad.	1	2	3	4	5	6
5. Aunque el trabajo sea difícil, mi espíritu se enriquece cuando contribuyo mis esfuerzos a mi comunidad.	1	2	3	4	5	6
6. Conozco las grandes necesidades de mi comunidad.	1	2	3	4	5	6
7. Me siento obligado como persona a contribuir de alguna manera a mi comunidad.	1	2	3	4	5	6
8. Sé lo que se puede hacer para atender las grandes necesidades de mi comunidad.	1	2	3	4	5	6
9. Prefiero dejar que otras personas presten servicios a mi comunidad.	1	2	3	4	5	6
10. Estoy muy relacionado con la gente de mi comunidad.	1	2	3	4	5	6
11. Tengo la responsabilidad de prestar mi ayuda a otras personas.	1	2	3	4	5	6
12. Pienso y siento que puedo y soy capaz de hacer algo valioso por la comunidad.	1	2	3	4	5	6

	totalmente en desacuerdo	en desacuerdo	parcialmente en desacuerdo	parcialmente de acuerdo	de acuerdo	totalmente de acuerdo
13. Con frecuencia trato de participar para resolver problemas políticos y sociales locales o nacionales que afectan a mi comunidad.	1	2	3	4	5	6
14. Me es fácil dejar de lado mis propios intereses en favor de algo que beneficie a la mayoría.	1	2	3	4	5	6
15. Participo en actividades para mejorar mi comunidad, aunque no tenga mucha experiencia.	1	2	3	4	5	6
16. Trato de animar a otros para que participen en favor de mi comunidad.	1	2	3	4	5	6
17. La participación en asuntos políticos y sociales es un buen método para mejorar mi comunidad.	1	2	3	4	5	6
18. Creo que puedo aportar algo valioso a mi comunidad.	1	2	3	4	5	6
19. Creo que mi influencia puede afectar bastante las decisiones de mi comunidad.	1	2	3	4	5	6
20. Participo o pienso participar activamente en los asuntos que afecten positivamente a mi comunidad.	1	2	3	4	5	6
21. Todos tenemos la responsabilidad de preocuparnos por los asuntos locales y estatales.	1	2	3	4	5	6
22. Todos tenemos la responsabilidad de participar activamente en los asuntos de mi comunidad. Yo también.	1	2	3	4	5	6
23. Trato de brindar mi tiempo y mis esfuerzo para aportar algo valioso a mi comunidad.	1	2	3	4	5	6
24. Entiendo cómo las normas y asuntos políticos y sociales afectan a los miembros de mi comunidad.	1	2	3	4	5	6

CUESTIONARIO POSTERIOR PARA LOS ESTUDIANTES
(Nivel 3)

Instrucciones:

Este cuestionario no es un examen. Deseamos conocer tus actitudes, experiencias y opiniones sobre el aprendizaje aplicado al servicio comunitario. Tus respuestas nos ayudarán a comprender y mejorar los programas de este tipo de aprendizaje.

Responde con toda sinceridad y expresa lo que piensas sobre los temas propuestos. Tus respuestas son confidenciales. Tu nombre no se mencionará en los resultados específicos del cuestionario. Responde a todas las preguntas. Muchas gracias por tu participación.

Nombre: _____

Fecha: _____

Grado: _____

Nombre de tu maestro/a: _____

Sexo: Masculino _____ Femenino _____

Grupo étnico: [OPTATIVO]: *Marca todas las categorías apropiadas*

Africano/Afroamericano ..... _____
Indio Americano/ Esquimal ..... _____
Asiático/Asiático Americano ..... _____
Filipino/Filipino Americano ..... _____
Hispano/Latino ..... _____
Isleño del Pacífico ..... _____
Caucásico/blanco (no de origen hispánico) .. _____

Otro origen (especifica): _____

Asignatura en la que se realizó esta encuesta (ejemplo: matemáticas, inglés, estudios sociales/historia, ciencias): _____

¿Cuántas horas, en total, dedicaste a las actividades o al servicio comunitario en tu campo? _____

Marca con un circulo el número que mejor indica lo que piensas de cada frase.
(1=totalmente en desacuerdo; 2=en desacuerdo; 3=parcialmente en desacuerdo; 4=parcialmente de acuerdo; 5=de acuerdo; 6=totalmente de acuerdo)

	totalmente en desacuerdo	en desacuerdo	parcialmente en desacuerdo	parcialmente de acuerdo	de acuerdo	totalmente de acuerdo
1. Estoy fuertemente unido a una comunidad en especial.	1	2	3	4	5	6
2. Con frecuencia pienso y converso sobre el efecto que tienen los temas políticos y sociales, locales y nacionales, en mi comunidad.	1	2	3	4	5	6
3. Participo en causas sociales o politicas para mejorar mi comunidad.	1	2	3	4	5	6
4. Tengo la responsabilidad de mejorar mi comunidad.	1	2	3	4	5	6
5. Aunque el trabajo sea difícil, mi espíritu se enriquece cuando contribuyo mis esfuerzos a mi comunidad.	1	2	3	4	5	6
6. Conozco las grandes necesidades de mi comunidad.	1	2	3	4	5	6
7. Me siento obligado como persona a contribuir de alguna manera a mi comunidad.	1	2	3	4	5	6
8. Sé lo que se puede hacer para atender las grandes necesidades de mi comunidad.	1	2	3	4	5	6
9. Prefiero dejar que otras personas presten servicios a mi comunidad.	1	2	3	4	5	6
10. Estoy muy relacionado con la gente de mi comunidad.	1	2	3	4	5	6
11. Tengo la responsabilidad de prestar mi ayuda a otras personas.	1	2	3	4	5	6
12. Pienso y siento que puedo y soy capaz de hacer algo valioso por la comunidad.	1	2	3	4	5	6

	totalmente en desacuerdo	en desacuerdo	parcialmente en desacuerdo	parcialmente de acuerdo	de acuerdo	totalmente de acuerdo
13. Con frecuencia trato de participar para resolver problemas políticos y sociales locales o nacionales que afectan a mi comunidad.	1	2	3	4	5	6
14. Me es fácil dejar de lado mis propios intereses en favor de algo que beneficie a la mayoría.	1	2	3	4	5	6
15. Participo en actividades para mejorar mi comunidad, aunque no tenga mucha experiencia.	1	2	3	4	5	6
16. Trato de animar a otros para que participen en favor de mi comunidad.	1	2	3	4	5	6
17. La participación en asuntos políticos y sociales es un buen método para mejorar mi comunidad.	1	2	3	4	5	6
18. Creo que puedo aportar algo valioso a mi comunidad.	1	2	3	4	5	6
19. Creo que mi influencia puede afectar bastante las decisiones de mi comunidad.	1	2	3	4	5	6
20. Participo o pienso participar activamente en los asuntos que afecten positivamente a mi comunidad.	1	2	3	4	5	6
21. Todos tenemos la responsabilidad de preocuparnos por los asuntos locales y estatales.	1	2	3	4	5	6
22. Todos tenemos la responsabilidad de participar activamente en los asuntos de mi comunidad. Yo también.	1	2	3	4	5	6
23. Trato de brindar mi tiempo y mis esfuerzo para aportar algo valioso a mi comunidad.	1	2	3	4	5	6
24. Entiendo cómo las normas y asuntos políticos y sociales afectan a los miembros de mi comunidad.	1	2	3	4	5	6

Appendix 5-E
Student Civic Responsibility Survey #2 (1999-2000)

INSTRUCTIONS

This questionnaire is part of a research project to learn how students think about helping their families, schools, and communities. The questions have no right or wrong answers. Some students think or feel one way, and others think or feel another way. We want to know what *you* think and how *you* feel.

Please try to answer all of the questions. If you are not completely sure about how to answer a question, mark the answer that seems to be the closest to what you think. Please mark only one answer for each question. Thank you.

Date: _____ **Your Teacher:** _____

Your Grade: _____ **Your Class (like "math" or "English"):** _____

Your Gender: ___ Male ___. Female

Your Ethnicity [OPTIONAL]: *Please check all that apply*

___ African/African American
___ American Indian/Alaskan Native
___ Asian/Asian American
___ Filipino/Filipino American
__ Hispanic/Latino
__ Pacific Islander
__ White (not of Hispanic origin)
__ Other (please specify):

Other Experience with Service:

Have you done service projects outside of school? __ Yes __ No

If *"yes,"* with whom did you work? (For example, your friends, your family, your church/synagogue, or group like the YMCA or Scouts, etc.).

_____

Now think about other teachers you have had before this year.
Have you done service projects with any of those teachers before this year?
__ Yes ___ No

If *"yes,"* what did you do? Check all that apply. [If *"no,"* leave blank.]

_ Worked in a school/community garden
_ Taught something to other students
_ Helped build or repair homes
_ Read to/was a buddy for a younger child
_ Helped on a recycling project
_ Talked to or wrote to an old person
_ Played games with younger students
_ Cleaned up or restored creeks/watersheds
_ Helped clean up school or neighborhood
_ Other projects: _____

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

Here is a group of statements. Please show whether you "Disagree a lot," "Disagree a little," "Agree a little," or "Agree a lot" with each of the statements.

		Disagree a lot	Disagree a little	Agree a little	Agree a lot
1.	I think all students should learn about problems in their neighborhood or city.	__	__	__	__
2.	When I am in a group, I feel comfortable saying what I think.	__	__	__	__
3.	I think people should work out their problems by themselves rather than getting help from others.	__	__	__	__
4.	I think cities should take care of people who can't take care of themselves.	__	__	__	__
5.	I would rather spend time on my own activities than help someone else learn something.	__	__	__	__
6.	It's hard for people my age to do anything about problems in their neighborhood or city.	__	__	__	__
7.	I am interested in what others have to say.	__	__	__	__
8.	I don't worry too much when I can't finish a job I promised to do.	__	__	__	__
9.	It's not important for all students to help out their school or community.	__	__	__	__

		Disagree a lot	**Disagree a little**	**Agree a little**	**Agree a Lot**
10.	I am interested in doing something about problems in my school or neighborhood.	—	—	—	—
11.	I think that only people who like volunteering should get involved at school and in their city.	—	—	—	—
12.	I think you should help people in general, not just people you know well.[v]	—	—	—	—
13.	I usually let others in a group do most of the work.	—	—	—	—

Sometimes things you do turn out well and sometimes they don't. Mark the box that shows how *sure* you are that these things will work out well for you in the end.

	How sure are you that things will work out well in the end when--	Not at all sure	A little bit sure	Pretty sure	Very sure
14.	you have to figure out something by yourself?	—	—	—	—
15.	you agree to help someone out?	—	—	—	—
16.	things start out badly?	—	—	—	—
17.	you have to do an activity for the first time?	—	—	—	—

Please show how *often* you do each of the following. Check the box that says how often each thing happens: Not very often, Some of the time, A lot of the time, or Almost all the time.

		Not very often	Some of the time	A lot of the time	Almost all the time
18.	I share things with others.	__	__	__	__
19.	I help people who are picked on.	__	__	__	__
20.	I work very well with other students.	__	__	__	__
21.	I recycle and do not litter.	__	__	__	__
22.	I find fair ways to solve problems.	__	__	__	__
23.	I cheer up people who are feeling sad.	__	__	__	__
24.	I help others with their schoolwork.	__	__	__	__
25.	I talk to other students about helping our school or neighborhood.	__	__	__	__

Reasoning About Service

These questions ask about the reasons that you do certain things. Mark the box that shows how important you think each reason is.

- If you think something is not a reason *at all* for you, mark the first box under "not a reason."
- Mark the second box if you think it is a "*small* reason."
- Mark the third box if you think it is a "*big* reason" (a very important reason).

When you work hard on a project that your class is doing for your school or your city…

	why do you usually do it?	**Not a reason**	**A small reason**	**A big reason**
1.	Because I'll get in trouble if I don't	___	___	___
2.	Because I think it is good to help others	___	___	___
3.	Because the work is interesting to me	___	___	___
4.	Because I want to get a good grade	___	___	___
5.	Because I want the teacher to think well of me	___	___	___
6.	Because I think about how I would feel if I needed help	___	___	___
7.	Because my friends are doing it too.	___	___	___
8.	Because I get to do activities that are fun.	___	___	___

Appendix 5-F
Interview Protocol for Students Involved in Service-Learning
(Intensive Study 1999–2000)

Student Interview

Hi, I'm working with the state and your school district to learn more about how students think and feel about doing projects like _____. We are interested in making service-learning work better for students, so we want your honest opinions about this project and we want to hear suggestions on how to make such projects work better. There are no right or wrong answers, since all we want to know is what you think

History and Implementation of Class Project

a) *Identifying the Activity:* My guess is that students in your class did a number of different activities this year that were related to (NAME THE PROJECT).

- **What kinds of things did your class do for this project?**
- Did everyone do the same thing? If not, what did you do?
- Did you get to choose? If yes, why did you choose that?
- Did you work by yourself or in a group?

b) *Teacher Rationale:*

- **When your teacher first started talking about the project, what did s/he say about why you might want to do the project?** *(social issue, service, application of knowledge)*

c) *Student Motivation:*

- **After the class talked about the project, did you want to do it? Why or why not?**

- (Any other reasons you either wanted to do the project or weren't so sure?)
  (fun/not fun, more interesting than altern., done before, others doing it)

d) *Student Input/Collaboration & Preparation:*

- **Did students have a chance to suggest a project or choose among a number of possible projects, or help plan how to do it?** (*If yes*: What did you suggest or do?)

- **Did your teacher or anyone else show you what to do or how to do the project?** (*If yes, ask for elaboration*: What? Was this useful for you?)

  - Did you feel like you knew pretty much what you were doing when you started the project?

e) *Reflection:*

- **Did you ever talk or write about how you felt about the project, or what you learned from doing the project?** What did you do? How often?

- Did you talk about the project with people outside of your class?
  (family, other students or friends)

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

f) *Celebration:*

• **Has your class had a chance to share what you've been doing with other people?**
(made poster, presented at school assembly, newsletter, social celebration w/community)

Student Outcomes

a) *Overall Evaluation:*

• **What was your favorite part of this project. Why?** *(helping people, needs assessment, teaching others, preparation, working in community, subject-matter learning, reflection, groups)*

• Was there something you <u>didn't</u> like about doing the project? What was it? Why didn't you like this?

• **What do you think could be done to make the project work better?**

b) Motivation to Learn and Subject Matter Learning

• **What was the most interesting thing you learned by doing this project?**
*(*Probe for subject matter appreciation, if not mentioned)*

• Do you feel that you know more about (SUBJECT), or learned more about how to (SPECIFIC SKILL) because of this project? *(Decide on skill to query ahead of time)*

• Did working on this project make you like SUBJECT or this class or school more or less? In what ways?

c) Personal Skills

• **What did you learn about yourself doing this project?**

• **What did you learn about other people working on this project?**
(peers, teacher, community, younger kids)

• Was this project different from other group projects you have done in school? (*If yes:* How was it different?)

• Did you have any problems doing the project? (*If yes*: What? Did you talk about this problem in class or get advice on how to handle this?)

d) Civic Responsibility

• **Do you feel that you & your class made a difference to others through your project?** If YES**: In what ways did you made a difference?** If NO: **Why not?**

• If you had a chance to do the project again, either on your own or with a class, do you think that you COULD do it pretty easily? Why or why not?

• WOULD you want to do a project like this again?

e) Present SERVICE-LEARNING SCENARIO

Now we want to know what you think about other service-learning projects that classes might choose to do.

• **Which project do you think they should do? Why?** Why not the others?

- **Do you think that ALL students should help their school/ neighborhood/city? WHY or why not?** Did doing this project make you think it was more or less important for students to contribute like this? Why?
- **Where did you learn to think this way?** *(probe for source of their learning: from past service experiences, from parents, from church, from peers, etc.)*

Learning about Citizenship

Now we're going to talk about the meaning of "citizenship." Lots of people think students should do projects like yours so they can learn about citizenship. But people don't always agree about what "citizenship" means. So we're asking what students think. Remember, we're interested in your ideas, so don't worry about what others might say.

a) Present GOOD CITIZEN SCENARIO

- **Who do you agree with most? Or do you have a different idea of what it means to be a "good citizen?"**
- **WHY do you think that idea is best?** What about the other ones? What do you think is wrong with those?

b) Relating Citizenship to Service-learning

- **Have you changed your mind about how you can be a "good citizen" because of the project you did, or have your ideas stayed the same?** (*If yes*: How have your ideas about good citizenship changed?)

c) Other Information about Citizenship in School:

- Has your teacher talked about "citizenship" or "good citizenship" in your class? What subject were you talking about when this word came up?
- Are there any other ways or times you've heard the word "citizen" or "citizenship" in school? *(citizenship grade, citizenship award, textbook, other kids)*

d) Family Background Information

• Are you from around here? How about your parents? *(probe for where the student and their parents are from, providing rationale for information if necessary)*

Closing

Thank you so much for talking with me. Your ideas and feedback will help us improve service-learning experiences for students and for teachers.
Do you have any questions for me?

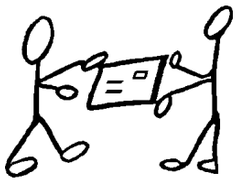
Appendix 5-G

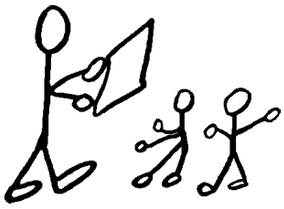
Student Interview Scenario #1: Choice of Service Projects

Another class at school was talking about doing a service project.
The class members had several ideas:

Jim suggested that the class plant some flowers outside the school to make it look nicer so that students would feel more proud of their school.

Sarah suggested that the class should write letters and cards to elderly people in the retirement home and then go and spend some time talking to them.





Greg thought they should help the first graders at a nearby Lola thought the class should write letters to the city council and the mayor asking for more recycling containers throughout the city

Lola thought the class should write letters to the city council and the mayor asking for more recycling containers throughout the city.

Anthony reported that a store in town treats kids unfairly (following them around, not letting more than two in at a time). He thinks the class should write letters to the store owners saying why all people should be treated the same.

Which project do you think the class should do? Why?
Why not the rest?
Do you think all students should do service projects like these? Why?

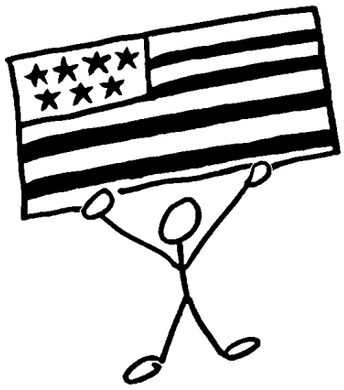
From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). *Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).* **Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 5-H
Student Interview Scenario #2: Conceptions of Good Citizenship
(Intensive Study 1999–2000)

Some students, Bill, Chris, and Martha, were talking about what it means to be a good citizen.

Bill said that grown-ups who vote and don't break laws are good citizens.

Chris said that a good citizen is someone who was born in this country, or has passed a test for citizenship.



Martha said that a good citizen is anyone (even a young person) who tries to make the school or neighborhood better.

Who do you agree with most? Or do you have a different idea about what it means to be a "good citizen"?
Why do you think that idea is *better* than the other ones?

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

Appendix 5-I
Interview Protocol for Comparison Students Not Involved in Service-Learning (Intensive Study 1999–2000)

Hi, I'm working with your school to learn more about how students think and feel about different kinds of school activities. There are no right or wrong answers, since we just want to know what you think.

I. Previous Experience with Service

- Before we talk about school, I'd like to know about things you have done outside of school. Have you ever done a project that helps out people or groups in your neighborhood or city? (like through your church, Scouts, families, other groups)? *If yes, what do you do? How long have you been doing it? How did you get involved in it?*

- Now in you class this year, have you done any projects that help somebody outside of your classroom either in your school, your neighborhood or the city?

- Have you done any projects in school where you got to leave the classroom or gone on any field trips? If yes, what did you do?

II. Present SERVICE-LEARNING SCENARIO

Now we want to know what you think about some projects that kids like you might choose to do to help others. I'd like to read some examples of projects other students have done and ask to choose the one that you think would be the best one to do.

READ SCENARIOS

- Which project do you think they should do? Why? Why not the others?

- Do you think that ALL students should help their school/ neighborhood/city? WHY or why not?

IF YES: Where did you learn to think this way? *(probe for source of their learning: from past service experiences, from parents, from church, from peers, etc.)*

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

III. Learning about Citizenship

Now we're going to talk about the meaning of "citizenship." Lots of people think students should do projects that help others so they can learn about citizenship. But people don't always agree about what "citizenship" means. So we're asking what students think. Remember, we're interested in your ideas, so don't worry about what others might say.

a) Present GOOD CITIZEN SCENARIO

- **Who do you agree with most? Or do you have a different idea of what it means to be a "good citizen?"**

- **WHY do you think that idea is best?** What about the other ones? What do you think is wrong with those?

b) Other Information about Citizenship in School:

- Has your teacher ever talked about "citizenship" or "good citizenship" in your class? What subject were you talking about when this word came up?

- Are there any other ways or times you've heard the word "citizen" or "citizenship" in school? *(citizenship grade, citizenship award, textbook, other kids)*

c) Family Background Information

- Are you from around here? How about your parents? *(probe for where the student and their parents are from, providing rationale for information if necessary)*

Closing

Thank you so much for talking with me. Your ideas and feedback will help us improve service-learning experiences for students and for teachers.
Do you have any questions for me?

Appendix 5-J
1998/99 Civic Responsibility Survey Data: Demographics and Item Cluster Difference Scores for Individual Classrooms by Grade Span

Level 1: Elementary Classrooms

Class ID[1]	Comm Setting[2]	Grade	Gender		Ethnicity					Change Comm. Connectn.[3]	Change Awareness & Attitudes[4]	Change Action & Self-Effic'y[5]
			M	F	Afr Am	Asn Am	Lat	Eur Am	Oth			
ES1	3	2	10	9	0	5	1	9	0	+.29*	+.12	--
ES2	3	3	10	10	1	1	5	13	0	+.43*	+.18*	+.65*
ES3	3	3	8	9	No info	No info	No info	No info	No info	--	--	--
ES4	3	1	6	7	2	1	3	7	0	+.31	+.21	+.18
ES5	1	4/5	2	7	6	2	0	0	1	--	--	--
ES6	2	6	6	8	0	0	13	0	0	--	--	--
ES7	2	3	11	5	0	0	16	0	0	+.30*	+.25	+.56*
ES8	2	3	10	8	0	0	18	0	0	--	--	+.31*
ES9	2	3	2	1	0	0	3	0	0	+1.25*	+.44	+1.11
ES 10	2	5	16	14	0	2	27	1	0	+.27*	--	+.25*
ES 11	2	4	10	2	0	0	12	0	0	+.48*	--	+.39
ES 12	2	3	7	8	0	0	14	0	1	-.15	--	--
ES 13	2	5	18	11	0	0	28	0	1	+.40*	--	+.31*
ES 14	2	3	4	5	0	0	9	0	0	-.14*	--	--
ES 15	1	2	8	5	No info	No info	No info	No info	No info	--	--	-.47*
ES 16	1	4	15	10	7	0	6	6	3	+.11	--	--
ES 17	1	5	9	8	6	1	2	5	0	--	--	+.14
ES 18	1	2	5	5	0	1	5	2	1	--	--	+.70*
ES 19	1	3	12	8	2	1	9	8	0	--	--	--

[1] Class ID: Numbers in **bold** represent comparison classroom data.
[2] Community Setting Codes: 1=rural, 2=suburban, 3=urban
[3] Change Community Connection: Change in mean class score from pre to post-test. A positive change means students in the class on average showed greater sense of connection to the community after service-learning activities.
[4] Change Awareness & Attitudes: Change in mean class score from pre- to post-test. A positive change on this score means students in the class on average showed an increase in prosocial attitudes after service-learning activities.
[5] Change Action and Self-Efficacy: Change in mean class score from pre to post-test. A positive change on this score means students in the class on average indicated they felt more committed and able to help others after service-learning.
* Starred numbers indicate significant changes at the p<.05 level.

From: Ammon, M. S., Furco, A., Chi, B., & Middaugh, E. (2002, March). ***Service-learning in California: A profile of the CalServe service-learning partnerships (1997-2000).*** **Service-Learning Research & Development Center, University of California, Berkeley.**

Level 1: Elementary Classrooms (contd.)

Class ID[1]	Comm Setting[2]	Grade	Gender		Ethnicity					Change Comm. Connectn.[3]	Change Awareness & Attitudes[4]	Change Action & Self-Effic'y[5]
			M	F	Afr Am	Asn Am	Lat	Eur Am	Oth			
ES 20	1	5	14	13	1	2	8	12	1	--	--	--
ES 21	1	4	5	7	0	0	3	8	0	--	--	--
ES 22	1	4	10	9	2	1	7	5	1	-.13	-.13*	-.12
ES 23	1	5	12	10	2	7	3	8	1	--	--	--
ES 24	2	8	14	12	0	0	25	0	0	--	-.17	--
ES 25	2	4	13	7	0	0	16	2	2	+.18*	--	--
ES 26	3	3	3	3	0	0	2	4	0	--	-.17	+.22
ES 27	3	6	9	7	0	1	1	8	1	-.34*	-.29*	-.40*
ES 28	3	5	10	13	0	0	1	19	2	+.56*	--	+.47*
ES 29	3	2	4	8	0	0	1	11	0	-.23	-.14	-.17
ES 30	3	3	2	6	0	0	1	7	0	+.53*	--	--
ES 31	3	3	6	9	0	0	1	12	0	--	--	--
ES 32	3	3	5	9	0	0	1	4	4	-.29*	-.18*	--
ES 33	3	3	7	5	0	0	0	9	0	+.23*	--	+.44*
ES 34	3	3	5	9	0	0	1	13	0	+.36*	+.15	--
ES 35 (C)	**3**	**2**	**9**	**7**	**0**	**0**	**2**	**13**	**1**	**--**	**--**	**--**
ES 36	3	2	10	8	0	1	1	16	0	--	-.13*	--

Level 2: Middle School Classsrooms

Class ID[1]	Comm Setting[2]	Grade	Gender		Ethnicity					Change Comm. Connectn.[3]	Change Awareness & Attitudes[4]	Change Action & Self-Effic'y[5]
			M	F	AfAm	AsAm	Lat	EurAm	Oth			
MS1	1	6	13	10	7	1	5	5	2	--	-.47*	-.35
MS2	1	6	21	26	22	3	11	3	0	--	--	--
MS3	1	6	15	13	22	1	1	1	0	--	--	--
MS4	1	6	6	15	12	0	0	4	1	--	--	-.39
MS5	1	6	23	17	21	0	2	7	0	--	--	--
MS6	1	6	7	16	21	0	2	0	0	--	--	--
MS7	1	6,7,8	6	9	10	0	3	0	0	+.31	-.28	--
MS8	1	6,7	5	4	7	0	0	0	1	--	--	-.67
MS9	2	8	12	7	0	1	13	3	0	+.39	--	+.42*
MS10	2	8	10	9	0	0	7	3	3	--	-.30	-.35
MS11	2	8	10	12	0	1	19	2	0	--	--	--
MS12	2	8	4	20	0	0	15	3	1	+.38*	--	+.33*
MS13	2	8	7	13	0	1	12	3	3	+.24*	--	--
MS14	2	8	8	10	0	0	13	3	0	--	+.24	--
MS15	3	7	11	11	0	0	19	0	3	--	-.28	--
MS16	3	7	12	6	0	0	18	0	0	-.26	--	--
MS17	3	6	10	7	0	0	14	1	0	+.72	--	+.40
***MS18* (C)**	***3***	***6***	***14***	***14***	***0***	***0***	***19***	***4***	***4***	***-.57****	***-.33***	**--**
MS19	3	7	11	18	0	0	2	26	1	+.68*	+.85*	+.91*
MS20	3	8	9	4	0	0	7	6	0	--	--	--
MS21	3	6	9	5	2	0	5	4	0	--	--	--
MS22	3	8	18	9	3	1	7	11	1	+.27*	--	+.28*
MS23	3	8	9	16	0	1	7	10	1	--	--	--
MS24	3	6,7,8	1	13	0	0	1	9	1	+.14	--	--
MS25	3	6,7,8	7	9	0	0	2	13	0	--	--	--
MS26	3	4	15	7	0	0	3	16	4	+.27*	--	--
MS27	3	6	11	10	0	0	0	21	0	+.17	+.13	+.25
MS28 (C)	**3**	**4,6**	**22**	**13**	**0**	**2**	**1**	**32**	**0**	**--**	**--**	**--**

Level 3: High School Classrooms

Class ID[1]	Comm Setting[2]	Grade	Gender		Ethnicity					Change Comm. Connectn.[3]	Change Awareness & Attitudes[4]	Change Action & Self-Effic'y[5]
			M	F	AfAm	As Am	Lat	Eur Am	Other			
HS1	1	mix	5	5	5	0	1	1	3	--	--	+.43
HS2	1	mix	9	13	10	1	3	6	1	+.83*	+.34	+.35
HS3	3	10	12	8	1	7	3	3	4	--	N/A	N/A
HS4	2	mix	8	10	1	4	6	5	1	-1.06*	-.35	-.57
HS5	2	9	10	10	1	0	0	11	0	-.24	+.26	+.26
HS6	2	mix	7	17	0	0	3	13	1	--	--	+.23
HS7	2	9	7	11	1	0	6	10	0	-.26	--	--
HS8	2	9	12	7	1	2	2	8	0	+.33	+.69*	+.49*
HS9	2	9	10	11	0	0	3	15	0	+.26	+.59*	+.60
HS10	2	9	10	9	1	1	2	6	0	--	--	--
HS11 (C)	**2**	**12**	**8**	**8**	**1**	**0**	**2**	**10**	**3**	**--**	**--**	**--**
HS12	1	mix	1	5	0	0	3	2	1	--	--	+1.10*
HS13	1	mix	3	2	0	1	2	0	1	--	--	--
HS14	1	mix	5	3	1	0	1	4	2	--	--	+.56*
HS15	1	mix	1	5	2	0	1	2	0	+.46	--	--
HS16	2	9	4	5	0	0	9	0	0	-1.43*	-1.04*	--
HS17	2	9	8	2	0	0	16	0	0	--	--	+.63
HS18	2	mix	10	10	1	0	17	0	2	--	--	+.25
HS19	2	mix	4	2	0	0	3	0	3	--	--	--
HS20	2	12	11	9	0	0	14	0	4	+.20	--	+.20
HS21	2	12	4	9	0	1	10	0	1	--	--	--
HS22	2	12	4	7	2	0	4	1	4	--	--	--
HS23	2	9	4	9	0	0	6	0	3	--	--	+.35
HS24 (C)	**3**	**Mix**	**8**	**11**	**0**	**0**	**14**	**5**	**0**	**--**	**--**	**--**
HS25	3	mix	6	3	0	0	7	1	0	--	--	--
HS26	3	mix	5	1	0	0	5	0	1	--	--	--
HS27	3	11	10	19	0	0	1	20	0	--	--	--
HS28	3	10	9	9	0	0	1	13	0	+.25	--	--
HS29	3	mix	8	10	0	1	1	14	1	--	--	--
HS30	3	mix	2	5	0	0	2	5	0	-.25	-.50*	--
HS31	3	9	12	3	0	0	1	12	1	-.29	--	--
HS32	3	mix	7	0	0	0	0	6	0	+.83	+1.01	+.99
HS33	3	7	12	8	0	1	0	18	0	--	+.40	+.36
HS34	3	7/8	5	12	1	0	19	28	2	--	--	+.24
HS35	4	mix	13	17	3	0	3	11	5	--	+.27	--

Appendix 5-K
1999/2000 Civic Responsibility Survey Data from Intensive Study: Demographics and Item Cluster Change Scores for Individual Classrooms by Grade Span

Level 1: Elementary Classrooms

Class ID	Comm Setting[1]	Grade	Gender		Ethnicity					Hours Serv[2]	Pers. Contact[3]	Civic Goals[4]	Change in Self/Commun Interest Att.[5]	Change in Altruistic Behavior[6]
			M	F	Af Am	As Am	Lat.	Eur Am	Other					
ES1	2	3	7	5	0	2	1	9	0	2	1	1	+.24	
ES2	2	3	9	8	0	4	4	8	1	2	1	1	+.35*	
ES3	1	3	5	11	0	0	16	0	0	36	1	2	-.54*	-.20
ES4	3	3	8	8	5	7	0	1	3	2	0	2	+.18	N/A
ES5	3	3/4	11	3	4	5	4	0	1	50	1	0	+.17	-.35*
ES6	2	4/5	7	5	1	0	3	6	0	12	0	1		-.15
ES7	1	5/6	9	8	1	6	1	4	5	6	1	1	-.40*	+.12
ES8	1	5/6	6	4	0	0	8	2	0	10	0	0	-.31	-.24
ES9	1	6	18	13	0	0	29	0	0	Missing	0	1		

[1] Community Setting codes: 1=rural, 2=suburban, 3=urban

[2] Hours Service: Number of hours class spent engaged in service, as reported by teacher.

[3] Personal Contact codes: 0=class had little or no contact with community partner; 1=class had some or substantial contact with community partner

[4] Civic Goals codes: 0=Teacher cited no civic goals, 1=Teacher cited 1 or 2 civic goals, 3=Teacher cited 3 or more civic goals.

[5] Change in Self Interest: Class post-test mean score minus class pre-test mean score. A positive value means that students were less likely to endorse items reflecting self interest and more likely to endorse items reflecting interest in community.

[6] Change in Altruistic Behavior: Class post-test mean score minus class pre-test mean score. A positive change on this score means students endorsed altruistic behaviors more frequently or more enthusiastically on the post test.

Level 2: Middle School Classrooms

Class ID	Comm Setting	Grade	Gender		Ethnicity					Hours Service	Person Contact	Civic Goals	Self/ Commun Interest Att.	Altruistic Behavior
			M	F	Af Am	As Am	Lat.	Eur Am	Other					
MS1	2	7	11	12	2	1	13	6	1	11	1	1		
MS2	3	6	15	11	18	3	4	0	1	5	0	2	-.19*	-.26*
MS3	3	6	7	5	5	1	6	0	0	5	0	2		-.11
MS4	3	6	5	7	10	0	1	0	1	3	1	2	-.31	
MS5	3	6	4	6	9	0	0	0	1	3	1	2		-.30
MS6	3	6	12	14	21	0	3	1	1	3	0	1	-.18	
MS7	3	6	8	8	14	0	0	0	2	3	0	1	-.18	-.34
MS8	3	7	7	6	11	2	0	0	1				-.29	
MS9	1	7	12	8	1	0	18	0	1	10	0	1	.-21*	
MS10	1	8	4	8	0	0	0	12	0	72	1	1		-.18
MS11	1	7	3	5	0	0	1	7	0	30	0	1		
MS12	2	8	15	12	3	0	10	11	3	53	1	0	-.09	
MS13	3	8	0	20	1	0	19	0	0	20	0	0		-.20*

Level 3: High School Classrooms

Class ID	Comm Setting	Grade	Gender		Ethnicity					Hours Service	Personal Contact	Civic Goals	Self/Comm Interest Att.	Altruistic Behavior	Intrinsic Motiv.
			M	F	Af Am	As Am	Lat	Eur Am	Oth						
1	1	11	10	14	0	0	24	0	0	10	0	1			
2	3	12	5	16	5	8	1	2	5	40	1	3		+.20*	
3	3	12	19	11	8	12	0	7	3	40	1	3	-.08		-.19*
4	1	9	2	9	0	0	0	11	0	60	0	1			
5	1	Mix	6	9	0	0	1	12	2	18	1	1			
6	2	10	10	11	0	5	8	3	5	35	1	2		+.08	
7	1	9	10	10	1	0	13	6	0	50	0	1		+.19	+.33*
8	1	11	6	9	0	1	14	0	0	5	0	1			
9	1	Mix	4	7	0	0	5	4	2	15	1	1	+.15	+.14	

Appendix 6–A
Report Form for District/School Outcomes

Partnership Name: _____ Partnership Code #_____

IMPACT ON SCHOOLS/DISTRICTS IN 1999-2000

This protocol is designed to help you answer the following overarching questions:

- ***To what degree are district personnel aware of service-learning?***
- ***How has this level of awareness changed?***
- ***How has service-learning grown at the school? In the district?***

At minimum, the outcomes you detail should be related to the three service-learning classroom examples you described in the Partnership Description Report Form.

A. IMPACT QUESTIONS

The data collected sought to answer the following specific question(s):

#1:

#2:

#3:

#4:

B. SAMPLE

1. Who provided data to address these questions? (What is the sample?)

2. Type, Enrollment, and Degree of Participation of schools included in the SAMPLE:

School Code	Type of School (Elem, Midl, JHS, HS, Indpt)	School Enrollment	Teachers/Classrooms participating at each school. (List each on a separate line)	Grade of Classroom	Subject Matter for S-L

C. INSTRUMENTS USED

Briefly describe each instrument or protocol that was used to capture data about impact of service-learning on the schools/district(s).

Protocol #1:

Protocol #2 (if any):

Protocol #3 (if any):

D. PROCEDURES FOR COLLECTING THE DATA

Protocol/Instrument #1:

1. Who collected the data?
2. When were the data collected?
3. Which school or district representatives provided data using this instrument?

Protocol/Instrument #2 (if any):

1. Who collected the data?
2. When were the data collected?
3. Which school or district representatives provided data using this instrument?

Protocol/Instrument #3 (if any):

1. Who collected the data?
2. When were the data collected?
3. Which school or district representatives provided data using this instrument?

E. PROCEDURES USED TO ANALYZE DATA

For each protocol or instrument used, address the following two questions.

1. Who analyzed the data that were collected?
2. How were the data analyzed?

Protocol/Instrument #1:

1. Who analyzed the data?

2. How were the data analyzed?

Protocol/Instrument #2 (if any):

1. Who analyzed the data?

2. How were the data analyzed?

Protocol/Instrument #3 (if any):

1. Who analyzed the data?

2. How were the data analyzed?

F. RESULTS AND FINDINGS

What did the data in each protocol and instrument show?

Protocol/Instrument #1:

Protocol/Instrument #2 (if any):

Protocol/Instrument #3 (if any):

G. DISCUSSION

Overall, what do the findings suggest regarding the impact of service-learning on school/districts? (To what degree are district personnel aware of service-learning? How has this level of awareness changed? How has service-learning grown at the school and in the district? In what areas did service-learning seem to have the greatest or least impact? Are there any patterns or correlations worth noting, such as a connection between the level or size of schools and the impact of service-learning on the school or district?)

H. RECOMMENDATIONS/NEXT STEPS

1. Program:

In terms of the school/district impact findings, what are some program recommendations for the short-term and the long-term? (Are there any aspects of the service-learning partnership that should be modified to enhance the impact of service-learning on schools/districts?)

2. Evaluation:

Are there aspects of the evaluation that need to be changed or revised in the coming year? (For example, does the evaluation team need to be expanded/changed? Do new instruments need to be employed to collect better data on service-learning's impact on schools/districts?)

3. Other (OPTIONAL):

Please discuss any other issues that have arisen from the findings or the evalution process that might have influenced how the service-learning activities impacted the school/districts. (e.g., The evaluation looked only at those schools that have had longstanding service-learning activities. Therefore, the findings are more positive than they might be for the rest of the schools in the district).

Appendix 6–B
Report Form for Community Outcomes

Partnership Name: _____ Partnership Code #_____

IMPACT ON COMMUNITIES FOR 1999-2000

This protocol is designed to help you answer the following overarching questions:

- ***What impacts has service-learning had on the community?***
- ***To what degree have students provided a "service" to the community?***

At minimum, the outcomes you detail should be related to the three service-learning classroom examples you described in the Partnership Description Report Form.

A. IMPACT QUESTIONS

The data collected sought to answer the following specific question(s):

#1:

#2:

#3:

#4:

B. SAMPLE

1. What is the Sample Size? _____
(How many agencies or representatives were surveyed?)

2. Type and Service Area of Organization or Agency collaborating in service-learning activities with classrooms in your partnership. (Use one line per agency. Repeat the teacher code for multiple agencies and service activities within a classroom.)

Teacher Code	Type of Agency	Type of Service the Agency Provides to Community	Type of Service Provided by Students to Agency

C. INSTRUMENTS USED

Briefly describe each instrument or protocol that was used to capture data about the impact of service-learning on the community.

Protocol #1:

Protocol #2 (if any):

Protocol #3 (if any):

D. PROCEDURES FOR COLLECTING THE DATA

For each protocol or instrument used, address the following three questions.

1. **Who collected the data about community impacts?**
2. **When were the data collected?**
3. **Which agencies or organizations provided data using this protocol or instrument?**

Protocol/Instrument #1:

1. Who collected the data?

2. When were the data collected?

3. Which agency or organization representatives provided data using this instrument?

Protocol/Instrument #2 (if any):

1. Who collected the data?

2. When were the data collected?

3. Which agency or organization representatives provided data using this instrument?

Protocol/Instrument #3 (if any):

1. Who collected the data?

2. When were the data collected?

3. Which agency or organization representatives provided data using this instrument?

E. PROCEDURES USED TO ANALYZE DATA

For each protocol or instrument used, address the following two questions:

1. **Who analyzed the data that were collected?**
2. **How were the data analyzed?**

Protocol/Instrument #1:

1. Who analyzed the data?

2. How were the data analyzed?

Protocol/Instrument #2 (if any):

1. Who analyzed the data?

2. How were the data analyzed?

Protocol/Instrument #3 (if any):

1. Who analyzed the data?

2. How were the data analyzed?

F. RESULTS AND FINDINGS

What did the data using each protocol and instrument show?

Protocol/Instrument #1:

Protocol/Instrument #2 (if any):

Protocol/Instrument #3 (if any):

G. DISCUSSION

Overall, what do the findings suggest regarding the impact of service-learning on the community? (In what areas did service-learning seem to have the greatest or least impact? Are there any patterns or correlations worth noting, such as a connection between particular types of service activities and level of community impact? To what degree did students provide a "service" to the community?)

H. RECOMMENDATIONS/NEXT STEPS

1. Program:

In terms of the community impact findings, what are some program recommendations for the short-term and the long-term? (Are there any aspects of the service-learning partnership that should be modified to enhance the impact of service-learning on the community?)

2. Evaluation

Are there aspects of the evaluation that need to be changed or revised in the coming year? (For example, does the evaluation team need to be expanded or changed? Do new instruments need to be employed to collect better data on the impact of service-learning on the community?)

3. Other (OPTIONAL):

Please discuss any other issues that have arisen from the findings or the evalution process that might have influenced how service-learning activities impacted the community. (e.g., Community impacts appeared to be minimal because the issues that the students were addressing were large, broad-based issues that will require ongoing, long-term service efforts to affect).