

G2G™

Growing ^{to}
Greatness™
2006

Available from the NYLC Resource
Center at www.nylc.org.

Copyright © 2006 National Youth
Leadership Council. All Rights Reserved.

Funding provided by



State Farm
Companies®
FOUNDATION

THE STATE OF SERVICE-LEARNING PROJECT



Service-Learning...

As a **philosophy**, service-learning embraces young people as community resources and assets.

As a **community development model**, service-learning addresses real issues such as disaster relief, pollution control, hunger, homelessness, and diversity.

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

National Youth Leadership Council

By the Numbers

- Founded in 1983, based at University of Minnesota in the Center for Youth Development and Research.
- Developed the first *National Youth Leadership Training* in 1983, held nearly every summer since.
- Has published the field's only periodical on school-based service-learning, "The Generator," since 1983.
- Convened first National Service-Learning Conference in 1989; last year *The 16th Annual National Service-Learning Conference* attracted nearly 2,900 participants from all 50 states and more than 40 countries.
- Developed professional trainings for service-learning practitioners first held in 1989, (the summer *Teachers' Institute*), a precursor to the current annual *Urban Institute for Service-Learning*— now in its third year.
- Played major leadership role in shaping Minnesota service/youth development legislation in 1987 and 1989, and a contributing role in federal service/service-learning legislation passed in 1990 and 1993.
- Developed national *Generator Schools* program, which connected 40 K-8 schools practicing service-learning in the 1990s.
- Established the first National Service-Learning Clearinghouse in 1993 in conjunction with the University of Minnesota.
- Leads the *National Service-Learning Exchange*, a network of five regional partners and more than 400 peer mentor affiliates nationwide.
- Initiated *Y-RISE*, the first Service-Learning and HIV/AIDS Prevention Initiative in 2001.
- Initiated *Growing to Greatness: The State of Service-Learning Project* in 2003, resulting in an annual published report on the movement.
- Developed a searchable, interactive online resource with selected service-learning materials and customizable functions, launched in 2006.
- Developed summer *WalkAbout* program, an intergenerational model for service-learning in Minneapolis, St. Paul, and Chicago, and is now spreading to the Gulf Coast for implementation through the Summer of Service 2006.
- Trained more than 10,000 practitioners throughout the country, and on five continents.

Growing^{to} Greatness[™]

2 0 0 6

The State of Service-Learning Project

James C. Kielsmeier, Project Director
Marybeth Neal, Research Director
Alison Crossley, Research Assistant



Copyright © 2006 National Youth Leadership Council™

All rights reserved under International and Pan-American Copyright Conventions. Unless otherwise noted, no part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without express written permission of the publisher, except for brief quotations or critical reviews.

The views expressed in each article contained in *Growing to Greatness* are solely the views of the author or authors of each article and do not necessarily represent those of the National Youth Leadership Council or the other authors in the collection.

Permission is granted for individual readers, parents, teachers, and group leaders to photocopy pages for personal, home, classroom, or group work.

The “15 Effective Strategies for Dropout Prevention” is copyright © 2005 National Dropout Prevention Center and is reprinted with permission.

Cover photo courtesy of the Corporation for National and Community Service. Specially trained members of AmeriCorps*NCCC share a moment of team-building before heading out to abate forest fires.



1667 Snelling Ave. N., Suite D300
St. Paul, MN 55108
(651) 999-7357
www.nylc.org

“Everybody
can be great,
because
everybody
can serve.”

—Dr. Martin Luther King, Jr.’s
February 4, 1968,
sermon at the Ebenezer
Baptist Church in Atlanta

Contents

Growing to Greatness™

2 0 0 6

Editorial Board	iv	Toward Statewide Documentation of Positive Youth Contributions.	73
Acknowledgments	iv	<i>Marybeth Neal, Ph.D.</i>	
<i>James C. Kielsmeier, Ph.D.</i>		Learning that Lasts: Integrating and Sustaining Service-Learning Through Policy, Practice, and Capacity	78
Letter from State Farm	v	<i>Jennifer Piscatelli</i>	
<i>Kathy Payne</i>		Equity in Service-Learning: Comparing Scope, Institutionalization, and Quality across Low-Income Urban and Suburban Schools	82
Service-Learning by the Numbers	vi	<i>Suzanne Pritzker and Amanda Moore McBride, Ph.D.</i>	
Introduction: From Both Sides of the Hyphen	1	State Profiles; Introduction	93
<i>Marybeth Neal, Ph.D.</i>		<i>Rich Cairn, Marybeth Neal, Ph.D., and Alison Crossley</i>	
The Impact of Service-Learning on Transitions to Adulthood	4	Alaska	94
<i>Suzanne Martin, Ph.D., Marybeth Neal, Ph.D., James C. Kielsmeier, Ph.D., and Alison Crossley</i>		Connecticut	96
Lessons from Research on Teaching and Learning: Service-Learning as Effective Instruction	25	District of Columbia	98
<i>Shelley H. Billig, Ph.D.</i>		Idaho	100
Measure What Matters, and No Child Will Be Left Behind	33	New Mexico	102
<i>Marty Duckenfield and Sam Drew, Ph.D.</i>		North Carolina	104
Resources For Recovery: Young People, Service, Learning, and Disasters	40	North Dakota	106
<i>Teddy Gross and James C. Kielsmeier, Ph.D.</i>		South Dakota	108
Youth Courts: An Alternative to Traditional Juvenile Courts	46	Utah	110
<i>Sarah S. Pearson</i>		Virginia	112
Service-Learning: A Context for Parent and Family Involvement	53	West Virginia	114
<i>Marybeth Neal, Ph.D., and Cathryn Kaye</i>		Wyoming	116
Native American Service-Learning	59	U.S. Territory Profiles	118
<i>Calvin T. Dawson, McClellan Hall, and Lynn LaPointe</i>		Guam	120
A Framework for Future Research: The Community Impacts of Service- Learning	67	Puerto Rico	122
<i>Lawrence N. Bailis, Ph.D., and Tony Ganger</i>		Learn and Serve Funding	124
		Glossary	125
		Resource Organizations	126

Larry Bailis
Brandeis University

Shelley Billig
RMC Research

Nelda Brown
*National Service-Learning
Partnership*

Rich Cairn
Cairn and Associates

Amy Cohen
*Corporation for National and
Community Service*

Marty Duckenfield
*National Dropout Prevention
Center*

Joe Follman
Florida State University

Andy Furco
*University of California –
Berkeley*

Tony Ganger
YMCA of the USA

Silvia Golombek
Youth Service America

Teddy Gross
Common Cents

Joe Herrity
Iowa Department of Education

Don Hill
Youth Service California

Kathy Hill
Ohio State University

Barbara Holland
*National Service-Learning
Clearinghouse*

Michelle Kamenov
*Minnesota Department of
Education*

Sarah S. Pearson
American Youth Policy Forum

Rob Shumer
University of Minnesota

Acknowledgments

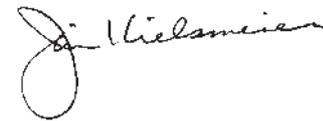
We take this opportunity to extend our heartfelt thanks to all of the individuals and organizations who helped to make *Growing to Greatness 2006* a reality. Our editorial board members have been a steady source of support, and our authors have given generously of their time. Behind the scenes at the National Youth Leadership Council, the staff has worked very hard to ensure that G2G is a useful and inspiring publication.

In particular we'd like to thank Shelley Billig, Rich Cairn, Teddy Gross, Barbara Holland, Andy Furco, Tony Ganger, Larry Bailis, Sarah Pearson, Marty Duckenfield, and Rob Shumer for their feedback throughout the process. Gwen Willems, Paul Schroeder, Ken Meter, Rob Shumer, and Pete Rode took on the challenging task of developing a statewide strategy for collecting data on positive youth contributions, which is introduced in this issue. Carol Thompson and Paula Beugen of the Minnesota Association for Volunteer Administration helped develop and distribute a survey used in the statewide data collection. Oliver Moles contributed his expertise in the area of parental involvement research. Elson Nash, Calvin Dawson, and Kimberly Spring of the Corporation for National and Community Service provided useful data and feedback on various aspects of G2G including the statewide model on positive youth contributions, the article on service-learning in Native American communities,

and the National Survey on Service-Learning and Transitioning to Adulthood. We are grateful for Suzanne Martin, Dana Markow, and Erin Morris of Harris Interactive for all their work on the survey. Thank you also to those who generously agreed to be interviewed for the state profile program examples.

NYLC research director Marybeth Neal and research assistant Alison Crossley helped cut the path through the forest, taking the theme for this year on service-learning and the integration of young people into communities, identifying topics for articles, and finding authors. In this process they were greatly assisted by Maddy Wegner, communications director; Kristin Thiel, editor; and Caryn Pernu, executive assistant.

Finally we would like to thank our funders, the State Farm Companies Foundation, through Kathy Payne and Carl Nelson. Their support and encouragement goes beyond the simply financial, and helps us to renew and strengthen our commitment to young people and to nurturing their potential to grow to greatness.



James C. Kielsmeier, Ph.D.
G2G Project Director
President and CEO, NYLC

State Farm Companies®
believes that building
a better future through
the support of
meaningful educational
and service opportunities
is good for our business
and for our world.



State Farm®
Companies
FOUNDATION

Dear Reader,

It is our great pleasure to present *Growing to Greatness 2006*, the third annual report in our State of Service-Learning research. As the primary auto insurer in the United States, State Farm Companies® believes that building a better future through the support of meaningful educational and service opportunities is good for our business and for our world.

In previous G2G reports, we've explored many facets of service-learning, from its role as a "gateway asset" in healthy youth development to its utility in addressing the achievement gap and teaching to multiple intelligences. We also have contributed to a firm foundational basis for the field, through the identification of seminal research studies.

This year, we build upon what we have learned in an exploration of service-learning's relationship to communities. Service-learning builds social capital, providing a way for young people to strengthen their connections with their schools, communities and families. Through it, youths serve as resources for their communities, rather than being considered a source of community prob-

lems. Engaging young people in the rebuilding of the storm-ravaged Gulf states is a vivid example, explored in this edition of G2G, of how young people are truly needed.

In 2006, we examine service-learning from both sides of the hyphen: How does service enhance learning objectives, *and* how does an emphasis on learning enhance the service experience?

The hope embodied in these pages is powerful. The idea that meaningful education is enhanced by its application in service, and that meaningful service is enhanced by learning objectives is both simple and profound. It gives us a road map to create a better future not just for, but most importantly *with*, our young people.

Sincerely,

A handwritten signature in black ink that reads "Kathy Payne".

Kathy Payne
Assistant Director – Community Alliances
State Farm Insurance

Service-Learning

By the Numbers

4:1 Monetary value of service provided by Learn and Serve student participants to their communities, compared to Learn and Serve money spent.¹

4.7 Estimated millions of U.S. kindergarten-through-12th-grade students engaged in service-learning.²

28 Percentage of public schools engaged in service-learning, which is curriculum-based, has clear learning objectives, and meets community needs.²

66 Percentage of public schools engaged in community service that is not curriculum-based.²

92 Percentage of principals from U.S. schools with service-learning programs who said service-learning has a positive impact on students' civic engagement.²

91 Percentage of those principals who said service-learning has a positive impact on personal and social development and school-community partnerships.²

88 Percentage of those principals who said service-learning has a positive impact on school climate and school engagement.²

86 Percentage of those principals who said service-learning has a positive impact on the larger community's view of youths as resources.²

85 Percentage of those principals who said service-learning has a positive impact on teacher satisfaction.²

83 Percentage of those principals who said service-learning has a positive impact on academic achievement.²

43 Percentage of principals from high-poverty schools that incorporate service-learning, who reported that service-learning has a *very positive* impact on academic achievement. In medium- to low-poverty schools that offer service-learning, that response came from 31 percent of principals.³

45 Percentage of U.S. public high schools engaged in service-learning.²

30 Percentage of U.S. public middle schools engaged in service-learning.²

22 Percentage of U.S. public elementary schools engaged in service-learning.²

98 Percentage of the more than 900 Campus Compact member colleges that offer academic credit for service-learning.⁴

90 Percentage of those colleges that partner with kindergarten-through-12th-grade schools.⁴

37 Percentage of U.S. teacher-education institutions that prepare pre-service teachers for service-learning.⁵

37 Percentage of Americans familiar with the term "service-learning."⁶

90 Percentage of Americans who support service-learning in their local public schools when it's described as students using what they "are learning in schools for community projects."⁶

37 Number of states with service-learning policies and procedures.⁷

10 Number of states in which community service or service-learning can fulfill graduation requirements.⁷

1 Number of states requiring service-learning for graduation. (Way to go Maryland!)⁷ **G2G**

1. Melchior, Alan. (1999). *Summary Report: National Evaluation of Learn and Serve America*. Center for Human Resources, Brandeis University. Available at www.learnandserve.org/pdf/research/lreport.pdf.
2. Scales, P. C., and E. C. Roehlkepartain. (2004). *Community service and service-learning in U.S. public schools, 2004. Growing to Greatness 2004*. St. Paul: National Youth Leadership Council. Available at www.nylc.org/g2g.
3. Scales, P. C. and E. C. Roehlkepartain. (2005). Can service-learning help reduce the achievement gap?: New research points toward the potential of service-learning for low-income students. *Growing to Greatness 2005*. St. Paul: National Youth Leadership Council. Available at www.nylc.org/g2g.
4. Campus Compact's 2003 membership survey. Available at www.compact.org/newscc/2003_Statistics.pdf.
5. Anderson, J. B., and J. A. Erickson. (2002). Service-learning in teacher education: How are prospective teachers being prepared to teach the new school population. Citing a national study sponsored by the American Association of Colleges for Teacher Education and the National Service-Learning in Teacher Education Partnership.
6. Roper Public Opinion Poll. (2000). *Public Attitudes Toward Education and Service-Learning*. Available at www.learningindeed.org/tools.
7. Piscatelli, J. (2005). Sustaining Service-learning and youth voice through policy. *Growing to Greatness 2005*. St. Paul: National Youth Leadership Council. Available at www.nylc.org/g2g.



Introduction

From Both Sides of the Hyphen

Marybeth Neal, Ph.D.
NYLC

Growing to Greatness: The State of Service-Learning Project published its first report in 2004 with the premise that “all young people are — or can become — contributing members of society, and what they contribute and how they learn while serving needs to be widely documented, understood, and valued.”

As service-learning practitioners and researchers, G2G’s editors and contributors envisioned this framework for two overarching reasons: (1) Documenting the contributions of youths who work to better our communities expresses the thanks and respect they deserve; and (2) as an annual report, G2G provides with regularity the data needed to expand service-learning practice and quality, and therefore, the contributions of youths.

To do this, G2G examines service-learning from both sides of the service-learning hyphen: How does service help youths successfully complete learning objectives, and how does an emphasis on learning enhance a service experience? *Growing to Greatness 2004* and *Growing to Greatness 2005* addressed these

questions through articles and project profiles. For example, on the promotion of service, Howard Gardner argued that service-learning facilitates the growth of qualities that help make individuals socially responsible. On the strengthening of learning, Peter Scales and Eugene Roehlkepartain described service as a “gateway asset” for academic and developmental success, and they presented new research indicating that service-learning could help reduce the achievement gap. Project examples from states and community-based organizations in both the 2004 and 2005 reports demonstrate real-life examples of how service and learning work together for mutually beneficial results.

The focus of G2G in 2004 was on service-learning’s impact on schools; in 2005, we looked at service-learning’s impact on students. The 2006 edition builds off these and considers the impact of service-learning on youths’ transitioning to adulthood and the impact of service-learning on the broader community.

Barring longitudinal studies, which are sorely needed to document

All young people are —
or can become —
contributing members
of society, and
what they contribute
and how they learn
while serving
needs to be
widely documented,
understood,
and valued.

Introduction continued...

service-learning impacts, we explore a variety of ways to approach the question of impact. One way is to ask past service-learning participants to take a retrospective look at their service-learning experiences, tell us what they are currently doing, and what they intend to do in the future. This is what we accomplished with the NYLC-Harris Interactive National Survey on Service-Learning and Transitioning to Adulthood. This study documents the positive impacts of service-learning as youths transition into adult roles and responsibilities.

As we continue to learn more about service-learning, we also see how service-learning offers a needed implementation strategy. Shelley Billig presents the National Research Council findings on effective teaching and learning and shows how service-learning pedagogy offers a way to implement these findings for positive results. Marty Duckenfield and Sam Drew of the National Dropout Prevention Center also presents service-learning as an effective dropout prevention strategy, and suggests how service-learning assessment practices can help ensure that the goals of No Child Left Behind are met.

In *Resources for Recovery*, NYLC and Common Cents introduce an



Photo courtesy of Common Cents.

exciting new initiative to make good on the claim that service-learning is a philosophy, a pedagogy, and a model for community development. In the summer of 2006, this new initiative will demonstrate how service-learning provides not just great learning experiences, but also quality service in the areas devastated by Hurricanes Katrina and Rita.

Sarah Pearson in her article on service-learning and restorative justice programs shows how service-learning through youth courts

provides a context for helping to create the much-needed connections that youths and their communities need.

The article by Marybeth Neal and Cathryn Kaye explores research findings from the Parent and Family Involvement field and offers practical strategies for how, through the context of service-learning, parent, family, and community involvement in schools can promote academic success for students and increased trust and support of schools.

Calvin Dawson, McClellan Hall, and Lynn LaPointe describe in their article on service-learning and Native American communities a variety of programs and projects helping to shape youths into contributing adults. These include NYLC's National Youth Leadership Training and programs established by a partnership of higher education, national nonprofits, and community-based organizations to prepare Native American youths for college and help them have a healthy transition into adulthood.

Many of these articles suggest ways in which service-learning can strengthen communities, connect youths to their communities in positive ways, and encourage young people's development into caring, capable, and responsible adults. Researching the effects service-learning has on communities is particularly complex. Larry Bailis and Tony Ganger help us to understand these challenges and suggest strategies for the documentation of community-based service-learning impacts.

With *Growing to Greatness 2006*, we now have completed profiles of all U.S. states and territories. However, in this issue we introduce our intent to enhance these profiles by creating a strategy to measure the impact of positive youth contributions on their communities. Building on Bailis and Ganger's discussion of the complexities related to researching

Key Assumptions and Principles for the Growing to Greatness Initiative

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

community impacts, Neal presents the development of a multifaceted research methodology to collect data on youth service and service-learning activities and on their positive community impacts.

Jennifer Piscatelli offers tips on how effective service-learning policy creation and implementation can change a district for the better. And finally, G2G student-faculty research prize recipients Suzanne Pritzker and Amanda Moore offer a look at how policy and other supports for service-learning differ from urban to suburban settings, suggesting that we

need to pay closer attention to demographic trends.

As in the past two G2G reports, this year's report highlights state service-learning profiles by Rich Cairn, Alison Crossley, and Marybeth Neal and examples of service-learning in action in individual states. This helps depict the rich potential of service-learning to enhance the quality of both "learning" and "service" for the benefit of all. **G2G**



The Impact of Service-Learning on Transitions to Adulthood

Suzanne Martin, Ph.D.
Harris Interactive

Marybeth Neal, Ph.D.
NYLC

James C. Kielsmeier, Ph.D.
NYLC

Alison Crossley
NYLC

In *Growing to Greatness 2005*, National Youth Leadership Council President and CEO James Kielsmeier framed youths' transitions to adulthood as a time of "engaged citizenship and active learning" — if researchers take the untraditional approach of tracking youth contributions to their communities rather than the more standard deficit measurements (Kielsmeier 2005). This year's G2G research, funded by State Farm Companies Foundation and conducted by Harris Interactive, builds a foundation for that premise, exploring the ways in which service-learning involvement affects youths' development of attributes associated with adulthood.

Young people today experience a different transitional landscape than the generations before them. They have an increased length of transition to adulthood, as well as greater mobility, freedom, and diversity of potential paths (Schulenberg, Sameroff, and Cicchetti 2004; Shanahan 2000). Recent data indicate that the transition between youth and adulthood

is becoming increasingly difficult to navigate (Smith 2004, Settersten 2004, Osgood and Eccles 2005).

Now, more than ever, attention needs to be paid to cultivating constructive contexts to help young people experience successful transitions to adult responsibilities. Fulgini and Hardway (2004) cite three developmental outcomes that are particularly significant in the successful transition to adulthood: (1) completion of high school and postsecondary education, (2) development of skills and abilities that are employable, and (3) development of physical and mental health. Scholars have theorized that the multiple contexts in which an individual resides are determinants of an individual's developmental course (Bronfenbrenner 1993).

In other words, if youths are provided with well-developed contexts, settings in which their unique skills are needed and valued, they may experience those things that will make their transition successful. The context should be enhanced to allow for increased self-esteem, greater social support, educational

Now, more than ever,
attention needs to
be paid to
cultivating constructive
contexts to help
young people
experience successful
transitions to adult
responsibilities...
Service-learning
is an avenue to build
such contexts.

aspirations, employable skills, experience with a wide variety of ways of living, and increased well-being. Service-learning is an avenue to build such contexts. As Kielsmeier writes, “Emerging approaches that authentically engage young people as contributing citizens to communities — especially when linked with well-designed learning and youth development content — are a credible structural response to issues of adolescent dissonance and community decline” (Kielsmeier 2005).

Other research on service-learning also affirms that service-learning engages youths academically and civically, and encourages positive character development (Billig 2005). Academically, service-learning students exhibit higher GPAs and enhanced writing and critical-thinking skills (Astin, Vogelgesang, Ikeda, and Yee 2000). The Minneapolis-based Search Institute has recorded multiple benefits of service-learning, including a reduction in the achievement gap between students of high and low socioeconomic status (Scales and Roehlkepartain 2005). In addition, youth participation in prosocial endeavors is correlated to decreased participation in risky behavior and increased education levels (Eccles and Barber 1999).

Overview

Service-learning has been proven beneficial for the youths and communities who participate. However, there is still a need for additional data

about the relationship between service-learning and youth-adult transitions.

To examine the hypothesis that service-learning offers the potential to ease the transition to adulthood, as well as to explore other aspects of the transition to adulthood, the National Youth Leadership Council commissioned Harris Interactive to conduct a two-part research project on how young people are making the transition from youth to adulthood, and how service-learning impacts this transition. The project included a nationally representative survey of 3,123 U.S. residents ages 18-28. The survey included young adults with a range of experience providing direct or indirect service: those with service-learning experience (Service-Learning), those with service experience that does not qualify as service-learning (Service Only), and those with no service experience at all (No Service). To explore the service-learning experience more deeply, focus groups were conducted with high school students currently involved in service-learning, as well as with young adults who had previous service-learning experience.

Service-Learning

In our survey, service-learning was defined as those service experiences that required reflection on the service experience. Service-learning could be part of a class or school experience, or it could happen



Photo courtesy of CNCS.

outside of school. Participants classified as Service Only participants did some sort of service but lacked the reflection component. Participants classified as No Service did not take part in any form of service. Overall, the survey revealed that 28 percent of young adults in the United States have had a service-learning experience before the age of 18. Teens and young adults describe service-learning as mutually beneficial to both the community they were helping and themselves. For example, in the focus groups conducted for this project young people described service-learning as:

“Learning more about yourself and the environment around you.”

“Learning about the issues in your community and how you can solve them.”

“Being aware of other people, the environment in your community, and how you can get involved.”

“Chance to learn something new, meet new people, and interact with the community.”

The Impact of Service-Learning on Transitions to Adulthood continued...

Academically,
service-learning
students exhibit
higher GPAs and
enhanced writing and
critical-thinking skills.

Where Do We Find Service-Learning?

Schools

For young adults who participated in service-learning in school, the school itself plays a role in service participation. Students attending private or parochial schools seem to have the greatest access to service opportunities, with Service-Learning and Service Only participation each reported at 45 percent, and No Service reported at only 10 percent. Public school students have higher access to Service Only participation (57 percent); however, they also reported higher levels of No Service participation (17 percent). Home-schooled youths have the least

access with more than one in five (21 percent) reporting No Service participation but matching public school youths at Service Only participation (57 percent). Home-schooled youths have the least opportunity for service-learning, which was reported in one in five (20 percent) youths.

Student coursework and involvement in other activities are also related to service participation. Students who enrolled in honors courses are more likely to take part in Service Only (58 percent), followed by Service-Learning (33 percent) and No Service (10 percent). Non-honors students are much less likely to do service at all with No Service almost three times as high as the honors students rate (27 percent) and lower Service-Learning participation (22 percent); however, they report just slightly lower Service Only participation (52 percent).

Like their honors student counterparts, special education students are more likely to take part in Service Only (58 percent) but are less likely to do Service-Learning (26 percent) or No Service (17 percent). The students who are not in special education are also most likely to take part in Service Only (56 percent), followed by Service-Learning (29 percent) and No Service (15 percent). Those youths

reporting being very/extremely involved in other school activities were more likely to report doing service; conversely those not involved at all were less likely to report service, as shown in Figure 1.

Eighty-five percent of Service-Learning students participate as part of a class. Service-learning is most often found in social studies (26 percent), art/music/theater (21 percent), and science (19 percent). Service Only participation is less likely to be associated with a class (67 percent). If service is associated with a class, it is most often associated with art/music/theater (18 percent), social studies (13 percent) or vocational (10 percent) courses.

Community-Based Organizations

A little over one in four youths (26 percent) took part in Service-Learning in a school. The number

Figure 1

	% Took Part in Service	
	Very/Extremely Involved in Activities	Not At All Involved in Activities
Club or organization	97	60
Student government	96	79
Team sports	93	78

Figure 1. Students who are very involved in activities are significantly more likely to participate in service than students who are not involved.

“It’s not
about me...
it’s about
other people.
How can I help?”

of youths taking part in service-learning in a community-based organization is about half that (12 percent). Youths were about twice as likely to take part in service-learning for an organization if they lived in the city (41 percent) or suburbs (38 percent) compared to their rural counterparts (20 percent). Youths taking part in service-learning within a community-based organization report having higher numbers of adults they could go to if they were in trouble or needed help (7.2 adults) compared to youths who participated in service-learning within a school (5.8 adults). It also seems as if youths participating in service-learning in community organizations were held to higher standards by the adult leaders; 73 percent report that adult leaders

in organizations set high expectations compared to 69 percent of school-based service-learning participants. Those participating in service-learning in an organization were also more likely to design or plan their service project (57 percent vs. 51 percent). Youths participating in service-learning in community organizations also seem to be allowed to customize their experience a little more.

Why Service?

A school requirement plays a major role in whether or not a youth will have a service experience. According to our survey respondents, half of schools have no requirement for service. Among youths who participated in service projects before age 18, 42 percent (59 percent of Service-Learning and 34 percent of Service Only) said that they were fulfilling a requirement. Interestingly, the top two motivators for service among Service-Learning youths are to fulfill a requirement (59 percent) and to help other people (57 percent), while the two major motivators for Service Only participants are to help other people (52 percent) and to “feel good about myself” (43 percent) (see Figure 2).

Most focus group participants noted that they were not initially enthusiastic with the idea of service-learning. They thought it was “uncool.” Some faced a dilemma between giving their time to service-learning and getting paid for a job.



Photo courtesy of CNCS.

“I was very selfish when I found out I had to do service. I thought ‘I don’t have time for this.’ I dance and I’ve got schoolwork. When I first did it, on my way home I was like, okay it wasn’t what I really thought. It actually changed me. I don’t know if it was that first time, but it definitely changed me. What was that feeling? It’s not about me... it’s about other people. How can I help?”

“Initially I just went in for the credit; that is what pulled me into the program. But then when we started working with the kids, it’s the feeling you get helping somebody.”

As these quotes illustrate, once the youths began participating in service-learning and felt the impact of helping others, their attitudes changed. Many described the feeling as “addictive” and that they had become “passionate” about their programs.

The Impact of Service-Learning on Transitions to Adulthood continued...

Service Experience

Service-Learning participants recalled their project experience at a much higher rate than their Service Only peers. On average, Service Only peers did not remember specifics about participation 20 percent of the time, compared to 5 percent of students who participated in service-learning. One of the most striking differences between past participants of Service-Learning and Service Only participants is their assessment of the importance of the project for the group it served; 90 percent of past participants in service-learning believed their work was important to the group they served, while only 65 percent of the Service Only participants expressed this (see Figure 3). The experiences of a Service-Learning participant appear much richer than the Service Only experience. When 14 characteristics of service-learning are examined, on average, service-learning programs contained 5.5 characteristics compared to 2.3 in programs with service only.

Students involved in service-learning regularly participated in their service for longer periods than their Service Only peers (39 percent versus 30 percent for at least three months of involvement with a focus on providing direct services). A majority of service-

Figure 2
Why Did You Participate in Service Projects Before You Were 18 Years Old?

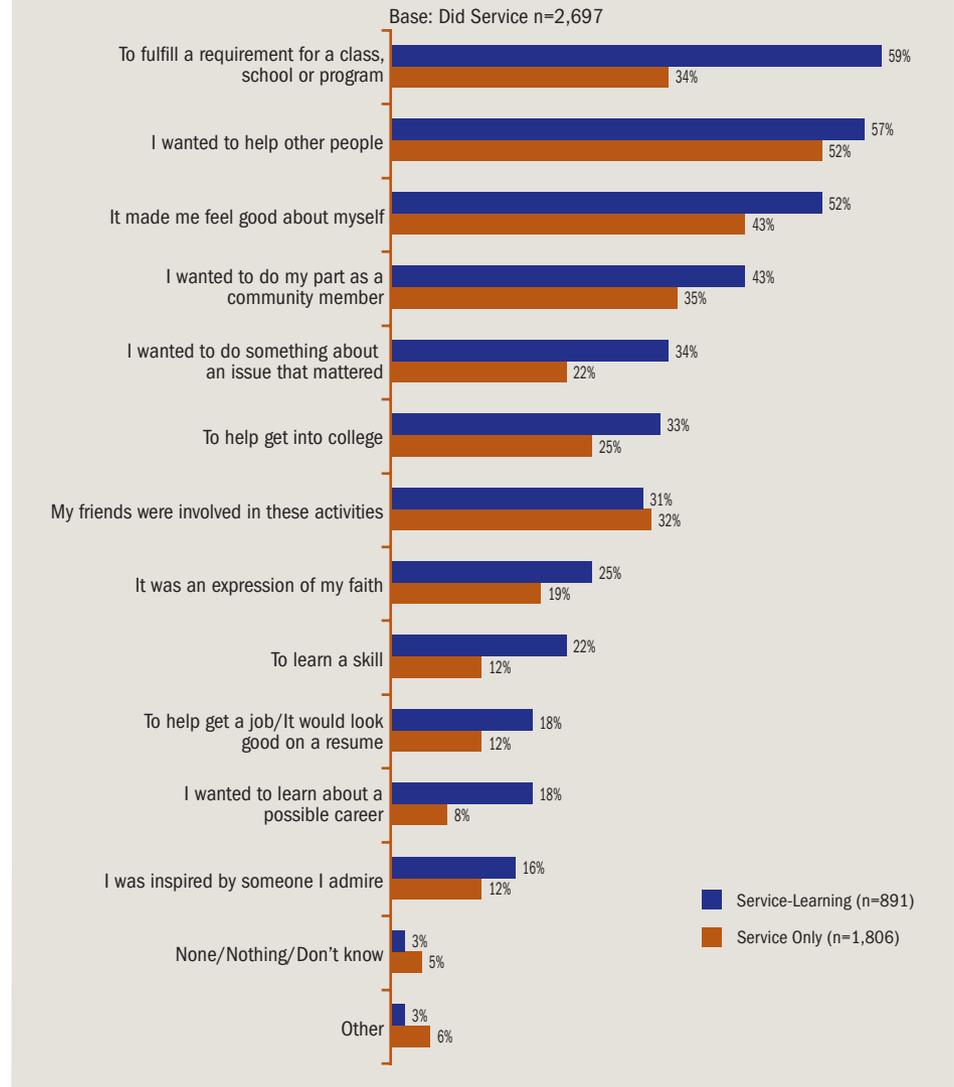


Figure 2. Although a service requirement is a major impetus for young people to engage in service projects, they report a broad range of reasons for participation.

Figure 3
Presence of Characteristics of Service as Part of School:
Service-Learning vs. Service Only

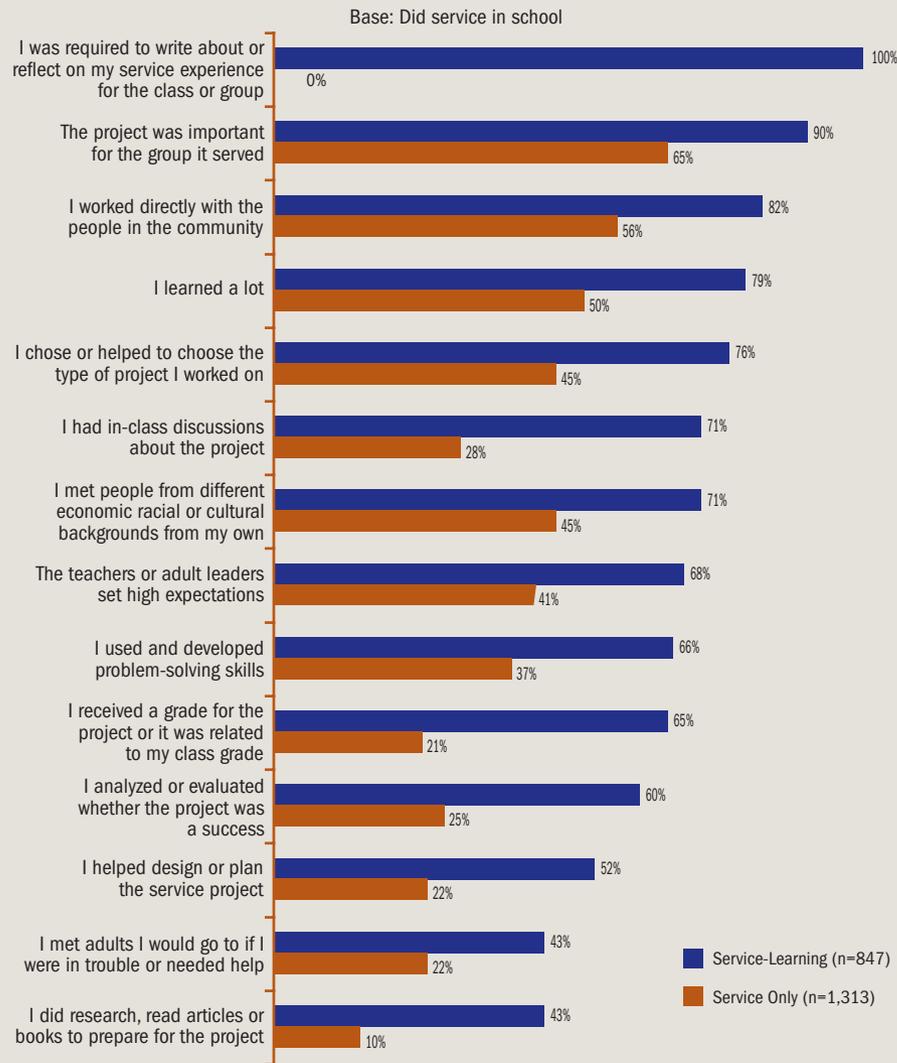


Figure 3. Service-Learning students are significantly more likely than Service Only students to believe that their projects are important to the people they serve.

learning projects revolve around direct services (72 percent) such as:

- Education 18%
- Entertainment 10%
- Health care 10%
- Helping the environment 9%
- Food 7%
- Shelter 6%
- Elder care 4%

A small portion (8 percent) of service-learning projects involved indirect services such as fundraising (5 percent). Direct service activities were more prevalent in Service-Learning than in Service Only, as shown in Figure 4.

When evaluating their service experience, about seven in 10 (69 percent) Service-Learning alumni graded their experience at the A or B level, while only about five

Figure 4

	% Direct Service Participation	
	Service-Learning Participants	Service Only Participants
School activity, class requirement	97	74
Religious youth organization	64	50
Another type of youth organization	54	42
Another organization	50	39
Not part of an organization or class	42	37

Figure 4. Service-Learning participants are significantly more likely than Service Only participants to do direct service.

The Impact of Service-Learning on Transitions to Adulthood continued...



Photo courtesy of CNCS.

in 10 (51 percent) Service Only graded their service experience at that level.

Service-Learning Experience: Just the Beginning of Being More Active in the Community

Relationships with Adults

Most respondents, both current students and alumni, felt that they were not taken seriously as teenagers. They had the impression that adults did not give them enough credit or understood what they were truly capable of. They felt their experiences in service-learning improved their relationships with adults.

“When I first started doing this I saw a lot of ageism. Adults were like, ‘Oh, we will help you out,’ or

‘Do you need anything?’ After a while the adults that you work with have a newfound respect for you because they don’t really expect you to be able to do some of the things you do. I feel like my relationship with adults has strengthened.”

Some noted that adults are “afraid” of teenagers and stereotype them as troublemakers. While they lamented this, they understood that perhaps this was because these adults had not had any positive experiences with working with teenagers.

“Adults in their middle age are very impressed when teenagers take initiative to do things because a lot of times they don’t see it in their world. What they see are teenagers getting in trouble.”

More important, young people felt that through their service-learning, they are better able to understand where adults are coming from. They believe their experiences had matured them and provided them with some insight into adults’ points of view. In several cases this was a result of working with children. Here, participants had to take the role as the adult. Their experiences affected their relationships with adults, including their parents and teachers.

“Working with the kids helped me to see how adults were looking at

us. That helped me to mature more, and I am able to connect with adults more now. I was able to see they have to deal with a lot of immature people, and I see how they can put a stereotype on teens.”

As such, respondents felt that service-learning had given them the tools to better deal with situations where there might be a potential conflict with an adult. From their experiences working and being around adults, they perceived that they were more apt to think about what action to take, as opposed to acting first. In fact, one student reported that he felt as though an adult was taking advantage of his service-learning group. He credited his experience with enabling him to confront the issue maturely whereas previously he may have been too afraid or intimidated.

“I think service-learning is definitely a problem-solving tool that really teaches you how to approach a problem differently or in ways you wouldn’t think of. So when you do come into contact with these types of situations you can choose to walk away or solve it differently than the first thing that comes to you.”

Respondents also found that adults involved in service-learning were “enthusiastic” and “appreciated” what they were doing. The youths felt supported by these adults and

looked up to them as role models.

“[An adult I worked with] is so proud of everyone involved, and she makes you want to make a difference and help people because she is so giving. She is a really cool person.”

“I look up to some of the people who I have worked with over the years. My youth director is great. He and his wife are really special, and they motivate you. They become your biggest supporters. You just make these connections with people through the different activities that you do that help your support system.”

Role Models

Almost all (97 percent) Service-Learning youths had an important positive role model in their life growing up; this varies dramatically from youths with No Service involvement (78 percent), but less so from those involved in Service Only (93 percent). Being involved in any service activity also increased the pool of adults the youths could go to if they were in trouble or needed help from an average of four adults for No Service, to six adults for those participating in service. Students who participated in service-learning reported a higher number of more positive role models, and this was particularly true for educator role models (see Figure 5). Quality of education was also rated more highly, perhaps in part due to the number of adults available to youths if they needed help (quality of education was reported as excellent by those

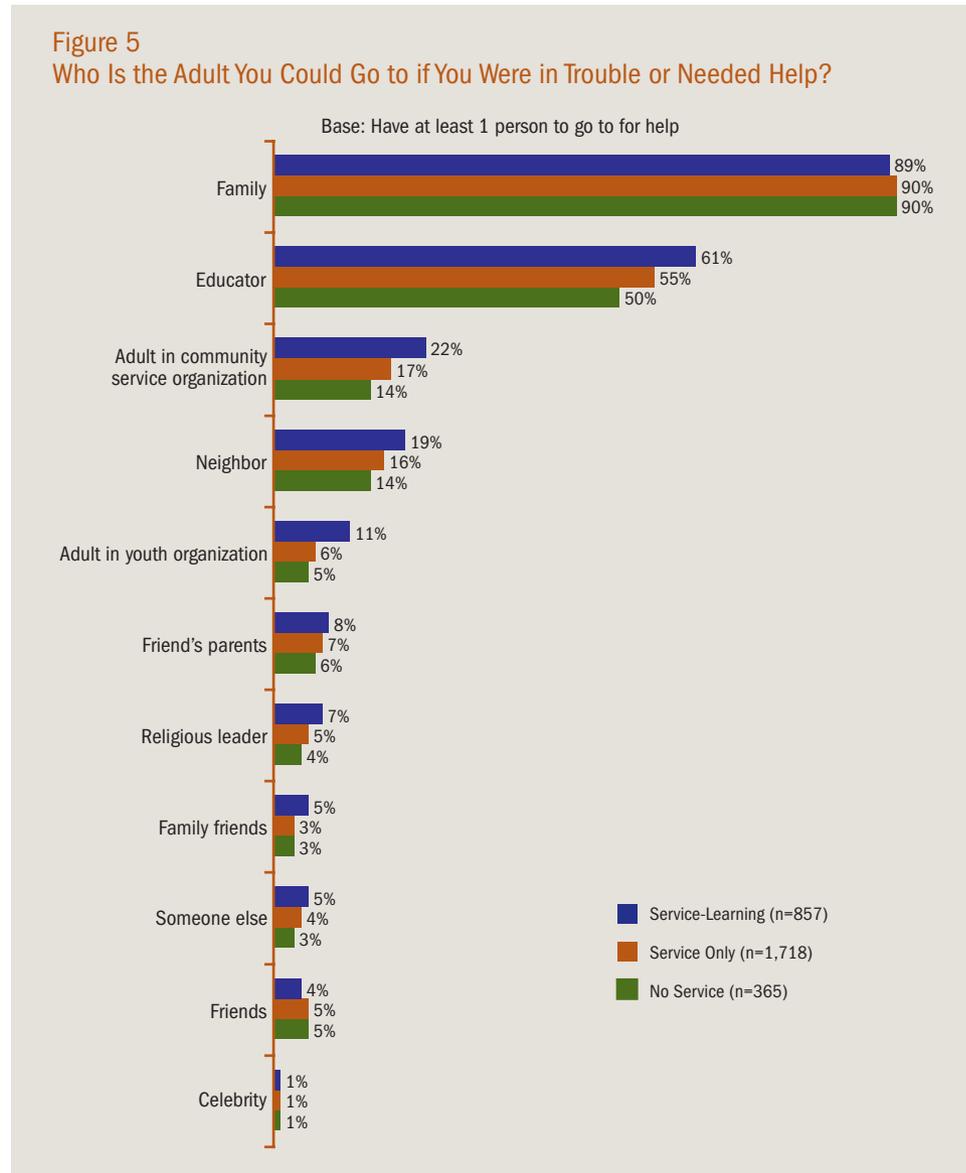


Figure 5. Students who participated in service-learning report having more positive adult role models in their lives than other students do.

The Impact of Service-Learning on Transitions to Adulthood continued...

Figure 6

What Do You Think it Means to Be an Adult?

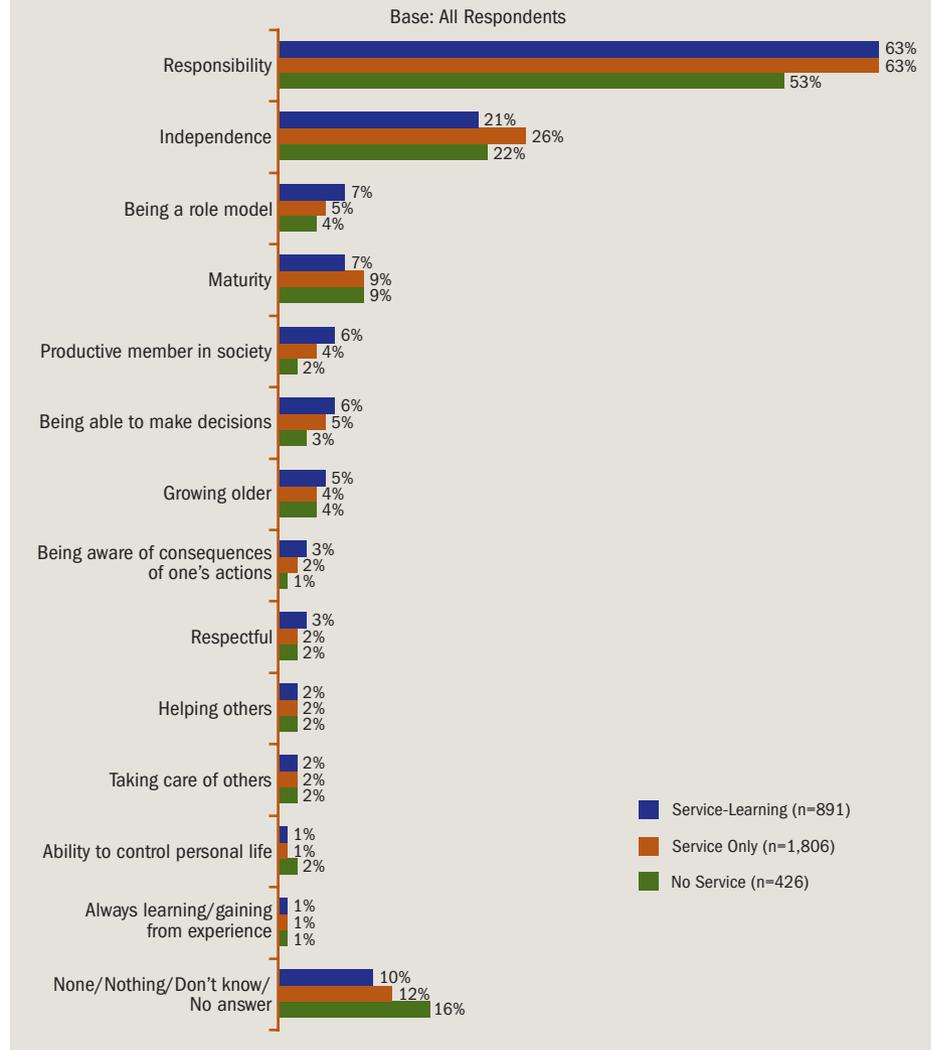


Figure 6. Respondents overwhelmingly indicate that they consider the markers of adulthood to be internal characteristics rather than external factors.

with 7.1 adult role models; very good/good, 5.7 adults; fair/poor, 4 adults).

Youths who did not take part in service had fewer adults available to help: 72 percent who performed some service had three or more adults available, while only 42 percent of those who did not perform service had such support.

What Makes You an Adult?

As previous literature suggests (Arnett 2001), this survey found that being an adult has more to do with subjective markers of maturity rather than external markers, like age, committed lifelong relationships, or children of one's own (see Figure 6).

Responsibility, independence, and maturity are considered markers of adulthood. Past Service-Learning participants rated adult characteristics such as being a role model and being a productive member in society higher than their Service Only peers. Students who participated in service-learning were more likely to somewhat agree/strongly agree that they are adults (Service-Learning alumni, 86 percent; Service Only, 82 percent; No Service, 76 percent). Past service-learning participants also were more likely to perceive that others think of them as adults (Service-Learning, 83 percent;

Making the transition to adulthood is a very complex time, and expectations for the acquisition of new skills and roles are high. The very characteristics reported as making service experiences positive are those that provide youths with tools for this transition.

Service Only, 78 percent; No Service, 67 percent).

When asked to provide an age at which different life transition points occur, young people who had participated in some service felt that at age 21 a person should be considered an adult. This differed a bit for those who had not done any service; they thought most people should be considered adults at age 22.

Most youths in both groups planned to marry at age 26. Interestingly, 13 percent of the No Service people did not plan on marrying compared to 9 percent of their peers who were engaged in some kind of service. The average age for having a child was 27 years for No Service participants and 28 years for service participants. Twenty percent of the No Service group reported not planning to have a child compared to 13 percent of their service peers. Almost one in four (23 percent) of those who did not take part in any service have a child, whereas about one in six (17 percent) youths with service experience have a child. While we understand that marriage and children are traditionally used as indicators of the transition to adulthood, we also recognize that there are multiple types of relationships and family structures that may not be accounted for in this research.

Service participants plan on completing their highest level of education by age 27 and their No



Photo courtesy of CNCS.

Service counterparts plan to finish by about age 25. Four percent of service participants said they did not plan on having a full-time job compared to 12 percent of their No Service peers.

Service and Transition to Adulthood
Making the transition to adulthood is a very complex time, and expectations for the acquisition of new skills and roles are high. The very characteristics reported as making service experiences positive are those that provide youths with tools for this transition. As shown in Figure 7,

The Impact of Service-Learning on Transitions to Adulthood continued...

three of four Service-Learning participants reported as their top experience making a difference in their community, thereby making their community and their role in the future of their community stronger. Additionally, it helped them become lifelong learners. They acquired strong role models and deeper relationships with adults. They even became aware of skills they did not realize they had before engaging in service.

Life Arenas Touched by Service-Learning

Leadership

The focus group participants found themselves in leadership roles through their service-learning programs. These included leading a group of their peers in a particular activity and mentoring younger youths. The service-learning participants valued these leadership roles and felt as though they had helped them to mature and see the importance in being responsible and leading by example.

“Before I was in Fresh Force I didn’t know how to deal with kids really. The more I was used to them I can see that kids are not that hard to deal with as long as you have patience. It showed me that there is a leader in me, that I can be a role model for someone. The more they watch me, the more

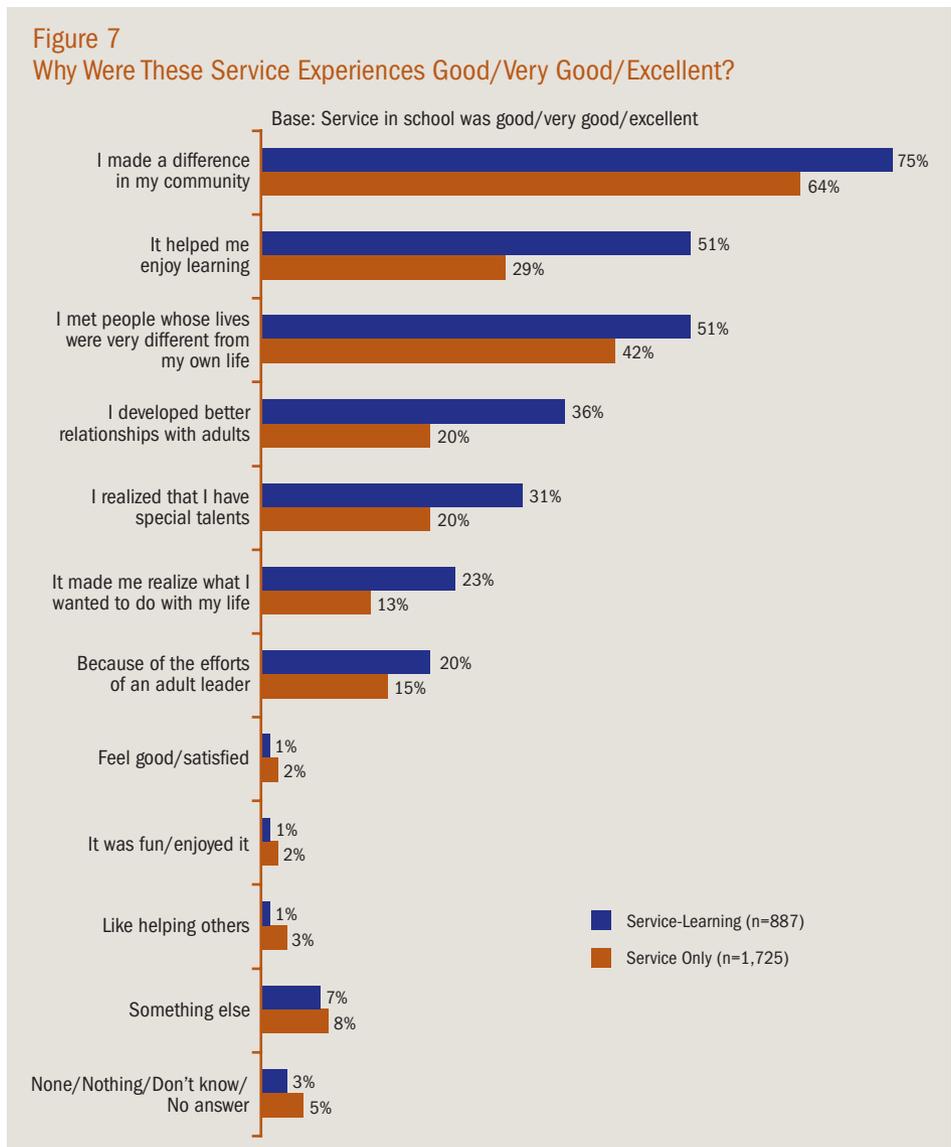


Figure 7. Young people who report their service experiences as being positive describe the many factors that made the experiences good for them.

Figure 8
During the Past 12 Months, Have You Done the Following Often/Very Often?

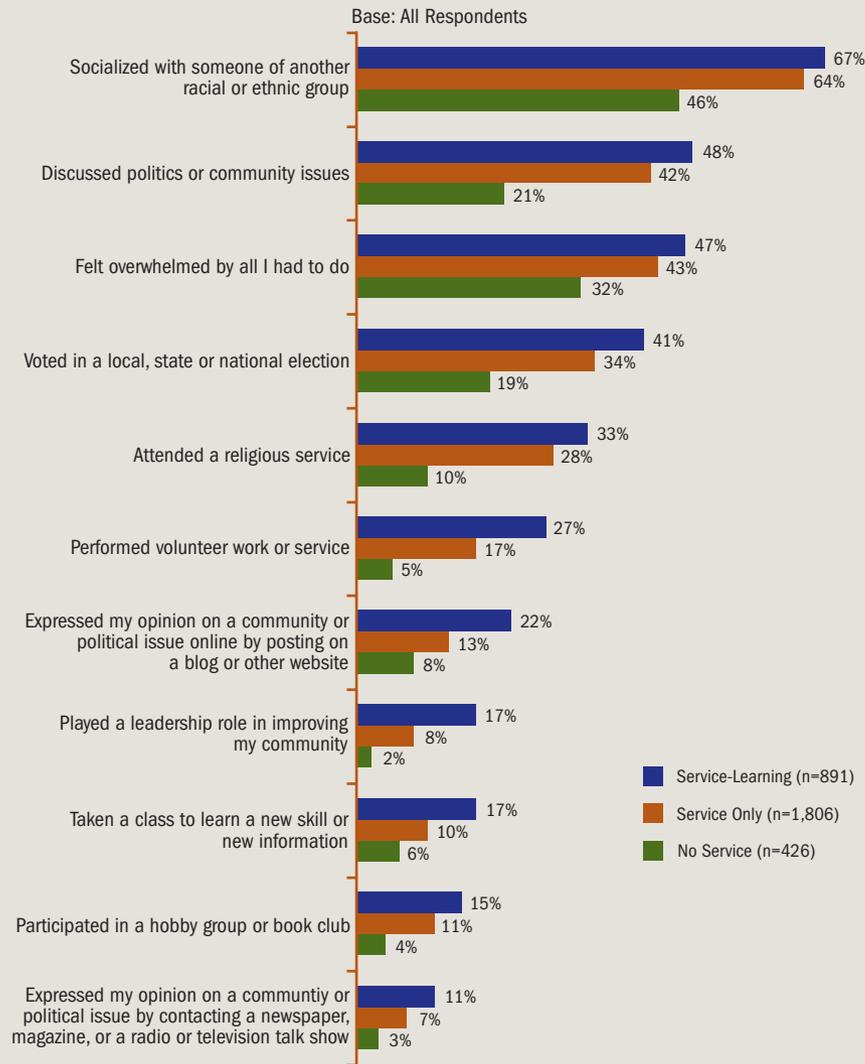


Figure 8. Young people who participate in service are more likely than their peers who don't to be engaged in their communities in a variety of ways.

"I try to do the right thing. That is what I learned, to watch what I do."

This increased leadership role seems to continue beyond the service-learning experience itself. In the 12 months prior to our survey almost one in six (17 percent) past Service-Learning participants report playing a leadership role in improving their community, a level much higher than for Service Only (8 percent) and No Service (2 percent), as shown in Figure 8. A majority (70 percent) of previous Service-Learning participants report that service-learning positively affected their leadership ability; which is almost 20 percent higher than their Service Only peers (see Figure 9).

Network/Sense of Community

Focus group participants were very dedicated and connected to their service-learning programs and those they served with, developing strong friendships, even familial bonds. One youth noted that he was able to go to his peers in Fresh Force, a youth-run organization, if he had any type of problem or needed help. It was apparent that this relationship was extremely important to him.

"Before I started with Fresh Force, I didn't know a lot of people in school. When I am at school, and I see people I know from that program I feel like I can ask them for help. If I have a homework problem, or a problem with my family, I can go to them and ask them that question. I don't have to be afraid to say something to them. Especially the leaders in Fresh

The Impact of Service-Learning on Transitions to Adulthood continued...

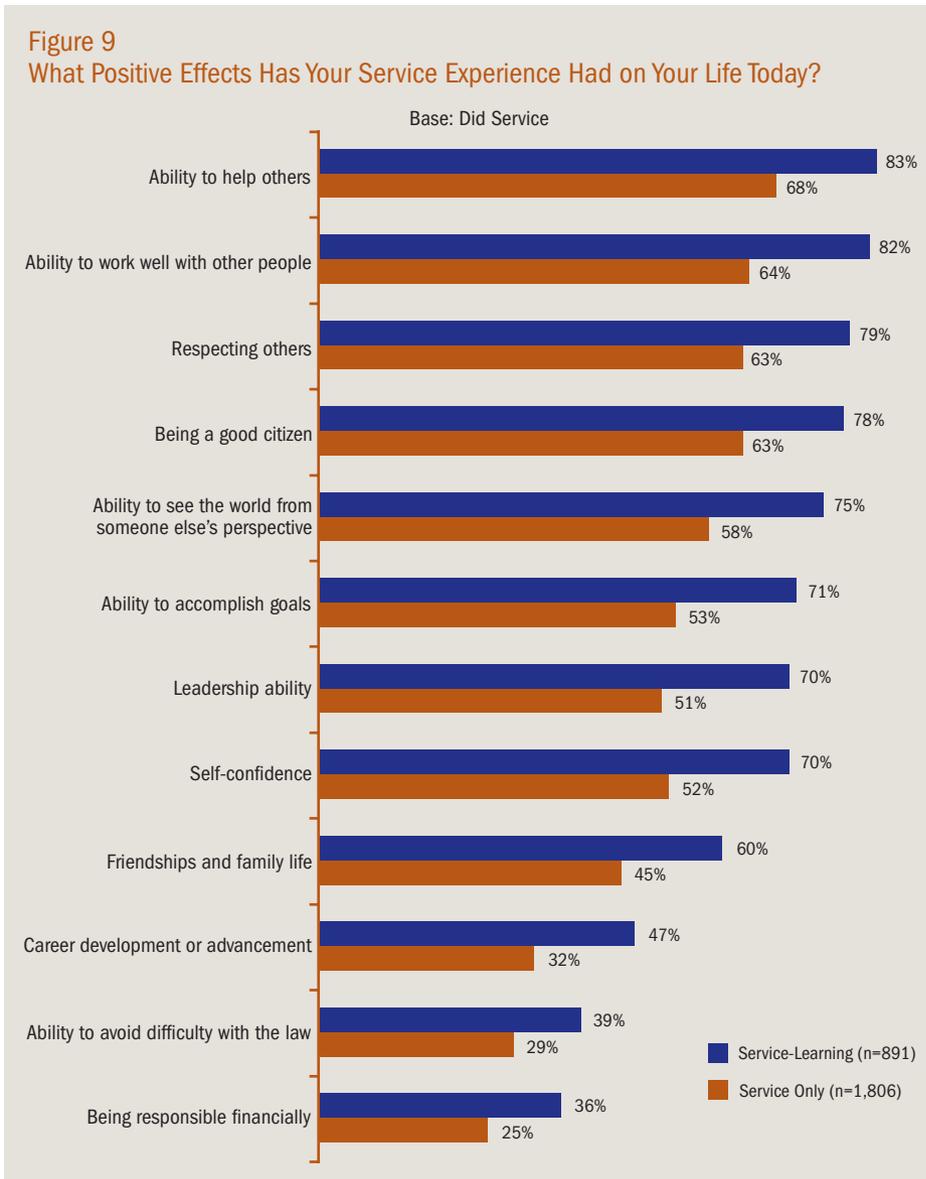


Figure 9. Service-Learning participants report more positive effects of their service experience than do Service Only participants.

Force have helped me with my family. When you talk to someone that is your age that you look up to, it helps you more than when you have someone older than you, and they give you answers that you don't want to hear. But when you talk to a teenager who understands you, he gives you things that you do want to hear, but also things that people should know. I asked one of the leaders how to start a savings account, and he told me how his Mom told him what to do and now I actually have my own savings account. Not just in the program but outside of the program I can depend on him in some sort of way."

Confidence

Service-learning helped to build confidence in respondents. Through taking on tasks and responsibilities they were able to see themselves grow and noted their own achievements. This was apparent to them in how they dealt with other people, particularly adults. Many noted that they used to be shy, but felt that they had learned how to speak to adults and not be so afraid to do so.

"Last week I went to an interview and I was so afraid and nervous, and the experience I had with service-learning gave me more confidence to talk to the person. When he asked me questions I wasn't afraid to answer anything. I had more confidence."

Communication

Through working with all different types of people, respondents felt that they had learned to communicate better. This included the ability to both speak as well as to listen. In fact, many noted that they had become more “patient” and this contributed largely to their ability to better communicate with others.

They understood that some individuals may not be as open or accepting of differences. Rather than start a conflict, they would try to use their communication skills in order to make their point and hopefully enlighten those individuals.

“There is something you can learn with just listening to people. I like to work with inner-city children, and they need someone to talk to. Don’t come into the situation with preconceived notions, and don’t underestimate them... if you just stop talking and listen you can learn a lot.”

Patience and Sensitivity

Prior to participating in service-learning programs that exposed them to individuals different from themselves, some respondents noted that they had not been sensitive to differences such as in age, race, and economic status. Now, they often try to educate their friends and family.

“For me it is learning not to be so self-centered. When my family came here as immigrants, we received a lot of help from the community. So now to be able to give the same thing back, it teaches me to be appreciative of peo-

ple and their willingness to help. To see that there are a lot of people struggling and feel very fortunate.”

During the past 12 months, previous service-learning participants were more likely to have socialized with someone of another racial or ethnic group (see Figure 8). Students who took part in service-learning report more positive effects from their experience on their ability to help others, work well with other people, respect others, and see the world from another’s perspective, when compared to their Service Only counterparts (see Figure 9).

Academics

Service-learning taught the focus group participants the value of education — that it is not just about sitting in a classroom and getting a particular grade, but rather that the information can be applied to something meaningful and larger. Many felt that they had a greater understanding of how education could help them in the future than they did prior to participating in service-learning. For example, they were able to make the connection between the importance of developing writing and presentation skills. One student noted that she was able to apply something from her math course to building houses in Nicaragua. These lessons were enlightening and gave them a sense of the bigger picture outside of school.

“Before I was doing volunteering, my grades weren’t so important to

When my family came here as immigrants, we received a lot of help from the community. So now to be able to give the same thing back, it teaches me to be appreciative of people and their willingness to help.

me. After I started [service-learning] all my teachers saw a difference in me, the way I talk, the way I act. When I was in class and we had projects, I usually worked with my friends because I thought they would let me get away with things. I found out that it is better when you are doing something important in school to work with others that you don’t know because you are more serious and you worry more about yourself than them.”

“I am understanding why school is important because when I am working on service-learning projects I see

The Impact of Service-Learning on Transitions to Adulthood continued...

where it is applied, like writing a paper or giving a presentation. I am more inspired to continue doing school work because I see where it is coming in handy, that it has a point.”

“I became much more interested in the history of developing countries. In order to help other countries we need to understand that.”

Some alumni of service-learning programs did feel as though their experiences helped them to identify how they “learned best.” They understood that they may not always absorb information simply by memorization or reading and taking notes. Rather, they need to be more hands-on, have visual aids, or work in groups to fully grasp and retain the information at hand.

Interestingly, some respondents reported that they became so engrossed in their service-learning that they began to fall behind in school and their grades slipped. But they were able to recognize this, and it helped them to establish a balance between their schoolwork and extracurricular activities.

“For me it was different, my grades started to do down because I was missing a lot of school due to all the service-learning. [I] earned that you have to make that balance in your own life. Yes this is my passion, but education is one of my top priorities.”

Figure 10
Are You Very/Extremely Satisfied With Your...?

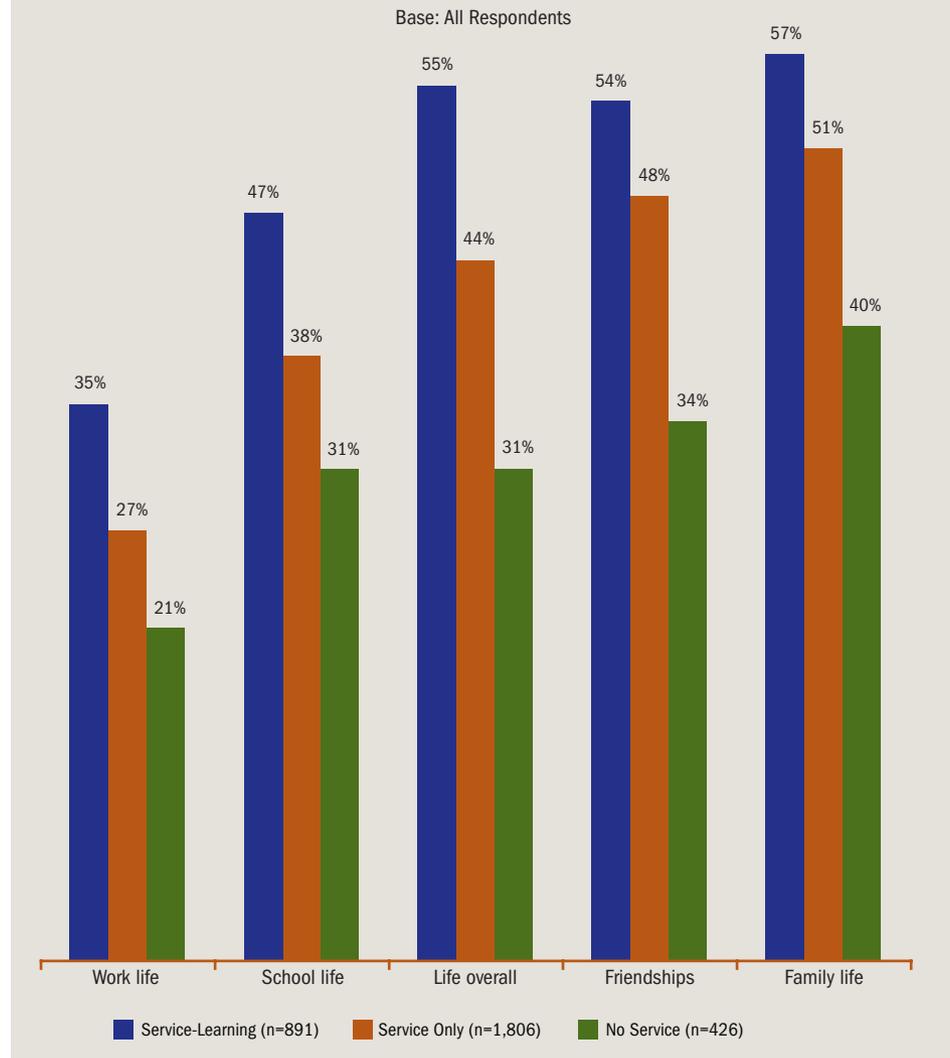


Figure 10. Service-Learning youths report being more satisfied with important aspects of their lives than their Service Only and No Service counterparts.

Figure 11
What Is the Highest Level of Education You Plan on Achieving?

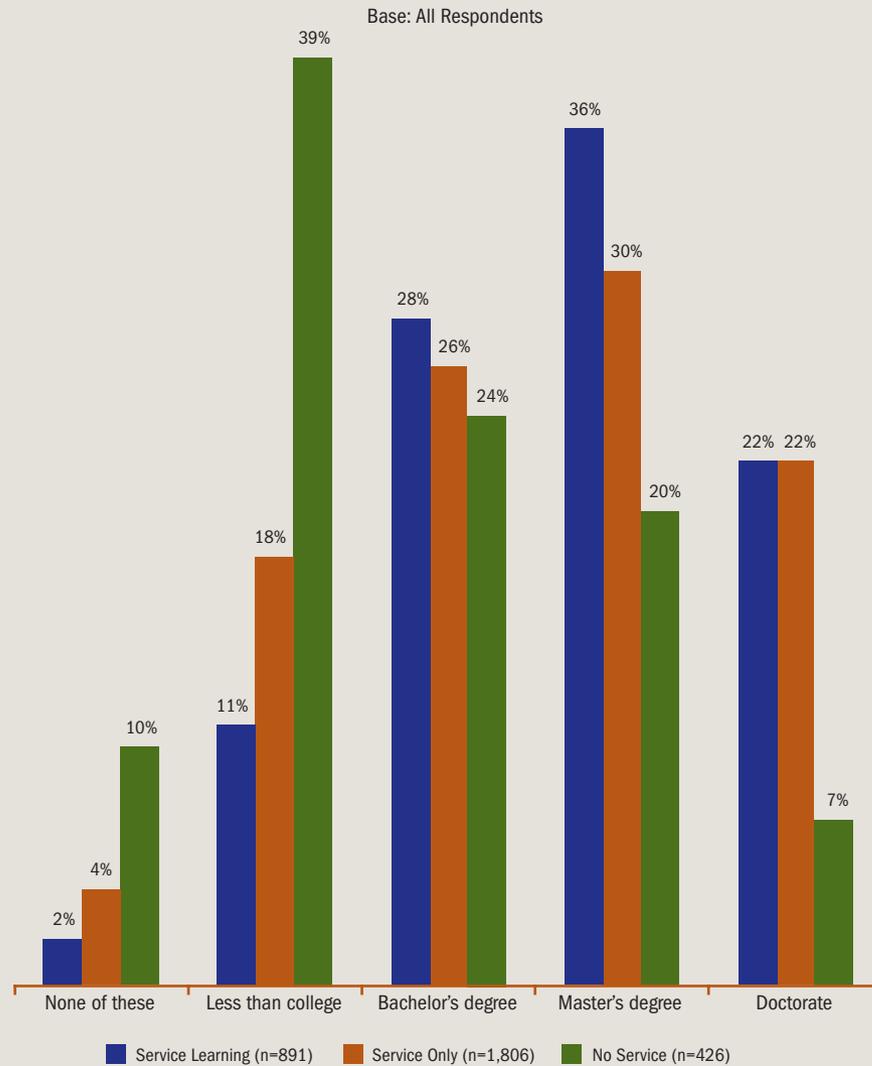


Figure 11. Service participants report higher educational degree aspirations than their peers who do not participate in service.

Those who took part in service reported higher high school grades. Mostly As were reported by 72 percent of the past Service-Learning participants, 68 percent of the Service Only participants, and 45 percent of No Service participants. Grade reporting is positively correlated with the perceived quality of high school education. Alumni of service-learning were more likely to rate the quality of their education higher; 66 percent gave their schools A's and B's compared to non-service-learning participants, who reported 58 percent A's and B's. Youths who reported being very/extremely satisfied with life rated education quality an A or B (67 percent) versus those somewhat/not at all satisfied with life (44 percent). Young people who participated in service were significantly more likely to report being very or extremely satisfied with not only their school life, but also expressed the same sentiments about other important aspects of their lives — family, friendships, work, and life overall (see Figure 10).

Service-Learning alumni are more educated than Service Only and No Service youths. Sixty-three percent of past participants of service-learning have completed some college compared to 52 percent of Service Only participants and 48 percent of No Service. Not only are Service-Learning alumni more educated and more likely to have educational goals, those goals are higher than their Service Only and No Service

The Impact of Service-Learning on Transitions to Adulthood continued...

I started thinking
that I should get
the most out
of school so that
I can use it
to help
other people, too.

counterparts. As shown in Figure 11, almost three in five past Service-Learning participants hope to achieve a master's or doctorate degree.

The educational goals that past service participants aspire to are real. Service-Learning (64 percent) and Service Only alumni (63 percent) are most likely to be enrolled in some educational system; their No Service peers (47 percent) have far lower enrollment. Thirty-five percent of Service-Learning participants are currently enrolled in a four-year college, compared with 20 percent of their No Service counter-

parts. Interestingly, if service was a requirement, youths were more likely to be currently enrolled in an educational setting (68 percent versus 55 percent). Those not enrolled in some education system were not only less educated but just over half (52 percent) were not at all/somewhat satisfied with their life.

In the past 12 months, previous Service-Learning participants were more likely to show signs of lifelong learning than their No Service peers by being more likely to often/very often take a class to learn a new skill or information (17 percent versus 6 percent) and participate in a hobby group or book club (15 percent versus 4 percent).

Career

Service-learning opened participants up to consider various career options for themselves. This included specific careers (e.g., doctor, teacher, etc.) or, in some cases, just a general desire to pursue a profession in which they would help others and make a difference (e.g., Peace Corps, etc.).

"I started thinking of what I would want to do as a job when you have less time to volunteer, when you have to work, what you would want to be doing? For me, I think I would want to be a doctor and go into medicine. You will have to work really hard in school to get there, but how many lives will you

affect if you work hard to get there? I started thinking that I should get the most out of school so that I can use it to help other people, too."

"I want to do humanitarian work. I want to teach. I understand how important education is, and I want to make sure people understand our history and others' history. People who haven't done service-learning don't really know that."

"This has made me want to help other people as a career. I've decided that I would like to be a dance teacher and inspire them to express themselves and then help other people through whatever they have learned from me."

"I initially thought, 'Let's get this 15 hours done and over with.' Now, working with other people, I was thinking I may want to continue this even after I go to college. Maybe have a career in medicine."

Service-Learning alumni (10 percent), especially those who have participated in service-learning within an organization (14 percent) rather than a school (9 percent), are more likely to do community or national service or to volunteer as a full-time activity for an average of 7.1 months. Service-Learning alumni are most likely to report that they plan to continue such involvement within the next five years (39 percent somewhat/very likely) followed by Service Only (25

percent somewhat/very likely) and No Service (19 percent somewhat/very likely).

Past Service-Learning participants report that their experience positively affected their career development or advancement (47 percent) compared to their Service Only peers (32 percent).

Risk-Taking

The survey showed slight differences in risky behaviors. No Service youths were more likely to use drugs and be arrested, but less likely to receive a speeding ticket (see Figure 12).

Civic Involvement

Some respondents had participated in service-learning activities which included addressing the government. They attended meetings at the state capitol and spoke with senators about issues such as under-funding in the school system. They felt empowered by these experiences and understood that they did, in fact, have a voice. They learned that if they had an issue they believed was important, there was something they could do about it.

“I think when adults see you in service-learning projects and caring about the community they really notice that. I didn’t think if we called up senators they would want to hear about our opinions. But they were all really interested and excited and got us all these boardrooms to come to. And it was like, ‘Whoa, they really care.’ I think that was cool to see.”

Figure 12
Have You Ever Done Any of the Following?

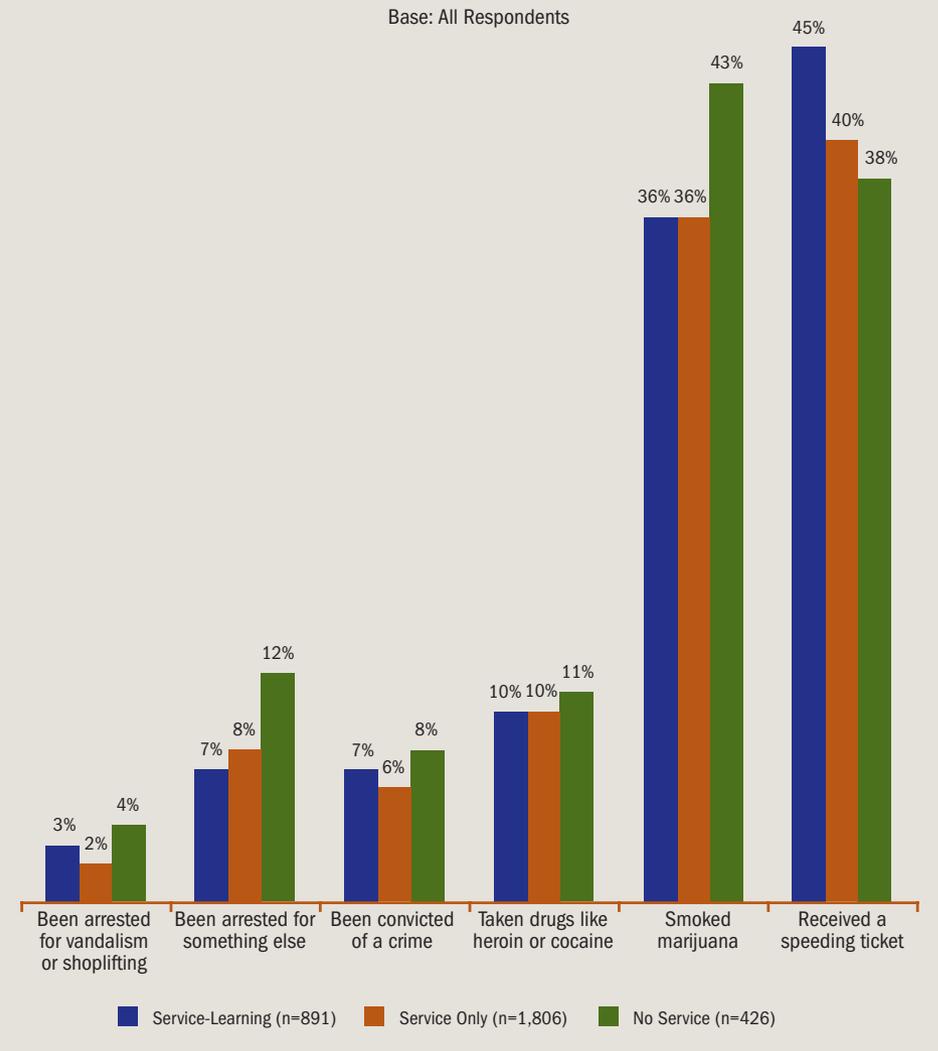


Figure 12. Youths who did not participate in service were slightly more likely than others to engage in risky behaviors.

The Impact of Service-Learning on Transitions to Adulthood continued...

Figure 13

How Extremely/Very Important Are the Following to You Personally?

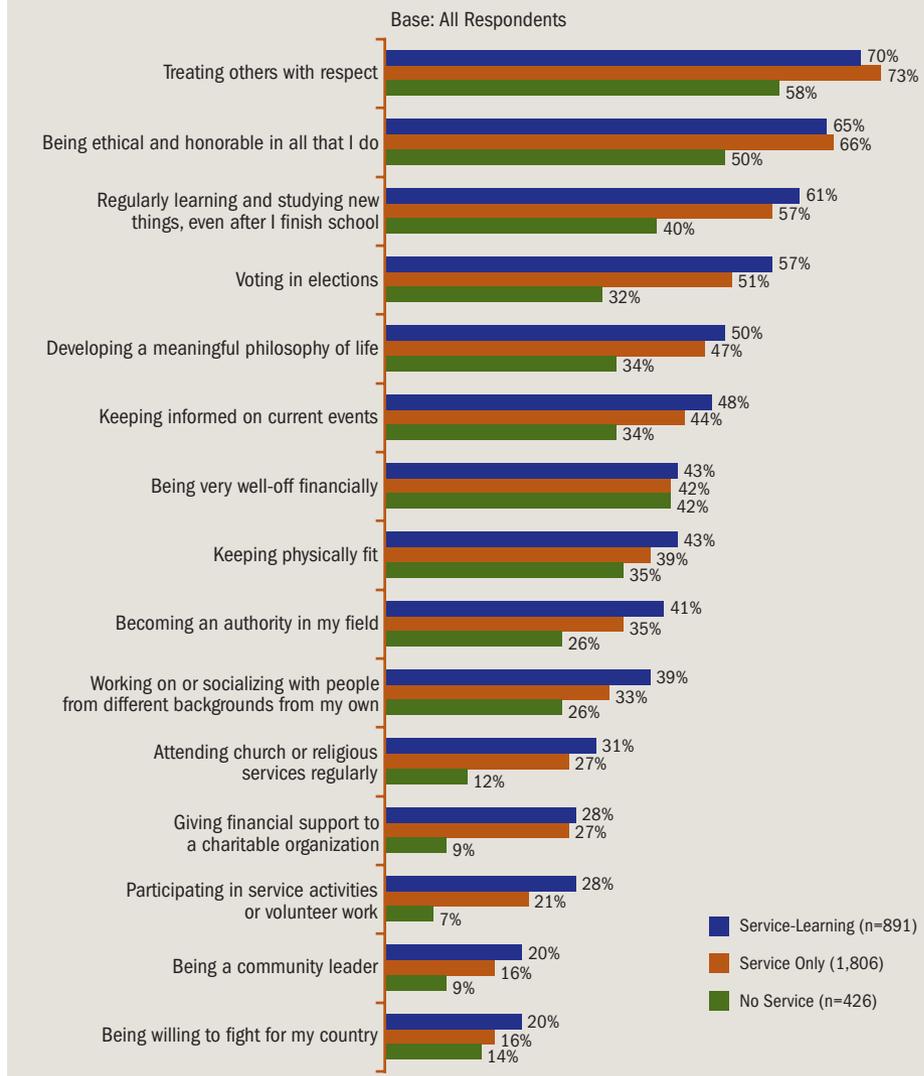


Figure 13. Those who have participated in service report higher levels of civic engagement, being more likely than their No Service counterparts to value voting, keep informed on current events, participate in service in the future, and be a community leader.

As shown in Figures 8 and 9, one of the overarching messages received by about four in five Service-Learning participants (78 percent) was to be a good citizen. Increased civic involvement is apparent in the actions of previous Service-Learning participants in the past 12 months compared to their No Service counterparts. They reported discussing politics or community issues (48 percent versus 21 percent), voting (41 percent versus 19 percent), expressing political issues online (22 percent versus 8 percent), and expressing political issues by contacting a newspaper, magazine, or radio or TV talk show (11 percent versus 3 percent).

Service involvement also has long-term effects on civic engagement. For example, past service-learning participants report that they value voting and being a community leader more highly than Service Only or No Service students (see Figure 13).

Service-Learning, Communication, and Ethnic Diversity

Focus-group comments suggest that service-learning gives students a context to navigate societal and adult expectations, including negative expectations related to ethnicity or age.

“It’s so hard to do something right when you are constantly portrayed

As a response to the unfortunate reality of racism and ageism, service-learning provides a context to practice strategies for bridging differences and making connections.

as bad. You hardly ever see promotion when minorities do something good. With our group we are really diverse, when we go out people are so surprised because they are not used to see minorities doing well or even having the ambition to do something on an upper scale.”

“When I go to a board meeting, and there is not one other person who looks like me, I try to act more civilized, or proper. I know that if they see a little thing that is wrong with me or if I dress up all ghetto...they will say, ‘Forget about him.’”

“For me, with different people I will talk in a different way or say things in a different way, but you can still portray yourself because yourself is your opinions. But how I portray them is different depending on who my audience is. I try to talk to the people who I am trying to influence.”

Focus group participants with various backgrounds reported that they changed their dress and behavior during their service placements. This code-switching is an opportunity to learn or practice intentional strategies to promote communication and connection. As a response to the unfortunate reality of racism and ageism, service-learning provides a context to practice strategies for bridging differences and making connections.

Service/Donating Behavior

Past service-learning participants are more apt to continue volunteering and donating. Service-learning alumni are about six times more

likely to have performed volunteer work in the past 12 months than their peers who did not do any service. When examining donating behaviors in response to two tragedies, Hurricane Katrina and the Asian Tsunami, we found significant differences among the Service-Learning, Service Only, and No Service groups. For Hurricane Katrina, 61 percent of Service-Learning, 51 percent of Service Only, and 35 percent of No Service provided aid. Overall, all groups were more likely to help for Hurricane Katrina than the Asian Tsunami. For both tragedies, most assistance came in the form of donations and collections. Direct service was most often provided by the past Service-Learning participants (8 percent) compared to Service Only (4 percent), and No Service participants (3 percent).

Conclusion

The benefits of service-learning to youths and communities are many. Service-learning youths are more politically and socially connected to their communities, both as leaders and as role models for young adults. They understand the importance of lifelong learning and, as a whole, are more educated and have higher aspirations than their peers who did not take part in service. Not only are they more active members of society, they are more satisfied with their current status in life. Many of the important skills learned by service-

The Impact of Service-Learning on Transitions to Adulthood continued...

learning participants are those that ease the transition into adulthood. By providing youths with the service-learning option, communities are not the only ones to benefit: service-learning assists in the building of happier, more satisfied adults. **G2G**

References

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.
- Arnett, J. J. (2001). Conceptions of this transition to adulthood: Perspectives from adolescence through midlife. *Journal of Adult Development*, 8, 133-143.
- Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., and Yee, J. A. (2000) How service-learning affects students. *Higher Education Research Institute*, January.
- Barker, E. T. and Galambos, N. L. (2005). Adolescents' implicit theories of maturity: Ages of adulthood, freedom and fun. *Journal of Adolescent Research*, 20(5), 557-576.
- Billig, S., Root, S., and Jesse, D. (2005). Working Paper. The impact of participation in service-learning on high school students, civic engagement. The Center for Information and Research on Civic Learning and Engagement.
- Bronfenbrenner, U. (1993). The ecology of cognitive development: Research models and fugitive findings. In Wozniak, R. H., and Fischer, K. W. (eds.), *Development in Context: Acting and Thinking in Specific Environments*. Hillsdale, NJ: Erlbaum, 3-44.
- Eccles, J. S., and Barber, B. L. (1999). Student council, volunteering, basketball or marketing band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14(1), 10-43.
- Fulgini, A. J. and Hardway, C. (2004). Preparing diverse adolescents for the transition to adulthood. *The Future of Children*, 14(2), 99-121.
- Gardner, H. (2005). Service-learning and good work. In *Growing to Greatness 2005*. St. Paul: National Youth Leadership Council.
- Kerckhoff, A. C. (1993). *Diverging Pathways: Social Structure and Career Deflections*. New York/London: Cambridge University Press.
- Kielsmeier, J.C. (2005). A time to serve, a time to learn: Theoretical framework for *Growing to Greatness*. *Growing to Greatness 2005*. St. Paul: National Youth Leadership Council.
- Kielsmeier, J.C., Scales, P.C., Roehlkepartain, E.C., & Neal, M. (2004). Preliminary findings: Community service and service-learning in public schools. In *Growing to Greatness 2004*. St. Paul: National Youth Leadership Council.
- Mortimer, J. T. and Staff, J. (2004). Early work as a source of developmental discontinuity during the transition to adulthood. *Development and Psychopathology*, 16(4).
- Osgood, D. W., and J. S. Eccles. (2005). Six paths to adulthood: Fast starters, parents without careers, educated partners, educated singles, working singles, and slow starters. In *On the Frontier of Adulthood: Theory, Research, and Public Policy*. Settersten, Richard A. Jr.; Furstenberg, Frank F. Jr.; Rumbaut, Rubén G.; Chicago: University of Chicago Press, 320-355.
- Quinton, D.; Pickles, A.; Maughan, B. (1993). Partners, peers, and pathways: Assortative pairing and continuities in conduct disorder. *Development and Psychopathology*, 5(4), Fall.
- Schulenberg, J. E., Sameroff, A. J., and Cicchetti, D. (2004). The Transition to adulthood as a critical juncture in the course of psychopathology and mental health. *Development and Psychopathology*, 16, 799-806.
- Settersten, R. A. (2005). Social policy and the transition to adulthood: Toward stronger institutions and individual capacities. In *On the Frontier of Adulthood: Theory, Research, and Public Policy*. Settersten, Richard A. Jr.; Furstenberg, Frank F. Jr.; Rumbaut, Rubén G.; Chicago: University of Chicago Press, 534-560.
- Shanahan, M. J. (2000). Pathways to adulthood changing societies: Variability and mechanisms in life course perspective. *Annual Review of Sociology*, 26, 667-692.
- Smith, T. (2005). Generation gaps in attitudes and values from the 1970s to the 1990s. In *On the Frontier of Adulthood: Theory, Research, and Public Policy*. Settersten, Richard A. Jr.; Furstenberg, Frank F. Jr.; Rumbaut, Rubén G.; Chicago: University of Chicago Press, 177-221.



Lessons from Research on Teaching and Learning: Service-Learning as Effective Instruction

Shelley H. Billig, Ph.D.
RMC Research
Corporation

Service-learning has enormous potential as a teaching and learning strategy for increasing academic engagement and performance. Research has repeatedly shown that participation in high-quality service-learning can result in improved attendance, increased test scores, greater problem-solving skills, and better acquisition of skills and knowledge related to reading/language arts, mathematics, science, and social studies (see a research review by Billig 2004, for example).

Unfortunately, recent evaluations have also shown that many service-learning practitioners (as many as two-thirds in some states) do not implement high-quality practices (National Research Council 1999).

In this article, high-quality practice will be defined, and suggestions for improving the practice of service-learning as a teaching and learning strategy will be given. The information provided here is based on decades of research on teaching and learning and on recent research on service-learning.

How Do People Learn?

In 1999, the National Research Council published a comprehensive review of the literature on human learning. This review explores multiple facets of learning, including the ways in which learning changes the physical structure of the brain, the influence of existing knowledge on what people notice and how they process information, strategies that enhance transfer of learning from one setting to another, and how teachers can organize their classrooms and their instruction to maximize learning.

Learning is, of course, an active and social process. Children are born with capacities for learning, and the environment provides both information and a structure for understanding the information. As they have new experiences, people try to make sense of what is happening by interpreting events using the knowledge they have acquired. From a very early age, children learn to make meaning of their experiences, solve problems, and develop an

Research has repeatedly shown that participation in high-quality service-learning can result in improved attendance, increased test scores, greater problem-solving skills, and better acquisition of skills and knowledge related to reading/language arts, mathematics, science, and social studies.

Lessons from Research on Teaching and Learning continued...

Learning is dynamic
and is shaped
by the learners'
social environment.

understanding of their own learning capacities. Learning is dynamic and is shaped by the learners' social environment. Neurocognitive research shows that the brain literally becomes thicker and heavier as learning occurs.

What Learning Environments Are Associated with Knowledge and Skills Acquisition?

Educators can influence learning through the ways in which they interact with learners and develop a

learning environment. Though there is no single recipe for success, the National Research Council review demonstrated that four aspects of classroom designs are associated with increased learning. These were:

- Promoting a *learner-centered environment* helps students to build on what they bring to the classroom in terms of knowledge, skills, and beliefs about how the world operates. Teachers who uncover student predispositions can more easily help them construct meaning from their new experiences, correct misconceptions, and differentiate instruction so that all students can increase their knowledge and skills while feeling valued for who they are.
- Nurturing a *knowledge-centered environment* helps to ensure that students are learning the academic content expected for their grade levels and the need to grasp increasingly complex concepts over time. A knowledge-centered environment focuses on standards and specific information and skills to be mastered.
- Fostering an *assessment-centered environment* helps students receive feedback in a productive manner and gives teachers information for improving instruction. Particularly important here is the clarity of



learning expectations and the implementation of assessments that are formative (informal assessment used for improvement) and summative (formal assessments that measure learning in a high-stakes environment). Regularly administering assessments to determine whether students have learned specific objectives or standards can help the teacher know how well

students are likely to perform on high stakes tests.

- Engaging students in a *community-centered environment* gives students a sense of belonging to something greater than themselves. Norms for cooperation and direct contact with those being served help promote the feeling of connectedness.

What Factors Are Associated with Transfer of Learning?

Transfer of learning refers to students' abilities to apply what they have learned in one setting to another. Transfer may occur from one set of concepts to another, one content area to another, one school year to another, or from school to other activities. According to the National Research Council (1999), students' ability to transfer is dependent on:

- the degree to which initial learning of foundational information occurred;
- deliberate practice that helps students monitor and correct their learning;
- the degree to which knowledge has been taught in a variety of contexts;
- explicit learning about how and when to put knowledge to use; and
- the degree to which students have at least some understanding of the new context in which they are to apply what they learned.

Sometimes prior learning, especially when the home culture and the school culture are very different, can actually inhibit transfer because



Photo courtesy of CNCS.

students have different cultural understandings. In these situations, teacher facilitation of learning is critical to help enlarge students' perspectives and gain deeper understandings of the world.

Teachers can help students learn how to apply what they learned from one setting to another when they assist students in developing problem representations or multiple ways to state and understand a problem. Specifically, teachers should help students learn how to organize knowledge, develop strategies for inferring meaning, and promote higher order thinking skills such as evaluation, critique, and perspective-

taking. Practice in applying knowledge from one setting to another helps to enhance the development of these skills.

What Factors Are Associated with Engaging Students in Academics?

In 2004, the National Research Council published a summary of the research on high school engagement with the recognition that without engaging students more actively, schools cannot be effective at teaching and learning. School engagement includes both *behaviors* such as effort, attention, and persistence and *emotions*, such as interest, enthusiasm, and value placed on

Lessons from Research on Teaching and Learning continued...

Service-learning incorporates many of the research-based factors associated with student engagement in academic work.

schooling. Engagement at school is more encompassing than motivation to attend school since engagement includes “psychological investment in and effort directed toward learning...the knowledge, skills, or crafts that academic work is intended to promote” (Newmann, Wehlage, and Lamborn 1992, 12).

Engagement is influenced by educational context, such as school climate and size, instructional delivery, individuals’ beliefs about competence and control, and their values, goals, and social connectedness. Many of these sources of influence on engagement can themselves be affected in the context of service-learning practice. This National Research Council (2004) report specifically suggests the use of service-learning as an important engagement strategy for high school, implicitly recognizing that service-learning incorporates many of the research-based factors associated with student engagement in academic work. Results summarized in this document include the following:

Schools that engage students build students’ competence and give them some control over their own learning. Tasks should be challenging but achievable, and adjusted to students’ skill levels. There should be high expectations for student learning and

high “academic press” defined as demanding curriculum without pressuring performance or undermining autonomy. Evaluation should be regular, varied so that competence can be demonstrated in multiple ways, and based on clearly defined criteria, with specific and useful feedback to guide future efforts.

Engaging schools were also found to promote academic values and goals. Students value education when they are reinforced for behaviors that show the importance of education, have role models who are committed to education, and are encouraged by teachers and peers to pursue educational opportunities. Students become more engaged in schools that place a strong emphasis on higher order thinking skills, active participation, collaboration, and meaningful connections to students’ culture and lives outside school. Students become more cognitively engaged when they are pushed to understand or asked to wrestle with new concepts. However, students should be provided with appropriate levels of challenge so that they do not become frustrated or bored.

Engaging schools have teachers who use varied instructional techniques, including hands-on experiences, discussion, and many other activities. Engaging tasks are

often open-ended, incorporate multiple intellectual activities, and foster both group interdependence and individual responsibility. Research shows that connecting activities to the big ideas from a discipline better illuminates learning objectives for students and helps them to retain and apply knowledge and skills. Students also learn and retain more when they view tasks as personally relevant.

Finally, the research shows that *engaging schools promote a sense of belonging*. This includes a feeling of being valued by the teacher and other students. Students who believe they are treated unfairly or feel their teachers do not care become disengaged. Teachers need to take the time to learn about their students, especially their strengths and interests. If students look confused, teachers should prompt them, in a way that is inviting and not critical, to ask clarifying questions. Teachers should promote a culture of respect and caring by setting ground rules in class about treatment of others and serving as a role model for respect, caring, fairness, and responsibility.

What Instructional Strategies Are Associated with Academic Achievement?

Finally, to improve academic outcomes, it is instructive for service-learning practitioners to examine the literature on instructional strategies associated with the greatest achievement gains. For this

purpose, a subset of the strategies reviewed by Marzano (2003) and Marzano, Pickering, and Pollack (2001) are presented here.

In his meta-analysis of the research, Marzano (2003) identified nine instructional strategies that have been shown to have a strong relationship to student achievement. They are:

- identifying similarities and differences
- summarizing and note-taking
- reinforcing effort and providing recognition
- homework and practice
- nonlinguistic representations
- cooperative learning
- setting objectives and providing feedback
- generating and testing hypotheses
- questions, cues, and graphic organizers

Each of these is relatively easily woven into service-learning practice. For example, reflections could involve the development of metaphors or analogies, or comparing and classifying experiences. Students could storyboard their activities, each adding new information to the storyboard as it develops. Planning could involve simulations or modeling. Students could generate hypotheses about what they think will happen before they provide service, and then collect data to support or refute their hypotheses. As they engage in service, students could write essays connecting their newly acquired knowledge to

Research shows that connecting activities to the big ideas from a discipline better illuminates learning objectives for students and helps them to retain and apply knowledge and skills.

High-quality service-learning is good teaching and learning.

standards or to what they believed before they engaged in the service and how the service was personally relevant. Students could take turns summarizing the planning meetings, service experiences, or learning expressed in reflections. The possibilities for linking to these factors are virtually unlimited.

What Does the Research on High-Quality Service-Learning Practice Show?

Recently completed studies such as the one by Billig, Root, and Jesse (2005) have begun to identify factors within the practice of service-learning that are most highly correlated with impact on students. Five factors emerged as being statistically significant across multiple studies. They are:

- a strong link between the service-learning activities and content standards

- direct contact with those being served
- cognitively challenging reflection activities
- youth choice in planning and implementation of service-learning activities
- the duration of at least one semester

In two other studies, meeting authentic community needs, public demonstration of learning, and respect for diversity also were identified as being significantly related to impacts (Billig 2005).

These components are directly related to the more general teaching and learning research cited above, making the case that high-quality service-learning is good teaching and learning. As more of the research on effective practice is woven into the service-learning experience, outcomes should become more robust.

What Should Service-Learning Practitioners Do?

Incorporating research-based evidence on effective teaching and learning strategies into service-learning practice is not hard to do — it just takes time to create and weave these factors into service-learning experiences. The matrix on the next page provides some practical guidance and examples of how this can be done. **G2G**

References

- Billig, S. H. (2004). Heads, hearts, and hands: The research on K-12 service-learning. *Growing to Greatness 2004*. St. Paul: National Youth Leadership Council.
- Billig, S. H. (2005). Celebrating the good news: Research shows service-learning works. *The Generator*, 23(2): 30-32.
- Billig, S.H., S. Root, and D. Jesse. (2005). The relationship between the quality indicators of service-learning and student outcomes: Testing professional wisdom. *Improving Service-Learning Practice: Research on Models to Enhance Impacts*, 97-115. Greenwich, Conn.: Information Age Publishers.
- Marzano, R. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Marzano, R., D. Pickering, and J. Pollock. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- National Research Council. (2004). *Engaging Schools*. Washington, D.C.: National Academy Press.
- National Research Council. (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Academy Press.
- Newmann, F., G. Wehlage, and S. Lamborn. (1992). The significance and sources of student engagement. In Newmann, Fred (Ed.). *Student Engagement and Achievement in American Secondary Schools*. New York: Teachers College, Columbia University.

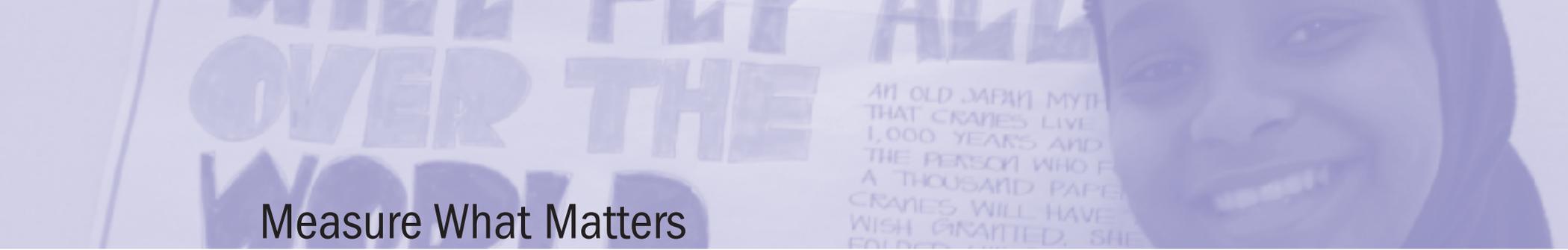
How to Integrate the Research on Effective Teaching and Learning into Service-Learning Practice

What the Research Says	Implications for Service-Learning Practice
<p>Become more learner-centered.</p>	<ul style="list-style-type: none"> • Become familiar with each student's level of knowledge, skills, strengths, and interests through preparation activities such as discussion and assessment. Allow students to take on different roles within the service experience and give them multiple ways to reflect. • Uncover misconceptions. Through pre-reflection activities, discover what students think about the service setting and the problems they are likely to encounter. Discuss understandings sensitively, and provide experiences and facilitation to help students readjust ideas, building on the conceptual and cultural knowledge they have. • Use prediction. Ask students what they think will happen and why, then engage in service, and finally reexamine what happened to help them see how and why their ideas should change. • Engage in scaffolding. Discuss students' previous experiences in making meaning of the service event. Ask students to think about experiences they have had in helping others and define similarities and differences. Ask students to take the point of view of those being served and ask them to discuss how service recipients feel. Help students see connections between what they know and what they are learning. • Provide connections between structural and social learning. Create opportunities to discuss both what was learned and how students relate personally to the learning.
<p>Become more knowledge-centered.</p>	<ul style="list-style-type: none"> • Focus on content standards. Help students learn the knowledge and skills expected for their grade level. • Help students develop comprehension strategies. Assist students in making sense of new ideas through "cognitively guided" instruction that illuminates what they are expected to learn. Illustrate what to do when you bump into the unfamiliar or need to solve a problem. • Foster integrated understandings. Help students develop more coherent thinking by showing them how to connect disciplinary knowledge and skills. • Strike an appropriate balance between activities designed for comprehension and those designed for automaticity. It is important for students to acquire skills related to reading, writing, and computation so that those skills become foundational and automatic.
<p>Become more assessment-centered.</p>	<ul style="list-style-type: none"> • Use formative assessments for feedback. Students' thinking should be made visible through various assignments such as written reflections, discussions, or tests. This allows the teacher to understand the impact of the experience and to provide feedback and additional learning experiences if needed. • Assess for understanding of both content and process. Assessments should not just require memory for procedures or facts, but rather emphasize understanding. Illuminating both what students know and how they came to know it helps improve teaching and learning. • Make assessments continuous but not intrusive. Much assessment is informal, with teachers observing or asking questions and then helping students. Feedback is most valuable when it can be used to revise thinking as students are working on a service-learning project. • Help students become adroit at self-assessment. Self-assessment and assessment of others in a low-stakes, noncompetitive way helps students improve and to help others improve. • Use assessment results to improve teaching. When many students have difficulty mastering knowledge or skills, teachers may need to change their instructional approaches or the learning task. • Link formative and summative assessments. Good formative assessments predict the results of summative assessments, such as test scores. Be sure to align the assessments used.
<p>Become more community-centered.</p>	<ul style="list-style-type: none"> • Promote social norms that value understanding and making mistakes in order to learn. Allow students to have latitude for the design of their service-learning projects, even though they may not be totally successful. Let students make mistakes, then guide their discussion to uncover why mistakes were made and how they could improve their work. Give them the opportunity to do things differently to see the difference in outcomes. • Help students become a community of learners. Promote cooperation among students to accomplish various tasks and ask students to illuminate their thinking to help others. Use competition judiciously to encourage rather than impede learning by allowing multiple pathways to success.

Continued on next page

Lessons from Research on Teaching and Learning continued...

How to Integrate the Research on Effective Teaching and Learning into Service-Learning Practice (continued)	
What the Research Says	Implications for Service-Learning Practice
Become more community-centered. <small>Continued from previous page</small>	<ul style="list-style-type: none"> • Provide ways for students to demonstrate their knowledge publicly. Preparing for outside audiences increases motivation to learn and helps to solidify the knowledge and skills acquired.
Promote perceptions of competence and control.	<ul style="list-style-type: none"> • Give students choices in planning, implementation, and evaluation practices. Service-learning activities should be designed to help students gain a sense of competence and confidence, with increasing challenge over time. • Define learning expectations. Expectations should be clearly defined and students should receive feedback regularly on their performance. • Maintain high expectations. High expectations should be communicated directly and indirectly, and curriculum should not be “watered down” for students.
Promote academic values and goals.	<ul style="list-style-type: none"> • Promote intrinsic motivation to learn. Rather than reminding students that they need to complete the service-learning assignment for a grade, point out what they will learn and why this learning is important. • Weave higher order thinking skills into all phases of the service-learning experience. • Use multiple and varied types of active learning strategies such as hands-on preparation and reflection activities in addition to the service activities. • Build service-learning assignments that require interdependence and autonomy. Help the group find ways to work together, promoting both group and individual responsibility. • Facilitate reflection activities that help students see the linkage between their activities and curriculum objectives and learning constructs. • Purposefully scaffold learning to students’ lives and experiences. Give students a chance to express their opinions or points of view. Build in ways to be respectful of other cultures and to deepen understandings based on perspective-taking.
Promote a sense of belonging.	<ul style="list-style-type: none"> • Take the time to learn about your students. Ask them about their strengths and interests. If students look confused, ask them to discuss the situation and ask clarifying questions. • Promote a culture of respect and caring. Set ground rules in class about treatment of others and serve as a role model for respect, caring, fairness, and responsibility.
Promote transfer of knowledge.	<ul style="list-style-type: none"> • Help students develop problem representations. Help them learn how to organize knowledge and develop strategies for inferring meaning. • Promote higher order thinking skills such as summarizing, evaluating, predicting, showing similarities and differences, and representing in nonlinguistic terms. Practice applying new skills.
Weave instructional strategies with strong influences on achievement.	Incorporate strategies known to be linked to academic achievement, including: <ul style="list-style-type: none"> • identifying similarities and differences • reinforcing effort and providing recognition • nonlinguistic representations • setting objectives and providing feedback • questions, cues, and graphic organizers • summarizing and note-taking • homework and practice • cooperative learning • generating and testing hypotheses
Build on the service-learning components shown to influence results.	<ul style="list-style-type: none"> • Link service-learning experiences to content standards. • Provide opportunities for direct contact with service recipients. • Develop cognitively challenging reflection activities. • Let students have a voice and choice in planning, implementation, and reflection. • Plan service-learning activities that last at least one semester.



Measure What Matters and No Child Will Be Left Behind

Marty Duckenfield
National Dropout
Prevention Center
Sam Drew, Ph.D.
National Dropout
Prevention Center

Introduction

The goal of the federal No Child Left Behind Act of 2001 is to provide a quality educational experience for every child in public school with the expectation that *all* children can learn, resulting in higher graduation rates. The centerpiece for this plan is *accountability*; for everyone to take this obligation to reach all children seriously, high-stakes tests have been incorporated into every child's educational experience so that educators and parents can see whether their local schools are making "Adequate Yearly Progress" in reaching these high goals. As accountability is at the core of NCLB, it follows that the assessment system should measure correlating standards. The current system measures acquisition of knowledge but fails to measure many other important variables — variables that matter because they enhance learning, variables that would indicate whether a student will succeed in school and in life.

Increasingly, research is revealing that there is a downside to high-stakes testing, particularly with youths already at risk of dropping

out of school. This well-intentioned approach does not meet the actual challenge; there is more to succeeding in school than performing well on an academic examination. It is time to examine the current accountability system. It does matter how and what is measured; and not everything that matters is getting measured.

Why Students Drop Out

Too many students are leaving school before graduating, and there is ample evidence explaining the phenomenon (Smink and Schargel 2004, Rumberger 2004). The National Education Longitudinal Surveys conducted by the U.S. Department of Education's National Center for Education Statistics (1990) is a well-respected source that continues to provide valuable data on the reasons students drop out. Documented indicators of a student's potential for dropping out include not liking school, poor attendance, problems with discipline, and an inability to get along with teachers or fellow students. Another study of students who dropped out of school

and their parents, in Henderson County, N.C., supports these findings (Drew 2003). The study found that significant percentages of both

It does matter
how and what
is measured;
and not everything
that matters
is getting
measured.

Measure What Matters continued...

student dropouts and their parents indicated that students (a) did not feel a part of their school, (b) did not find classes interesting or relevant, and (c) sensed a lack of caring by anyone at the school about whether they stayed in school. As long as young people are disengaged from school, children *will* be left behind.

Research from the Minneapolis-based Search Institute shows that students become more vulnerable to dropping out when they possess fewer of the 40 Developmental Assets for Healthy Youth Development (Figure 1). These assets, also described as “protective factors,” illustrate the essential qualities in healthy adolescents’ lives, qualities that will help lead to well-rounded and civically engaged adults. These assets include support, empowerment, boundaries and expectations, positive values, and a commitment to learning. These data reinforce the work of the prevention research field, with syntheses by Bonnie Benard (1991), illustrating that young people who develop resilience in home, school, or community settings are most likely to succeed in school and life. This resilience is fostered by such activities as a relationship with a caring adult, responsibility for meaningful tasks, and expectations of high performance.

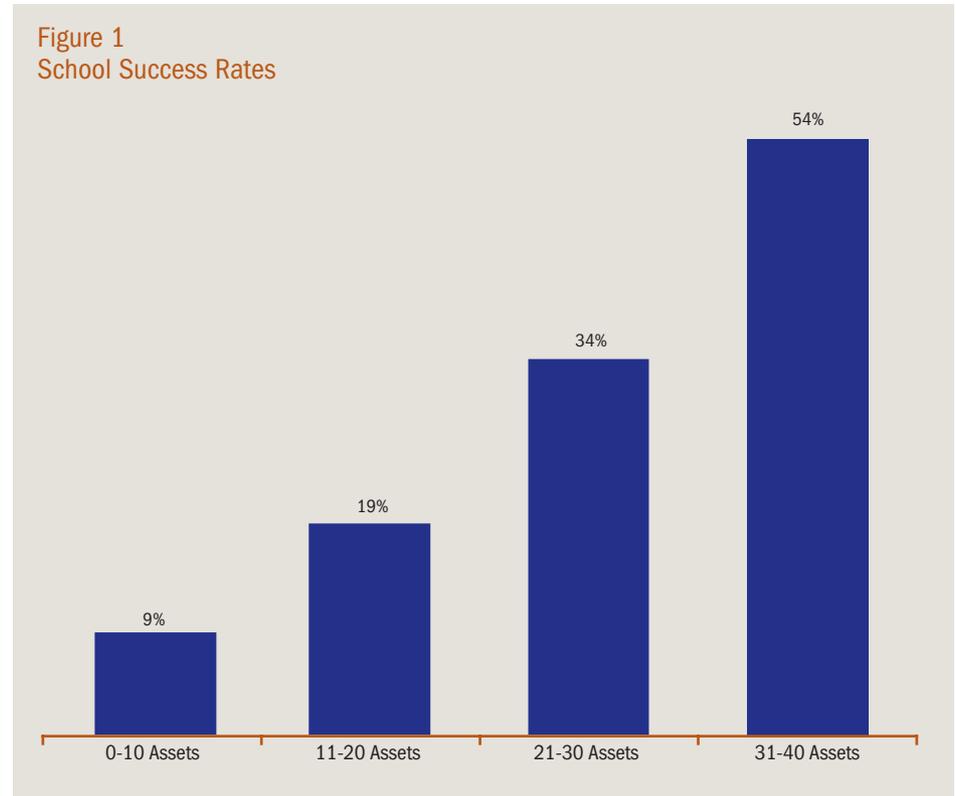


Figure 1. Search Institute (2003) found that the more assets students had, the more likely they were to succeed in school.

High-Stakes Testing Contributes to the Dropout Rate

Indicators of student success are not fully measured by the current method of high-stakes testing. In fact, there has been an unintended consequence of this single form of assessment: The methods of accountability are dictating *what* and *how* things are being taught.

In a recent study of state exit examination policies in two school districts in Virginia and Maryland by the Center on Education Policy, exit exams affected teaching, with teachers having to “emphasize topics and skills likely to be tested and to spend more time reviewing information and test-taking skills” (Gayler 2005, 4). The report goes

on to describe how teachers were pushed to cover discrete facts, leaving little time for discussion, in-depth learning, or creative lessons.

Early evidence shows that current accountability measures not only fail to measure all aspects of school improvement, but even exacerbate school dropout rates. (Massachusetts Department of Education 2005; Nichols, Glass, and Berliner 2005). Students are not becoming engaged in the learning process nor are they developing the attributes that would provide them with the resilience needed to succeed when living in at-risk situations. Moreover, with poor performance on tests and in coursework, students are being retained in greater numbers. The research is clear that students who are retained once are 40-50 percent more likely to drop out and those retained more than once 90 percent more likely (Slavin and Madden, 1989).

Measuring What Matters

To reach the goals of NCLB at least two important questions should be answered: What should students gain from their 13 years of required schooling? What does research show are the most effective ways to keep young people engaged in school and improve their chances of graduating?

Certainly a central component of quality education is student acquisition of academic knowledge. In addition to knowledge acquired in



Photo courtesy of CNCS.

the academic areas, most educators agree that graduates should also:

- be productive citizens, workers, and family members who possess critical-thinking and problem-solving skills;
- be able to ask questions and research answers;
- have an ability to get along with others;
- possess the skills needed to work effectively on a team;
- possess good oral and written communication skills;
- become people who are engaged in their communities; and
- care about others.

These aspirations are comprehensive: students should be prepared for

life, ready to be contributing members of a democratic society.

So, what works in increasing the graduation rate? Over the past two decades, the National Dropout Prevention Center, based at Clemson University in Clemson, S.C., has identified 15 research-based strategies effective in dropout prevention (Smink and Schargel, 2004). These strategies include school/community collaboration, family engagement, early literacy development, and service-learning. (See Figure 2.)

Such strategies stress that schools must have strong partners in the education of young people. Teachers, schools, parents and family members, and community members, organizations, and businesses all

Measure What Matters continued...

Figure 2
15 Effective Strategies for Dropout Prevention

The National Dropout Prevention Center has identified 15 effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation.

School and Community Perspectives

1. **Systemic Renewal** A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
2. **School-Community Collaboration** When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring, supportive environment where youths can thrive and achieve.
3. **Safe Learning Environments** A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences at all grade levels, which enhance positive social attitudes and effective interpersonal skills in all students.

Early Interventions

4. **Family Engagement** Research consistently finds that family engagement has a direct, positive effect on youth achievement and is the most accurate predictor of a student's success in school.
5. **Early Childhood Education** Birth-to-five interventions demonstrate that providing a young person additional enrichment can enhance brain development. The most effective way to reduce the number of youths who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.
6. **Early Literacy Development** Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

Basic Core Strategies

7. **Mentoring/Tutoring** Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

8. **Service-Learning** Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

9. **Alternative Schooling** Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

10. **After-School Opportunities** Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because they fill the youths' afternoon "gap time" with constructive and engaging activities.

Making the Most of Instruction

11. **Professional Development** Teachers who work with youths at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

12. **Active Learning** Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

13. **Educational Technology** Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

14. **Individualized Instruction** Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

15. **Career and Technical Education** A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youths need specific skills to prepare them to measure up to the larger demands of today's workplace.

have a vested interest in students' success; in addition, they each have important roles in that success and *should be a part of the accountability process.*

Assessments for Students

If assessment drives teaching methods, what assessment tools have positive outcomes? And what teaching or learning methods match these forms of assessment and achieve more comprehensive educational goals?

Service-learning is uniquely positioned to achieve the goals of NCLB by unifying many of the proven dropout prevention strategies, as well as providing the experiences needed to produce resilient young people. It is a form of teaching that can engage all students, especially those who are disaffected with school. There are multiple assessment tools that match this strategy, enhance teacher quality, engage students in meaningful learning, and involve communities and parents in supportive and crucial roles.

Assessments can be used throughout the service-learning process — at the start of the project, throughout, midway, and at the project's conclusion (Shumer, Neal, Richardson, and Sundre 1999).

As Marybeth Neal, research director at the National Youth Leadership Council, explains, there are multiple reasons to assess students, and methods of analyzing and assessing data.

Reasons to Assess Student Performance

- to document student learning
- to meet the needs of educational institutions to align with graduation standards
- to facilitate communication between students, teachers, and site supervisors concerning quality work
- to identify best practices for the purpose of student and program improvement
- to facilitate communication between educational and general communities about service-learning benefits
- to monitor problems

Methods to Analyze and Assess Data

- Rubrics can be used to assess quality levels of portfolios, student presentations, or related writings, whether assessed by students, teachers, or site supervisors.
- Checklists can be used to assess subtask completion in a project.
- Matrices can track subtasks, and their interrelationships.
- Standard student assessments, such as pre- and post-tests, are also relevant to the service-learning experience as a measurement of knowledge gained.
- All of these can be assembled into student portfolios of writing, artwork, photographs, newspaper clippings, letters, evaluations, etc., and assessed with a rubric.

These kinds of rigorous assessments give teachers, administrators, parents, and students a clearer and

Service-learning is uniquely positioned to unify many of the proven dropout prevention strategies, as well as to provide the experiences needed to produce resilient young people.

more comprehensive picture of student learning while at the same time forcing the incorporation of a variety of instructional strategies that engage young people in the educational process.

Assessments for Teachers

The 15 Effective Strategies advanced by the National Dropout Prevention Center (Figure 2) offer a framework for the assessment of teachers and their efforts to ensure success for every child. Teachers' use of those strategies need to be evaluated. Are they using active learning and multiple intelligence theory in their lessons? Are they using educational

**Service-learning
is a powerful way
to involve all
constituencies
to create a positive
school climate.**

technology? Can they incorporate more individualized instruction? Are they continuing to enhance their skills through professional development? The importance of teaching methodologies cannot be overemphasized.

Assessments for Schools

Schools also must be evaluated on whether they are following what research shows is needed for dropout prevention. As Rumberger and Palardy (2005) conclude in their recent study, “Schools should be accountable for all students who enter, not only the ones who remain” (26). Their research suggests that basing a school’s performance solely on test scores

is incomplete, and that complementary measures of school performance should assess a school’s effectiveness.

Many effective school-based strategies can be incorporated into service-learning, and these can provide a basis for assessment. For example, are alternative learning settings provided for students who respond best to such approaches? Are students afraid to attend school, or is there a safe and caring environment? Service-learning is a powerful way to involve all constituencies to create a positive school climate. As Stegelin and Bailey (2004) illustrate, creating a sense of belonging for students is key in meeting the needs of students who are at risk of leaving school and who feel alienated from the school and the community. The sense of belonging that service-learning creates, especially with those students who aren’t actively involved in the life of their school, is desperately needed.

Assessments for Communities

Additional community factors should be included in evaluation targets. Are community members becoming involved with students as mentors? Are they providing workplace settings for students to apply their new skills?

Community organizations,

businesses, and individuals can become integral to the full educational program through service-learning. They can play a significant role in contributing to the development of students’ emotional and social growth, encouraging their academic growth and offering opportunities for authentic citizenship. Meeting a young person’s needs to develop assets and protective factors is important to successful dropout prevention, as measured through the Search Institute’s Developmental Assets list.

Communities, like schools, must develop the mindset that both must be held accountable for keeping all students in school.

Conclusion

Improving U.S. schools requires multiple strategies for helping young people achieve academically and become contributing citizens. These strategies and approaches should be research-based and focus on the work done in classrooms, the schools as a whole, and the wider community. Accountability systems should promote and measure all three.

Service-learning is an effective way to put into practice what has been learned from NDPC’s 15 Effective Strategies for Dropout Prevention and the asset-building

Service-learning
is an effective way
to put into practice
what has been
learned from
NDPC's 15 Effective
Strategies
for Dropout
Prevention and
the asset-building
features of
resiliency research.

features of resiliency research. If states expand their accountability plan to incorporate assessment methods that strongly encourage educational strategies like service-learning, educators will be able to more consistently ensure the academic success of students as well as provide the comprehensive educational experiences students need to be productive, contributing citizens in the 21st century. Such a plan will embody true educational reform. Such a plan also will ensure that no child is left behind, and more important, that every child succeeds. **G2G**

References

- Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. Portland, Ore.: Northwest Regional Educational Laboratory.
- Billig, S. (2006). Service-learning as effective instruction: Lessons from research on teaching and learning. *Growing to Greatness 2006*. St. Paul: National Youth Leadership Council.
- Drew, S. F. (2003). *Summary of Student Dropouts from the Henderson County Public Schools: Final Report*. Clemson, S.C.: National Dropout Prevention Center.
- Gayler, K. (2005). *How Have High School Exit Exams Changed Our Schools? Some Perspectives from Virginia and Maryland*. Washington, D.C.: Center on Education Policy.
- Massachusetts Department of Education. (2005). *Dropouts in Massachusetts Public Schools: 2003-2004*. Malden, Mass.: Massachusetts Department of Education.
- National Center for Education Statistics. (1990). *National Education Longitudinal Study of 1988: First Follow-Up Study*. Washington, D.C.: U.S. Department of Education.
- Nichols, S. L., G. V. Glass, and D. C. Berliner. (2005). *High-Stakes Testing and Student Achievement: Problems for the No Child Left Behind Act*. Tempe, Ariz.: Education Policy Studies Laboratory.
- Rumberger, R. (2004). Why students drop out of school. In G. Orfield (ed.) *Dropouts in America: Confronting the Graduate Rate Crisis*. Cambridge, Mass.: Harvard Education Press.
- Rumberger, R., and G. Palardy. (2005). Test scores, dropout rates, and transfer rates as alternative indicators of high school performance, *American Educational Research Journal* 42(1): 3-42.
- Search Institute. (2003). The power of assets. www.search-institute.org/research/assets/assetpower.html.
- Shumer, R., M. Neal, M. Richardson, and S. Sundre. (1999). *Final Evaluation Report: Assessing Learning Through Service*, 110. Minneapolis: Center for Experiential Education and Service-Learning, University of Minnesota.
- Slavin, R. E., and N. A. Madden. (1989). Effective classroom programs for students at risk. In R. E. Slavin, N. L. Karweit, and N.A. Madden (Eds.), *Effective Programs for Students at Risk*. Boston: Allyn and Bacon.
- Smink, J., and F. P. Schargel. 2004. *Helping Students Graduate: A Strategic Approach to Dropout Prevention*. Poughkeepsie, N.Y.: Eye on Education.
- Stegelin, D. A., and B. Bailey. 2004. *Creating a Sense of Place and Belonging: How to Meet the Emotional Needs of K-12 Students*. Clemson, S.C.: National Dropout Prevention Center/Network.



Resources for Recovery:

Young People, Service, Learning, and Disasters

Teddy Gross
Common Cents

James C. Kielsmeier, Ph.D.
NYLC

Big Questions

Late last August, Hurricanes Katrina and Rita brought to the Deep South untold destruction, suffering, injury, loss, displacement, and death, in the greatest natural disaster in the nation's history. As Sharonda Bristow, director of youth programs at the Mississippi Commission for Volunteer Service, explained, the hurricane had struck at the worst possible moment for people who live from paycheck to paycheck. At the end of the month, they simply had no cash for the gas to get away. Katrina and Rita brought us the discovery — for many, a rediscovery — of our national shame: the lingering, festering injustices of poverty, racism, child neglect, and environmental greed.

The magnitude of these combined disasters impelled many of us in the service-learning community to conclude that it is time to move from scattered thinking to collaborative action. Over the years, we have rejected the paternalistic view that young people during a crisis are helpless victims. But that view

prevailed after Katrina, presenting children as in need of everything except a legitimate role in the recovery effort. Knowing what we do about children's empathy and imagination, and having again and again been inspired by their capacity for cooperative action, the service-learning community must tackle two big questions. First: How can we give the youngest citizens substantial roles in the healing and rebuilding of the region — and the nation? Second: Can a disaster like the hurricanes, and related broad public exposure, become a shared "teachable moment" from which service-learning educators can elicit learning? And third: How can we be better prepared to mobilize the resources of young people in a timely and effective way so that children will no longer be excluded from helping roles when new disasters occur?

The Road to Understanding

In late September 2005 we decided to listen to the teachers, community leaders, first-responders, young people, and others in the devastated

region, and see for ourselves the magnitude of the challenge. We met in Jackson, Miss., rented a car, and traveled for four days through Hattiesburg, Biloxi, New Orleans, Baton Rouge, and Houston.

The highway south from Hattiesburg to the coast is bleak — dirt farms, strip malls, and a few industrial parks — all the more so now, with the periodic piles of fallen trees, brush, and debris along the side of the road. Still, nothing prepared us for the shambles we saw once we reached the Gulf Coast. Here and there, a brick house or a thick old tree miraculously remained standing with only a collapsed porch or torn limb, but along mile after mile of the coastline, neighborhoods and whole towns were shattered heaps.

Katrina's fury ridiculed our treasured notions of private property. We could still make out the once carefully tended borders between lawns and the "footprints" of the proud homes and cottages — patches of flat concrete in the center of the property. But all the other barriers and protections that we

build to contain and secure our belongings — fences, gates, walls, windows, doors, cabinets, and shelves — these devices for guarding privacy and possessions were crushed and broken, tossing everything treasured into a common heap of mud-covered garbage strewn across hundreds of desolate miles.

Of course we had seen all this on the news, but the camera cannot capture the unbounded sadness of the catastrophe. Driving through the ruin of county after county, it became clear that it would be a very long time before the murderous work of the hurricane is undone.

It was in Biloxi, Miss., that we first glimpsed a lesser-known story — the



Photo courtesy of Mississippi Commission for Volunteer Service.

destruction of daycare centers. The Moore Community Center is a complex of small, two-story buildings in a poor residential neighborhood. Carol Burnett, the director, met us on the sidewalk. But this was not only the gesture of Southern hospitality that we first assumed. The buildings, submerged under floodwaters for nearly a full day, were uninhabitable and scheduled for demolition.

Burnett had no idea when she would be able to reopen her doors and bring children back. She was still having difficulty reaching all members of her board, and although the city had promised to help her find temporary quarters, she wasn't sure anything would come through. She opened the front door of the Center to show us the inside: against the wall was a cardboard box of water-soaked manila envelopes.

"We had just finished a statewide mailing, inviting people to a conference on daycare. There is no infrastructure for daycare at all in Mississippi and we were trying to change that. Of course the conference was cancelled," she said, and then added, "Although we need that conference more than ever now."

Burnett's despair and anger were echoed the next day by Judy Demarest, a New Orleans high school teacher. Demarest has been teaching English for 30 years at Warren Easton, the same inner-city high school that her father gradu-



Photo courtesy of Mississippi Commission for Volunteer Service.

ated from half a century ago. She is chair of the English Department, and for many years has been leading Interact, an active youth leadership and service club of 25 students, all from poor families. Since the hurricane, Demarest has managed to reconnect with all her students, who are now scattered in 11 states. (One girl, who remained in the city during the hurricane, helped deliver her sister's baby while they were trapped in their home.)

Demarest's home was destroyed by the hurricane, and she now lives in a FEMA-provided trailer in a cemetery. Like all New Orleans teachers, she has only received a couple of hundred dollars in pay since August.

Warren Easton High School is a typical urban school building, a

Resources for Recovery continued...



Photo courtesy of Mississippi Commission for Volunteer Service.

four-story brick structure the length of a city block. A condemnation notice from the Army Corps of Engineers was Scotch-taped to the unlocked front door. The building has been abandoned and isn't scheduled to reopen until 2007. The window of one classroom on the first floor was propped open by an aluminum desk chair. We took turns climbing on the chair and peeking inside. Demarest wouldn't look.

Against the backdrop of the destruction of so much of the

infrastructure that protects and cares for children, and the widespread lack of opportunities to contribute to the relief effort, we saw extraordinary examples of the work of AmeriCorps volunteers. The volunteer call center in Jackson, Miss., was run entirely by a contingent of AmeriCorps Emergency Team members deployed from St. Louis within days of the hurricane. With a can-do, problem-solving approach, intelligence, coordination, and esprit de corps, these young people rescued victims trapped in their homes, helped donors get goods and services where they were needed, and found resources that people in the community needed.

The call center is in a ranch-style corporate office building along a suburban road; upon entering there is a bulletin board covered with letters and notes. Marcia Meeks Kelly, executive director of the Mississippi Commission on Volunteer Service, who had slept five nights at the center to keep it open, greeted us in the doorway and introduced us to Adam, a young Corps member. He had signed up for AmeriCorps in St. Louis, and had had just enough time in late August to drop his things before they shipped out to Jackson. He was part of a crew leav-

ing that day after six weeks sleeping in tents and working 12-hour days. Later we saw their handiwork in the form of a freshly painted elementary school in Pass Christian, Miss. — the first school reopened in that part of the Gulf Coast.

In the first room a 15-foot bookcase was crammed with manila files in three categories: "tangibles," "services," and "assets." Post-it notes recorded the donations of food,

The volunteer call center in Jackson, Miss., was run entirely by a contingent of AmeriCorps Emergency Team members deployed from St. Louis within days of the hurricane.



clothes, baby wipes, and trailers. Under services, were “burial services” and “vets”; under “assets” one Post-it read “jobs.”

In another room, young volunteers documented the storm and its aftermath with news stories on the wall, an experience that eerily foreshadowed what we were to see. Memorable was a picture of a ball field covered with gigantic dead swordfish, a bone-thin man walking among them.

Another room was devoted to attempts to develop and transport in-kind donations. And finally, those in the volunteer networking room, staffed by a recent college graduate, made connections between volunteer groups in the North and the needs farther south.

In Pass Christian we saw an AmeriCorps crew passing out

donated food, detergent, and toiletries alongside an occasional elderly volunteer, some of whom told us they simply got into their cars and drove south after they heard news of the devastation, finding their way into organized volunteer positions.

Not all the gifts from the North found uses. There was the notorious case of the box of brand-new figure skates that some well-meaning but misguided donor sent to the parched coast where temperatures hovered in the 90s for weeks after the hurricanes, and ice was the most treasured and scarcest of commodities.

Whatever those donors were thinking, they were not alone. Well-meaning school, faith-based, and volunteer groups across the country held hundreds of clothes drives. They hired trucks and drivers and sent tens of thousands of clothes

bags down the highways. But when the drivers arrived, there was no one to receive the clothes. So many drove around until they found a field, preferably beside a church, and dumped out the clothes bags, which were left to rot.

Not all the gifts from the North were useless. Seeing families filling shopping baskets with toiletries and food at the distribution center, we vowed never to pooh-pooh a canned food drive again. Anything useful that came in a can or a box was scarce and valuable in these makeshift towns without stores.

Our hosts during the tour of the Gulf region were state educators, teachers, and youth leaders of Mississippi, Louisiana, and Texas. We heard over and over how much children and young people were longing to get involved.

Bristow, who runs a statewide group of high school student leaders in Mississippi, said that when phone



Resources for Recovery continued...



Photo courtesy of CNCS.

lines were restored she started to get calls from her students. “Everyone in my group wanted to get involved.” One girl told her, “It made me angry that I couldn’t help,” locked up at home and unable to leave. Another said, “I went out to see what I could do, but all I could do was put on our shirt to represent us.”

Teachers had much the same to say. Bob Whitman teaches in a private New Orleans high school, just outside the flooded area. His service-learning group is skilled at building and restoration, champing

at the bit to do something, but they are still waiting for the chance.

What we saw made it clear to us that the service-learning community must work together to take collaborative action. We have tried, from time to time, to translate our convictions into a programmatic response, but it has usually been too little, too late. The greatest hurdle to disaster response development is, of course, the obvious one: disasters are unscheduled by definition; no one knows where or when the next one will come. As a result, our conversations about the role that young people can play have

been intermittent and short-lived until now.

The realm of recovery from which children and young people have been almost completely shut out, is where, paradoxically, they may be able to make the greatest contribution: not in the collection or distribution of tangible goods, but in the realm of ideas.

Leroy Johnson, the executive director of Southern Echo in Mississippi and a longtime community leader, offered some poignant insights on this. “Right now,” he said, “most young people have no meaningful role to play in the recovery enterprise. Everyone is talking about starting afresh, and re-envisioning the schools, but no one is getting insight and input from young people themselves.” In Johnson’s view, this is a “potentially catastrophic oversight.”

Certainly new insights can be anticipated from the tens of thousand New Orleans young people displaced north — and their classmates. For example, according to Denise Dowell, program director at the Louisiana Service Commission, for nearly all the African-American students relocated to Baton Rouge schools, this is their first experience in a racially integrated classroom.

We have no doubt that the devastation to the Deep South will occupy the attention of the nation

for many years. This will not be yesterday's headline for a long, long time. That means we will have enough time to put in place some of the lessons we've learned, and to take some significant steps toward envisioning the role of young people in a recovery effort. It must be one that creates networks of reciprocal service that bridge young people within the region and young people outside the region in meaningful recovery work and engaged learning through service-learning. **G2G**

Resources for Recovery: Initial Directions

Since October, the pace of activity has accelerated as service-learning leaders in the Gulf Coast region and beyond have worked together to create a framework for collective action. A series of meetings in Tampa, Washington, D.C., and Pensacola, along with regular phone and online conversations have lead to several early initiatives.

Meeting the Needs of Children in the Gulf Region

Gulf Coast WalkAbout: Based on previous NYLC programs, and funded by State Farm and the Shinnyo-en Foundation, six-week long summer school service-learning experiences will be held in the Gulf Coast region. Gulf Coast WalkAbout will involve college students and teachers working with middle school students on theme-based service-learning addressing disaster preparedness, oral histories, environmental impact issues, and the future design of schools.

Engaging Genuine Youth Voice

Common Cents Global Relief Conference, May 17, 2006: A philanthropy-learning program developed by Common Cents, and based on a model used after 9/11, in which New York City high school and middle school students award up to four grants of up to \$20,000 apiece to service groups and organizations developing genuine roles for youths in hurricane recovery. The conference also features a teach-in on hurricane recovery and service-learning workshops with students from both regions. All grant money was collected during the 2005 Common Cents Penny Harvest in New York City.

Preparing for Future Disasters

Youth Organized for Disaster Action (YODA):

Service-learning initiatives are underway that address homeland security, and help develop skills and strategies for responding to disasters and emergencies. The program model is an extension of the work of the Institute for Global Education & Service Learning/National Service-Learning Exchange in Pennsylvania and New Jersey.

Sharing Resources for Recovery

National Service-Learning Conference,

March 22-25, 2006, Philadelphia: Resources for Recovery featured as an example of service-learning through a variety of presentations.

National Conference on Volunteering and Service,

June 18-20, 2006, Seattle: Presentations focus on service-learning and disaster recovery and preparedness experiences from the Gulf.

Service-Learning Teacher Institutes with

Resources for Recovery: June 26-28, 2006, Clemson University, National Dropout Prevention Center, Clemson, S.C.

NYLC Urban Service-Learning Institute:

August 2-3, 2006, Meherry Medical School, Nashville

For updated information on Resources for Recovery go to www.nylc.org.



Youth Courts:

An Alternative to Traditional Juvenile Courts

Sarah S. Pearson
American Youth
Policy Forum

Fifteen-year-old Britney started hanging out with some older kids in school. She asked her parents to increase her allowance and became more secretive. One night, Britney called her parents from the police station. She had been picked up for shoplifting.

One of the police officers, who volunteered at the local youth court, suggested that since this was not a violent offense and Britney had no prior conviction or trouble with the law, she should consider being tried through the youth court program. Before her case could be heard, she would be required to admit to the crime and agree to serve the sentence given.

By entering the youth court program to have her case tried by her peers, and by completing her sentence, Britney would stay out of the traditional juvenile justice system. More important, she would escape a formal court record that could affect her future. Through her experience in the program, Britney would have a chance to learn more about her responsibilities as a citizen, think more

coherently about the choices in her life, and volunteer to help other teens.

Britney's defense attorney was not much older than she was. Her defender, Jenny, had been adjudicated through youth court the year before. She had become a fan of the program and decided to get training to be a youth court attorney. (In this system, adult lawyers volunteer to mentor youth court attorneys.)

Jenny's job was to prepare her client, or "respondent," for likely questions, advocate for her client, and present evidence to the jurors that her client has learned a lesson.

Inspired by her involvement in youth court, Jenny decided to pursue law studies after high school graduation. By defending and prosecuting youth court cases, Jenny built her knowledge of the law, and gained valuable experience that would help her enter law school. Through her experience in youth court, Jenny applied skills learned in school (writing, persuading, debating, presenting) to her youth court training (introduction

to juvenile justice law, court procedures, duties of a defense and prosecuting attorney) and provided a service in the community.

The youth court Britney went through was held in a real courtroom. An adult judge presided. Most of the jury were former respondents serving part of their community service sentence by participating in her trial.

A boy younger than Britney served as the prosecuting attorney. He questioned Britney's apparent disregard and disrespect for the law, the store owners, and her parents. "Could this behavior lead to more trouble?" he asked. He then passionately pointed out how these types of crimes drive the cost of merchandise up for everyone, and that breaking the law on this level not only shows little regard for herself, but also hurts the reputation of youths in general in the eyes of store owners. It was a tense moment that was eased by Britney's attorney, who introduced Britney's record of achievements and good behavior.

Britney's case was tried in less than 15 minutes, and deliberation by the jury took about the same amount of time. After the jury discussed the sentencing, under the guidance of adult volunteers, they gave Britney a sentence of 35 hours of community service with a local community-based organization, three sessions as a juror for other youth court cases, and a letter of apology to her parents and the owner of the store. Britney would also have to write a three-page essay on the effects of shoplifting on consumers and the community.

Weeks later, Britney had met interesting people at the local senior center where she served her community service hours and developed career experience as an assistant to the center's director. She has served her sentence, learned a lesson, and given back to the community.

In the youth court world, Britney's case was simple, but some cases are more complicated, and sentencing differs from state to state. Sometimes respondents must write multiple letters of apology to members of the community, do considerably more community service, and pay for damage done to property.

Youth Court Background

Youth court, sometimes referred to as teen court or peer jury, is a "restorative justice" program that provides an alternative to adjudication through the traditional juvenile justice courts. Restorative justice helps offenders rebuild their rela-

tionship with others and the community. The National Youth Court Center (2005) defines restorative justice in the following way:

Restorative justice addresses crime and problem behavior by recognizing that crime harms victims and communities. Restorative justice focuses on repairing harm (and restoring broken relationships) caused by crime through active involvement of the offender, victim, and the community.

Some of the benefits that youth courts can derive from incorporating practices based on restorative justice principles include more effective services for respondents (i.e., defendants), victims, and the community; better respondent accountability; increased skill and competency development for respondents; improved relationships among respondents and their families, friends, victims, and community; and more meaningful community involvement in solving local problems.

Cases normally handled by teen or youth courts include shoplifting, theft, possession of drug paraphernalia, assault or disorderly conduct, criminal trespassing, interfering with the peace at school, possession of a weapon, false reporting to an officer, and minor possession of alcohol, marijuana, tobacco, or other illegal drugs.

Youth court embraces service-learning as a methodology for teaching youths about the law and civic responsibilities. When youth

Youth court embraces
service-learning
as a methodology
for teaching youths
about the law
and civic
responsibilities.

volunteers are trained to serve as attorneys, they prepare to argue a case in front of a jury. Through workshops, youths use language arts standards for listening and speaking. They organize speeches and learn about verbal and non-verbal communications.

Youth court fits naturally in a social studies class where the curriculum looks at the structures of governance and the principles of due process. School-based youth courts are often operated by a civics or social studies department. Content, skills, and dispositions that students learn as a part of their youth court experience are linked to core curriculum standards,

Content, skills,
and dispositions
that students learn
as a part of their
youth court experience
are linked to core
curriculum standards.

such as understanding the U. S. Constitution and the Bill of Rights.

Youth court programs have enjoyed an enormous growth spurt of 1,300 percent since 1994. The

program is active in 9 percent of schools and approximately 1,000 courts across the nation.

Youth courts are created and operate at the local level, but can also be initiated through state governments. By 2002, 25 states had passed legislation incorporating youth courts in some manner. Youth courts rely heavily on youth and adult volunteers and a cooperative arrangement between community and government to make certain that the service provided benefits the victims, the community, *and* the respondent.

A national evaluation released in 2002, conducted by the Urban Institute, reported that:

- Teen court may be a viable option for cases not likely to receive meaningful sanctions from the juvenile justice system.
- Client satisfaction is very high among youths and parents, even after teen court sanctioning.
- No clear evidence suggests that one courtroom model is best, but youth-run models deserve wider consideration (Pearson and Voke 2003).

Youth court justice is real and swift, and it comes with benefits that both parents and respondents appreciate. The program diverts offenders from the traditional juvenile justice court system, avoiding

not only a court record, but also the stigma of the traditional system. The program provides respondents an outlet to confront the consequences of their actions and protection from contact with “hard core” offenders.

According to practitioners, the program provides opportunities for teens to take on important roles in their community where they can become “real leaders with a voice for change.” Youths between 13 and 18 years of age undergo training before serving in the program. Youths become skilled in (1) the duties and responsibilities of volunteer roles in the program (attorney, juror, bailiff, judge), (2) youth court process and hearing procedures, (3) case preparation and questioning techniques, and (4) program services and sentencing options.

Youth volunteers who take on the responsibility of serving as a member of the jury or as bailiff, attorney, or judge learn firsthand about responsible citizenship and law, and develop skills in public speaking, mediation, and social leadership. Thirty percent of youth court programs participating in a survey conducted by the American Youth Policy Forum in 2005 reported that one in five offenders returns to the program as a volunteer (Pearson and Jurich 2005, 11).

There are four general models of youth courts: adult judge, youth judge, youth tribunal, and peer jury. In the adult judge model, youth volunteers serve as defense attorneys, prosecuting attorneys, clerks, bailiffs, and jurors, while the adult volunteer, either an attorney or judge, serves as judge. In the youth judge model, youth volunteers serve in all roles, including that of judge, under the watchful eye of the adult volunteer. The youth tribunal model usually adopts a panel of three youth judges and has no peer jury. In the peer jury

As a community-based and community-operated program, youth court addresses the immediate needs of the youths involved in the program as they learn and practice stewardship of the community.

model, adult or youth volunteers serve as jurors and question the respondent directly; sometimes youth advocates are involved (Pearson and Jurich 2005, 13).

Research by Pearson and Jurich (2005) reveals other interesting facts about youth courts:

- 100,000 youths per year participate in the program as volunteers.
- On average, nine percent of juvenile arrests in a jurisdiction are being diverted from the formal juvenile justice system to youth courts.
- The average costs of youth court programs are estimated at \$430 per youth served, and \$480 per youth successfully completing a sentence. These low operation costs are maintained through the programs' reliance on adult and youth volunteers.

Civic Engagement

Through law-related education and youth development, youth courts are promoting competent and responsible citizens who are better prepared to serve as active members of a democratic society. While building ties with the community, the program offers both respondents and youth volunteers opportunities to exercise and increase important life skills such as decision-making, problem-solving, listening, and communicating. As a community-based and community-operated program, youth court addresses the immediate needs of the



Photo courtesy of CNCS.

youths involved in the program as they learn and practice stewardship of the community.

Youth engagement initiatives such as youth court have multiple payoffs. Youths make important contributions to their communities before reaching adulthood, and youth engagement and service initiatives are powerful tools for improving communities and meeting the needs of people of all ages who live in those communities. Through their civic contributions, youths are exposed to and gain the skills, knowledge, and attitudes, associated with effective civic action, such as voting, volunteering in the community, abiding by

Youth Courts continued...

laws, being knowledgeable about community activities and leaders, being a good or responsible neighbor, and holding leadership roles in the community.

In the American Youth Policy Forum survey “Youth Court — A Community Solution to Embracing At-Risk Youth,” youth court practitioners said that they believe the program teaches the relevance of community involvement and responsibility both to the offender and especially to the juror volunteers. “[Youths] get a better understanding of how their behavior affects others and contributes to the view of teenagers. I am always impressed at the way the jurors take their jobs seriously and give a lot of thought to the consequences they impose,” a practitioner from Alexandria, Minn., wrote. A practitioner from Eureka, Calif., added, “The youths in our county have shown an increased understanding of the law, why the laws are in place, and the consequences for breaking

those laws. They have worked together to find solutions to juvenile crime and restoration concepts. These concepts help instill empathy, compassion, and justice principles.”

Peer Mentoring

Peer mentoring is a relatively new practice for youth courts and there is growing interest among practitioners. According to Susan Goetsch, the director of the Granite Falls Teen Court, Granite Falls Boys & Girls Club in Monroe, Wash., peer mentoring is an important aspect to the role of restorative justice practices in youth courts. Peer mentoring training occurs before youths take on a peer mentee, and attention is given to carefully match the offender with the youth volunteer and to monitor the relationship closely.

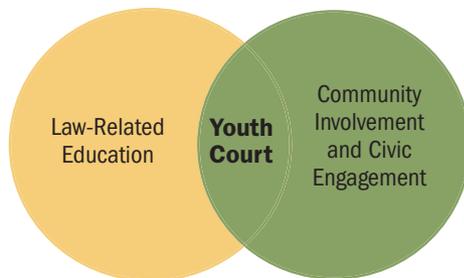
In a youth court, the jury or judge may opt to assign one of their officers (a youth volunteer serving as attorney) to a respondent (youth offender). The youth volunteer may check on how the respondent is doing with his or her sentencing, and offer to help or answer questions relating to the consequences in the contract. Goetsch says, “I can’t emphasize enough how important it is to connect the respondent with the school and community. By using peer mentor-

The youths
in our county have
shown an increased
understanding of the law,
why the laws are in
place, and the
consequences for
breaking those laws.

ing by youth court officers, you will in fact be using restorative justice practices.” (Some youth courts, such as the Stayton Sublimity Youth Peer Court in Stayton, Ore., are developing guidelines and forms that help with the peer mentoring procedure. Their contact information is provided at the end of this story.)

In Sarasota, Fla., youth court leader Katie Self describes her experience with peer mentoring:

“We strongly encourage our teen attorneys to be sure to communicate with the teen defendants after a case is presented, i.e., when the defendants return to serve on their



The critical thinking that happens when a juror weighs conflicting points of view and decides a just and appropriate sentence is part of what makes the youth court experience a service-learning experience.

jury duties. I believe it is a strong justification for allowing the kids to be exposed right away to positive peer role models. I know there is some opinion that the jury duty should be served at the end of [the youth offender's] participation [in the program], but we have such good luck with kids' "attitude adjustment" starting more quickly as a result of the mentoring that takes place."

The Salt Lake Peer Court in Salt Lake City, Utah, provides peer mentoring for every referred youth who goes through the peer court program. After a sentence has been given, peer court volunteers from the 10th to 12th grades contact respondents weekly to remind them of their required classes, community service, or papers that are parts of their sentence. Peer court volunteers sometimes tutor or attend a peer court activity with their mentees, and when their respondents come before the court for the return/completion hearing, their peer mentor usually attends to congratulate and reflect with them. The Salt Lake Peer Court provides peer mentoring training to support the mentoring process, and adults keep in touch with mentors weekly to offer support and guidance.

(For more information on peer mentoring through youth court, contact the National Youth Court Center's website, www.youthcourt.net/resources/RFIs/Peer_Mentoring_OCT03.htm.)

Law-Related Education

According to Paula Nessel of the American Bar Association, youth courts offer the active learning of law-related education through hands-on experience with the justice system. Youth courts promote understanding of the legal system, reduce recidivism, and encourage participants to accept responsibility for their actions. Nessel believes there is

considerable local, state, and federal commitment to youth courts. She predicts that they will continue to spread rapidly and provide a positive alternative to traditional juvenile justice and school disciplinary procedures.

There are important values, attitudes, and beliefs that are fostered by law-related education, such as a commitment to constitutional democracy; dedication to the ideal of justice in society; informed, active, and responsible participation in civic life; respect for the fundamental dignity and rights of humans; and an appreciation for legitimately resolving conflicts and differences.

Youth courts use established rules and regulations found in school policy and local laws, providing context for those adjudicated through the program. Youth volunteers learn self-discipline and confidentiality as they make a decision that impacts a peer. To participate, youths must consider the rights and responsibilities of law-abiding citizens, and learn how to analyze public issues that come before them in the courtroom. These youths, through their service, learn about the judicial system, laws, and resolution.

Deliberating a case takes on a different life when it is not a fictional story or a reenactment of a case already decided. Youths see themselves in their peers because most of those serving on the jury have been in those situations. The critical thinking that happens when a juror

Youth Courts continued...

weighs conflicting points of view and decides a just and appropriate sentence is part of what makes the youth court experience a service-learning experience (Nessel 2002).

Intergenerational Experience

It is not unusual for adults to be suspicious yet intrigued by the youth court program. Many do not easily give up the desire to control youths, especially when it comes to decision-making. Just as youths need training in leadership skills to be effective public problem-solvers, adults who work with them need training in how to listen to what youths have to say and to respect the experiences, knowledge, and perspectives that youths bring to the table. Some youth courts offer training for both youths and adults to prepare them to overcome this challenge.

Conclusion

Youth courts inform and educate young people about the role of law in democracy and about their role as citizens. Youth courts educate not only about court procedure, sentencing options, and trial techniques but also about the structure of justice systems, the meaning of justice, the role of rehabilitation, and the relationship between rights and responsibilities. By equipping youths with this knowledge, they

may have a better understanding of their connection to the U.S. system of justice and to be participants rather than potential victims. To strengthen this pathway to civic engagement for youths and communities, citizens and policy-makers should champion the program at the local, state, and federal levels, offering not only support and resources through funding, but also their own personal involvement. Leaders in education and youth development who want youths to be engaged in real-life problem-solving should consider starting a youth court. **G2G**

References

- Butts, J. A., J. Buck, and M. Coggeshall. (2002). *The Impact of Teen Court on Young Offenders*. Washington, D.C.: The Urban Institute Justice Policy Center.
- Godwin, Tracy M., D. Steinhart, and B.A. Fulton. (1998). *Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs*, 51. Lexington, Ky.: American Probation and Parole Association.
- National Youth Court Center. (2005). Frequently asked questions. www.youthcourt.net.
- Nessel, Paula A. (2002). Youth court: A national movement. *Technical Assistance Bulletin 17: 10*. Chicago: American Bar Association Division for Public Education.
- Pearson, S., and S. Jurich. (2005). *Youth Court: A Community Solution for Embracing At-risk Youth — A National Update*. Washington, D.C.: American Youth Policy Forum.
- Pearson, S., and H. Voke. (2003). *Building an Effective Citizenry*, 29. Washington, D.C.: American Youth Policy Forum.

Contacts

Susan Goetsch
Director
Granite Falls Teen Court
Granite Falls Boys & Girls Club
P. O. Box 781
Monroe, WA 98272
Phone: (360) 794-4775
Fax: (360) 794-0381

Paula A. Nessel
American Bar Association
Division for Public Education
541 North Fairbanks Court
Chicago, IL 60611-3314
Phone: (312) 988-5735
www.abanet.org/publiced

Kathleen Self
Executive Director
Teen Court of Sarasota, Inc.
P.O. Box 48927
Sarasota, FL 34230

Jennifer Strutz
Program Coordinator
Stayton Sublimity Youth Peer Court
362 N. Third Avenue
Stayton, OR 97383
Phone: (503) 769-5749
Fax: (503) 769-7573

Kathleen Zeitlin
Salt Lake Peer Court
645 South 200 East, #101
Salt Lake City, UT 84111
Phone: (801) 322-1815
Fax: (801) 322-4498

Service-Learning:

A Context for Parent and Family Involvement

Marybeth Neal, Ph.D.
NYLC

Cathryn Kaye
Service-Learning Consultant

As a model of community development, service-learning offers a rich context for parent, family, and community involvement strategies.¹

The field of parent and family involvement shares with service-learning the goal of student academic achievement through the building of “social capital,” the shared values that connect humans to one another. Research and best practices from each field can enhance the other. In this article we explore the premise that these two fields have much to offer one another.

Introduction

The potential of service-learning to create opportunities for positive connections between individuals and institutions and across cultures and generations is remarkable. Beyond the abundance of anecdotal evidence, the *Growing to Greatness 2004* survey of U.S. public school principals who use service-learning reports that service-learning has a “somewhat” to “very positive” impact upon parent and family involvement (71 percent) and

school community relationships (91 percent) (Kielsmeier et al., 23).

Following are some examples of parent and family involvement in service-learning from fieldwork in Minnesota that illustrate the inherent intergenerational possibilities.

- A teenage mother brings her own mother to her service-learning site to care for her young child. The grandmother, who never finished high school, becomes involved in the community of teachers and students involved in the project. The grandmother learns to trust the school staff in a way she had never been able to before. She then returns to school to complete her high school diploma (Neal 1999).
- A high school boy who, years ago, fled to the United States with his mother from war-torn East Africa, now organizes activities for elementary students. The children look up to him as a mentor, and he has a growing sense of what it means to be an adult caretaker. The experience helps him realize how challenging he has made life for his own mother, and helps him

appreciate how much his mother does for him. He reports that his relationship with his mother has greatly improved as a result (Harris 2005).

- In an affluent western suburb of Minneapolis, high school students taking a leadership class must each implement their own service-learning projects as a way to practice leadership. During a discussion of how to raise funds to pay for the materials they need, they become aware of their connections to resources through the social networks of their parents: their parents’ friends, work colleagues, and relatives. As they approach these adults, they begin the process of interacting with them as young adults themselves. Service-learning helps them understand their roles as members of an adult social network (Neal 1999).

In this next section we compare the parent/family involvement and service-learning fields in terms of their historical origins, similarities in research and effective practices.

Service-Learning: A Context for Parent and Family Involvement continued...

Undertones of
what it means
to be in a democracy
as engaged, educated
citizens permeate
both fields.

Parallel Histories

The parent/family involvement field, like service-learning, can trace its development to the early 20th century. For service-learning, much tracks back to the progressive education espoused by John Dewey. For parent/family involvement it is with the founding of the first Parent Teacher Association in 1897.

Undertones of what it means to be in a democracy as engaged, educated citizens permeate both fields.

Parent involvement, like service-learning, had a source of federal funding beginning in 1994 (as part of Title I, the first section of the Improving America's Schools Act of

1994, Public Law 103-382). Under this law, and continuing with the No Child Left Behind Act of 2001, school districts receiving more than \$500,000 in Title I funding must support parent involvement with 1 percent of the funds.² For service-learning, federal funding began with passage of the National and Community Service Act of 1993.

Parallel Research

The two fields also share similar challenges in research: a lack of longitudinal studies and variability in program implementation. A. T. Henderson and K. L. Mapp analyzed 51 high-quality studies of the impact of family and community upon academic achievement. They found that students with involved parents, regardless of socioeconomic status, were more likely to:

- earn higher grades, test scores, and enroll in higher-level programs;
- be promoted, pass their classes, and earn credits;
- attend school regularly;
- have better social skills, show improved behavior, and adapt well to school;
- graduate and go on to post-secondary education (Henderson and Mapp 2002, 7).

Furthermore, they found community connections also play an

important role in schools' success and support. Community organizing, which they define as a "type of engagement based outside schools and led by parents and community members" contributes to positive changes for schools, particularly when focused on building low-income families' power and political skills to hold schools accountable for results. In reviewing studies of community organizing, Henderson and Mapp found the following impacts, which may have implications for the special utility of community-based service-learning:

- upgraded school facilities
- improved school leadership and staffing
- higher-quality learning programs for students
- new resources and programs to improve teaching and curriculum
- new funding for after-school programs and family supports (Henderson and Mapp 2002, 8)

Common Essential Elements for Effective Practice

Both fields have identified effective practices as a way to promote quality of implementation. In service-learning, there are the Essential Elements of Effective Service-Learning Practice (pre-

sented in *Growing to Greatness 2004*), among others. In parent/family involvement there are several sources. Following are excerpts from those sources that involve connecting with the community, where the potential for intersection with service-learning is greatest.

The 2002 review and synthesis by Henderson and Mapp suggest effective practices that relate to addressing community needs in partnership with community members.

- Programs that successfully connect with families and community invite involvement are welcoming, and address specific parent and community needs.
- Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children's educational development is a collaborative enterprise among parents, school staff, and community members (46-52).

As with service-learning, parent involvement through community projects is recommended throughout the field's literature. This practice has been advanced through research conducted at Johns Hopkins University on the schools belonging to the Network of Partnership Schools. In Joyce Epstein's six recommendations for parental involvement (1995), she includes family participation in the community, and volunteering:³

- Encourage parent volunteering at the school and participation in school activities. (Make parents aware of chances to volunteer at the school.)
- Support families by collaborating with the community to bring families needed resources and to increase family participation in the community. (Provide information on community services to help the child or family.) (Vaden-Kiernan 2005).

Suzanne Carter's analysis of parent and family involvement research also emphasizes the importance of partnerships that involve community organizations: "The most promising opportunity for student achievement occurs when families, schools and community organizations work together" (Carter 2002, 4).

Parent and Family Involvement

Service-learning facilitates many opportunities to develop sustained parental engagement — particularly in middle and high schools where parents often assume they are no longer needed — and will thus reduce the "parent dropout" rate.

Creating a culture or environment for parent involvement includes mapping effective strategies. Within the service-learning context, the same holds true. Whatever one's role — teacher, administrator, or parent leader — consider these possibilities when initiating or developing opportunities for parents as partners. In reviewing the list on the following

page, consider that, like students experiencing high-quality service-learning, parents also need opportunities for preparation, action, reflection, and demonstration (Kaye 1998).

Service-learning
facilitates many
opportunities to develop
sustained parental
engagement —
particularly in middle
and high schools
where parents often
assume they are
no longer needed —
and will thus reduce
the "parent dropout" rate.

Service-Learning: A Context for Parent and Family Involvement continued...

Strategies for Parent Involvement

School communities may decide to form a task force or committee to develop and lead implementation of parent involvement in service-learning. Include representatives of all stakeholders for the best results; read about the opportunities for parent involvement; and consider the similarity to what students should experience in high-quality service-learning:

- Inform teachers, administrators, and school staff about the value of parent involvement when developing their ability to effectively work with and engage this population. In short, go beyond simply welcoming parents as partners: Create meaningful opportunities for participation.
- Make sure parents have a variety of ways to understand service-learning, its benefits, and roles they can fill that contribute to youth success. These opportunities can occur at back-to-school events, parent education gatherings, or special workshops that develop a cadre of parent champions for service-learning. Communication can continue through school newsletters, displays, and at most school events.
- Offer parents opportunities to observe and participate in service-learning, including experiences where their own children are not involved; this is particularly effective in middle and high school where teens are less likely to want their parents to be present.
- Provide various ways for parents to support service-learning, building on their skills, talents, and interests, with opportunities to develop their abilities. Parents can help with grant-writing, become knowledgeable about curriculum connections, network with community agencies, and help document the service-learning process.
- Invite parents to reflect and offer their feedback and insights about service-learning experiences.
- Offer parents ways to demonstrate what they have experienced while becoming resources and leaders. They can, for example, assist in recruitment, preparation, action, and reflection through the creation of parent service-learning support groups.⁴
- Be mindful of the challenges facing parents: time constraints, travel, language, cultural inhibitions, and even needs of their other children.
- Provide parents with avenues for assistance from administrators, faculty, other parents, and community members; similarly, offer ways to advance their participation, including becoming spokespeople for service-learning, locally and nationally.

Parent Roles

Recruit parent liaisons, much like “room parents,” who keep service-learning in mind. Once identified, these parents can coordinate many of the following tasks:

- Organize phone trees to alert other parents about needs, questions or opportunities for involvement.
- Provide a ready-made “focus group” to generate ideas about community needs and resources.
- Facilitate student group work by moderating group discussions.
- Contact community organizations to maintain and update a catalogue or directory of potential collaborations.
- Be visible with service by helping in places that students see parents in action, such as assembling parent information packets in the school cafeteria.
- Chaperone field experiences.
- Prepare supplies, particularly for classrooms of younger children.
- Document service-learning activities by keeping a record of words, photographs, or video. While youths may have these roles, parents may be valued assistants if documentation requirements are extensive.
- Write grants or assist in getting donations or in-kind materials. Some schools offer workshops to help build a cadre of grant-writing parents.
- Attend conferences and workshops as school representatives and service-learning spokespeople, and even as copresenters in workshops.
- Coordinate family service opportunities and post these on school websites and in newsletters to encourage service as a family habit. While “family service” resembles traditional volunteerism more than service-learning, the benefits of parental modeling and establishing traditions and habits of civic participation may significantly contribute to young people becoming lifelong learners and lifelong servers.
- Network with other schools as representatives or conveners of gatherings to bring together involved or interested parents from neighboring schools. This approach can often result in ongoing regional associations supportive of service-learning.

Parent-Initiated Strategies for Service-Learning Involvement

Parents who are already experienced with service-learning can help communicate to other parents both the process and the value of parent-child reflection activities. Experienced parents can share examples of reflection activities. The school's newsletter can be an inclusive forum that reaches the diversity of the school population, describing parent/child experiences related to service-learning projects. Here are some ideas for involvement in reflection:

- Share personal stories about service involvement including stories of other family members.
- Pay attention to social concerns that captivate youths. Use their questions as clues of interest; resist quick answers, and instead discuss ways to find out more together.
- Engage youths in discussing community interests and observing of community needs.
- Read books aloud that relate to service themes; these stimulate discussion and encourage conversation about experiences, concerns, and questions. (Note: reading books aloud is effective at all ages.⁶⁾)
- Use newspaper articles, television programs, or movies to investigate topics of interest and those that highlight community members, including youths, as problem solvers.
- Refer to information received from the school about service-learning; ask questions that delve into the substance of the subject.
- Perform service as a family through established community organizations or by sharing what family members enjoy doing together, such as hosting a library read-aloud, baking for local shelters, or participating in the Special Olympics.

Youth-Initiated Strategies for Parent/Family Involvement in Service-Learning

Use the classroom to role-play conversations and interviews, and involve students in thinking of additional ways to involve parents and other family members and adult friends.

- Interview parents about community needs in general or specific issues; these questions can be a survey composed during class time with responses compiled and used to advance the project.
- Select a topic to learn about together that informs a school service-learning experience.
- Apply an area of study and service to home — for example, recycling, monitoring water use, or practicing reading aloud to younger children.
- In small groups in class, develop a game that teaches others about service-learning and try it out on parents, applying their feedback to improve the product.
- For younger children, send home a book for the child and parent to read and discuss. With older students, this interaction could be through a newspaper or magazine article or short story. Students can brainstorm a list of discussion-starters to take home and return with comments, and further questions for inquiry.
- Plan a family service experience that could be done at home or in the community; document what happens, and the impact on each participant. **G2G**

Source: Adapted from *Parent Involvement in Service-Learning* by Cathryn B. Kaye, Columbia, S.C.: South Carolina Department of Education, 1998. Copies are available through the National Dropout Prevention Center at www.dropoutprevention.org.

Service-Learning: A Context for Parent and Family Involvement continued...



Photo courtesy of CNCS.

1. The term “parent” refers to all adults who take on the role of parenting children.
2. Title I of NCLB (Section 1118) outlines requirements for schools, districts, and states to create partnerships between parents and schools. Under NCLB, schools are required to provide opportunities for parent involvement, including having parent-teacher meetings, reporting to parents on their children’s progress, helping parents work with their children to improve achievement, offering parents opportunities to volunteer, and involving parents in the planning and design of school programs (Vaden-Kiernan 2005, 1).
3. The notes in parenthesis are the statements that the recent NCES survey (Vaden-Kiernan 2005) used to assess the extent to which these recommendations were met in U.S. public schools comparing 1996 data with 2003 data. That study found little difference between 1996 and 2003.

4. Keep in mind that parents are not always available to children; always offer an opportunity to complete assignments with older siblings or other adult family members or neighbors.
5. See the Growing to Greatness website, www.nylc.org/g2g, for a recommended booklist for parents.

References

- Carter, S. (2002). *The Impact of Parent/Family Involvement on Student Outcomes: An Annotated Bibliography of Research from the Past Decade*. Eugene, Ore.: Consortium for Appropriate Dispute Resolution in Special Education (CADRE). www.directionservice.org/cadre/parent_family_involv.cfm
- Epstein, J. L. (1995). School, family, community partnerships: Caring for the children we share. *Phi Delta Kappan*, 77, 701–712.
- Harris Interactive. (2005). Service learning and the transition to adulthood. Focus group transcript, December 8.
- Henderson, A. T., and K. L. Mapp. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Annual Synthesis 2002*. Austin, Tex.: Southwest Educational Development Laboratory. www.sedl.org/connections/resources/evidence.pdf.
- Kaye, Cathryn B. (1998) *Parent Involvement in Service Learning*. Clemson, S.C.: National Dropout Prevention Center.
- National Service-Learning Partnership brief on family involvement and service-learning. www.servicelearning.org/resources/quick_guides/family_K-12.
- Neal, M. (1999). *Learn and Earn Evaluation*. Field notes for report to the Minnesota Legislature.
- Neal, M. (1999a). *Assessing Learning through Service*. Field notes.
- No Child Left Behind Act of 2001*, Public Law 107-110, U. S. Statutes at Large 115 (2002): 1425. www.ed.gov/policy/elsec/leg/esea02/107-110.pdf.
- Scales, P. C., and E. C. Roehlkepartain. (2004). Community service and service-learning in U.S. public schools. *Growing to Greatness 2004*. St. Paul: National Youth Leadership Council. www.nylc.org/g2g.
- Vaden-Kiernan, N. (2005). Parents’ reports of school practices to provide information to families: 1996 and 2003. *Statistics in Brief*, December. Washington, D.C.: National Center for Educational Statistics. nces.ed.gov/pubs2006/2006041.pdf.
- Voke, H. (2003). A new wave of evidence: The impact of school, family, and community connections on student achievement. *AYFP Forum Brief*. Summary of presentation by Anne Henderson, Karen Mapp, and Catherine Jordan at American Youth Policy Forum, May 9. www.aypf.org/forumbriefs/2003/fb050903.htm.

Native American Service-Learning

Calvin T. Dawson
Learn and Serve America
McClellan Hall
National Indian
Youth Leadership Project
Lynn LaPointe
University of Minnesota

Introduction

As *Growing to Greatness 2006* examines the state of service-learning in the United States, we highlight in this article the richness of Native American cultures and the variety of service-learning projects underway in those communities. Calvin Dawson, McClellan Hall, and Lynn LaPointe, three service-learning leaders who work with Native American communities, share their unique perspectives.

Dawson, who administers the Learn and Serve funding designated for Native American communities, provides a look into four programs that link service-learning to tribal values, history and culture, community, and place.

Hall, founder and director of the New Mexico-based National Indian Youth Leadership Project, discusses NIYLP's varied service-learning programs, from trainings for Native American teachers to innovative youth projects.

LaPointe, a leader in the Minnesota-based community partnership programs Pathways to Possibilities and Outreach to

Empower for Native American students, shares information about those programs and about the involvement of Native Americans in NYLC's National Youth Leadership Training and National Service-Learning Conference.

Beyond simple facts, the three authors both implicitly and explicitly illuminate greater truths evident in service-learning in Native American communities. The commonalities between service-learning and indigenous concepts of community are many and strong, and include the importance of each region's unique cultural identity and leadership. Just as tribes work to retain connections to particular lands, history, and cultures, so too do service-learning projects vary across people and place, focusing on and therefore strengthening communities. And just as sound leadership from within is crucial for a positive future in Native American communities, service-learning programs, with their emphasis on youth voice and ownership, help create those leaders.

Documenting the state of service-

learning community-by-community, G2G is pleased to include the following three perspectives that reflect the diversity of Native American communities.

The commonalities
between service-learning
and indigenous concepts
of community
are many and strong,
and include the
importance of each
region's unique cultural
identity and leadership.

Native American Service-Learning continued...



Photo from NYLC archives.

Service-Learning: Making Essential Links in Tribal Communities

Calvin T. Dawson, Learn and Serve America

Learn and Serve America, a program of the federal Corporation for National and Community Service, supports service-learning in schools, higher education institutions, and community-based organizations across the country. The program provides an “on-ramp” to a lifetime of civic engagement for approximately 1.8 million students each year. Tribal nations have received support from this program since its inception in 1994. During the first year of funding, Learn and Serve America funded six Native American tribes and Little Big Horn College in Montana. Since that time, the program has funded

more than 200 grant awards to tribal nations and tribal colleges.

Linking Service-Learning to Tribal Values

With its emphasis on serving the community, service-learning fits well into the values of tribal cultures. The goal of service-learning is to encourage individuals — young and old alike — to take responsibility for their actions and to become effective contributors to their communities and greater society.

Example: Sitka Tribe of Alaska

The Sitka Tribe of Alaska involves students in service-learning projects focusing on the elderly. The students interview community elders to transform oral histories into written history — printed interviews, in-depth biographies, and a book. They also work with tribal elders to translate and transcribe existing and very old ethnographic tapes and documents from Tlingit, their indigenous language, to English. Other service-learning activities include serving lunch to senior citizens at the local senior center and at special events, and assisting with tasks at the long-term care unit at Sitka Community Hospital.

Linking Service-Learning to History and Culture

Service-learning is a vehicle to inspire students to know more

about tribal history and tribal ways. This knowledge serves as the foundation for service-learning projects. It also creates ways to make service-learning culturally appropriate for Native American students.

Example: The Cherokee Nation of Oklahoma

The Cherokee Nation of Oklahoma has partnered with the Cherokee Heritage Center to enable students to participate in a series of one-day service-learning experiences that include lessons in Cherokee history and culture and that are tied to state standards. The sessions also provide students service opportunities that benefit the facility and the participating schools’ local communities. Students learn about a variety of careers, engage in role-playing, provide input for the improvement of facility tours, and create educational displays for their home communities.



Photo from NYLC archives.

Linking Service-Learning Curriculum to the Community

Service-learning in tribal communities emphasizes the importance of relating education and schooling to each person's and each community's orientation to land, history, and traditional values.

Example: Mt. Sanford Tribal Consortium of Alaska

Mt. Sanford Tribal Consortium has developed a service-learning curriculum, "Teaching Our Many Grandchildren," that has been approved by the school districts that govern the village schools. The curriculum teaches traditional values

Service-learning in tribal communities emphasizes the importance of relating education and schooling to each person's and each community's orientation to land, history, and traditional values.

and actively engages school children with their elders to understand how they meet challenges of survival, health, family/community relations, general well-being, and happiness. The importance of this curriculum and teaching model extends beyond the classroom and school walls: It helps pass on traditional knowledge to students and form a strong working partnership between the school and the community in understanding and solving issues that confront the village.

Linking Service-Learning to Place

Many youths, including tribal youths, live in communities with a multitude of needs. If local schools are sensitive to the values and needs of the respective communities that they serve, they can be a vehicle to bring the community together to address local needs.

Example: The Fort McDermitt Paiute-Shoshone Tribe of Nevada

Historically, a large percentage of McDermitt, Nevada, has been at or below the poverty level (92 percent in the Native American segment alone). This situation has caused a decrease in the graduation rate because students fail to see any point in completing high school when there are no economic incentives, such as jobs. Therefore, the Fort McDermitt Paiute-Shoshone Tribe of Nevada has partnered with the McDermitt Combined School to conduct a student-directed economic and community development pro-



Photo from NYLC archives

gram. The project involves both students and community members in service activities such as community mapping, conducting community events, identifying potential companies interested in relocating to a rural location, and producing community videos.

The Fort McDermitt Paiute-Shoshone Tribe/McDermitt Combined School Project illustrates the impact of tribal service-learning programs across the United States. The project contracts with the University of Nevada-Reno to conduct evaluations. In 2005, UNR released a preliminary comparison of the California Healthy Kids Survey-Resilience Module for years one and two of the project. The module measures developmental assets found to be key for youths to develop into healthy individuals.

Some of the noteworthy effects of the Nevada project include the following:

Native American Service-Learning continued...



Photo from NYLC archives.

- An increase in the percentage of students reporting fewer days missed from school, from 62.2 percent to 74 percent.
- Students reported an increase in parental participation at school events in the top two categories of “often” and “sometimes”) from 48.3 percent to 63 percent.
- In Year One, only 28 percent of the students reported participating in some form of service-learning, while in Year Two, 56 percent reported participating in service-learning.
- In evaluating how much service-learning impacted working with diverse groups, the students reported an increase in the top two ratings from 44.5 percent to 79.5 percent.

- Students reported a significant increase in involvement in solving important social issues, from 29.5 percent to 55.6 percent.

Service-learning is working. With Learn and Serve America funding, tribal nations are bringing together tribal communities and schools to address local needs while providing an academic curriculum that is culturally relevant.

The National Indian Youth Leadership Project: A Southwestern Example

McClellan Hall, National Indian Youth Leadership Project

The National Indian Youth Leadership Project is a New Mexico-based national nonprofit whose mission is “to develop positive Native youths through challenging activities and meaningful experiences in the community and the natural world: to prepare them as healthy, capable, contributing members of their peer groups, families, communities and nations.”

Since its inception 20 years ago, NIYLP has based its nationally recognized educational approach on a foundation of service-learning, outdoor adventure, and cultural education. The model developed by NIYLP features service-learning, which plays a major role in reconnecting youths with their

community by identifying meaningful roles that young people can fill, as well as projects youths identify as important. Furthermore, service-learning holds the potential to enhance their academic learning, while reinforcing the traditional culture of the community.

NIYLP Service-Learning Projects

In the mid-1990s, NIYLP undertook a major national effort to bring service-learning to kindergarten-through-12th-grade schools serving Native American youths as well as tribal colleges and other universities where Native people were enrolled

**Tribal nations are
bringing together
tribal communities
and schools to address
local needs while
providing an academic
curriculum that is
culturally relevant.**



in teacher training programs. The Turtle Island Project, funded by the Kellogg Foundation, planted the seeds of service-learning across Native America. Many of the schools that were part of the original TIP went on to receive Learn and Serve grants and became mentors to other Native schools in their states. Several of these schools were featured in “A Culture of Giving,” a video produced by the Kellogg Foundation. These projects help explain how service-learning complements traditional Native approaches to teaching and learning.

One important feature of the Turtle Island Project was the Teacher Gathering, which brought teachers from across the United States to New Mexico every summer to deepen their practice. The teachers had the unique opportunity to hear from exemplary Native educators, as well as fellow practitioners, on all aspects

of school- and community-based service-learning.

It was during one of the summer service-learning gatherings that the idea for one of NIYLP’s most dramatic service-learning projects was conceived. While walking in an open field on the property of the Sacred Mountain Learning Center, Hall had a vision of a large turtle. The turtle is symbolic of Turtle Island, the traditional name of the North American continent in the creation stories of many Native American tribes. Over a period of nearly five summers, youths and teachers built an adobe amphitheatre in the shape of a turtle nearly 70 feet in diameter.

The project encompassed a wide variety of teaching approaches, including a unique “whole language” process. Large blackboards were placed in each of the four cardinal directions and used to display new vocabulary words, compare terms in several languages (English, Spanish, Navajo, Keres, MicMac, etc.), and capture quotes from the young people who worked on the project. Students kept journals to document the building techniques, as well as feelings and thoughts about the experience. The Turtle Island Journal, a product of the Turtle Island Project, was designed to spotlight the service-learning work in Native American communities across the country. The second issue will be published in the Spring of 2006.

NIYLP has assisted youths in researching traditional service-

related educational processes in various tribal cultures. Elders help youths learn service terms in native languages, as well as contemporary examples of culturally based service projects. Prominent examples include:

- The Elder’s Gathering, which focuses on the cultural roots of service from various tribal perspectives, was introduced at The National Service-Learning Conference in 1993. It has become an annual event at the NSLC.
- NIYLP sponsored an all-Native AmeriCorps program focused on tutoring, mentoring, and cultural retention. The highlight of this was the Navajo Weaving Project, through which nearly 500 Navajo elementary students learned to weave on a lap-held loom over a three-year period.



Native American Service-Learning continued...

- “Alchiniba” (a Navajo word meaning “for the children”) introduced service-learning in Navajo reservation schools in the 1990s.
- Youths in Bell, Okla., learned the history of the Cherokee word, “gadugi,” used to describe when community members come together to help those in need. They then revived the concept through a community water project, and were helped by Wilma Mankiller, former Principal Chief of the Cherokee Nation of Oklahoma and her husband, community organizer Charlie Soap. The project was significant because it integrated lessons in history, spirituality, ecology, and community organizing, and was supported by tribal leaders.
- Youths at Acoma Pueblo learned about the Keres term “siyuudze,” which is defined as “everybody’s work.” They then turned the word into action by organizing a community ditch project which gathered the entire community to clean the irrigation system in preparation for spring planting.

Example: Schoolwide mural projects

Elementary students designed and painted thematic murals throughout the largest school district in New Mexico. Rainforests, animals native to the Southwest, and other

relevant themes were incorporated throughout the schools.

Example: Construction of an adobe amphitheatre

The project at the Sacred Mountain Learning Center included instruction on adobe-building, literacy, and traditional art forms, and began with a comparison of tribal creation stories.

Example: PeaceJam

NIYLP has served as the southwest affiliate of PeaceJam, an international program to bring in Nobel Peace Prize recipients, such as Rigoberta Menchu (Guatemala), Betty Williams (northern Ireland), and Adolpho Perez-Esquivel (Argentina) for an intensive weekend learning experience. Middle and high school students studied the life and work of the featured Nobel laureate for several months before the activity. The weekend offered an opportunity to interact with the Peace Prize recipients through workshops and one-on-one conversations, culminating with the formulation of a community peace plan, which the youths implemented in their home communities.

Example: Other NIYLP service-learning projects

- community/school gardens
- construction of adobe ovens for senior citizens’ homes and schools

- construction of a recreational trail system
- intergenerational tutoring and mentoring
- oral history interviews
- construction of a greenhouse
- exchange with students in Juarez, Mexico

Currently, programs developed by NIYLP are being replicated in more than 55 sites, in 17 states. Since 2001, NIYLP has been the recipient of many program awards including the Model Program award from the Center for Substance Abuse Prevention, selection as one of the Milestone Programs of the Kellogg Foundation, and recognition by the First National Behavioral Health Association. The NIYLP Leadership Camp will celebrate its 24th year in 2006.

Youths at
Acoma Pueblo learned
about the Keres term
“siyuudze,” which is
defined as
“everybody’s work.”

The reintroduction of service, utilizing contemporary models, is a conduit to the re-establishment of tribal and spiritual concepts.

Community-Based Collaborations: A Midwestern Example

Lynn LaPointe, Institute on Community Integration, University of Minnesota

Service-learning across the country has grown by leaps and bounds in the past 20 years. American Indian communities and their educators also have taken note of this tremendous movement.

The natural link between indigenous concepts of service and service-learning models is a commonality between indigenous and non-indigenous practitioners, and has led to many collaborations between American Indian communities and service-learning-based organizations. This has resulted in the creation of a movement toward the implementation of service-learning into existing tribal concepts of education.

In the fall of 2002, NYLC opened its doors to a partnership with the University of Minnesota and its existing programming with American Indian communities in Minnesota. The University's programming follows its highly successful curriculum, "Expanding the Circle: Respecting the Past, Preparing for the Future," which teaches the skills necessary for a successful transition to adulthood, and emphasizes healthy life choices and goal-setting. Out of this curriculum, NYLC and the University of Minnesota created the programs Pathways to Possibilities and Outreach to Empower. Participating students represent diverse tribal backgrounds from reservations and rural communities, as well as the urban environment of the Twin Cities.

Service-learning is a common element in both Pathways to Possibilities and Outreach to Empower. Through service, American Indian students meet many of the programs' leadership development objectives. The reintroduction of service, utilizing contemporary models, is a conduit to the re-establishment of tribal and spiritual concepts.

Pathways to Possibilities is a college-preparatory program that strives to increase high school retention and post-secondary education for American Indian students. Through service-learning projects and math and science tutoring, Pathways seeks to improve the lives of American Indian youths in St. Paul and on the Fond Du Lac reservation in

Minnesota. Project partners included the Fond Du Lac Tribal and Community College, NYLC, St. Paul Public Schools, and community-based American Indian Parent Committees.

Outreach to Empower works with American Indian youths who are considered at-risk and/or have disabilities. The goal is to increase their engagement with school and develop a positive transition to post-secondary options. Through the "Expanding the Circle: Respecting the Past; Preparing for the Future" curriculum and the NYLC's National Youth Leadership Training, Outreach to Empower prepares its participants to succeed in school and set goals for the future. Along the way, students learn to identify and utilize newfound skills sets so that they can implement those skills in service-learning projects.

A majority of these students partake in NYLC's powerful service-



Native American Service-Learning continued...



Photo from NYLC archives.

learning and youth leadership summer program, The National Youth Leadership Training. This intensive, experientially-based eight-day model has proven to be a core experience for the participating students. These young people represent such diverse tribal backgrounds as Ojibwe, Lakota/Dakota, Ho-Chunk, and Mayan peoples.

The cultural diversity of NYLT is one of its main strengths, and is often many of these American Indian students' first opportunity to positively interact within a healthy community of other young leaders. This re-introduction to a healthy model of community and service has been instrumental in the successful leadership development for all American Indian students who have been exposed to, and have

embraced, service-learning while participating in both the Pathways and Outreach programs.

Pathways to Possibilities and Outreach to Empower seek to address many of their communities' youth-inhibiting challenges by empowering participating students to recognize and develop long-term strategies that are meaningful to them and to their tribal and non-tribal communities.

As a direct result of the Pathways and Outreach programs, American Indian youths participating in all program-related events are invited to The National Service-Learning Conference, and are afforded the opportunity to staff the annual Indigenous Service Forum.

The ISF was developed four years ago during the NSLC in Seattle, Wash., and quickly became one of the largest gatherings of indigenous people at the conference. It was at this time that indigenous participants began to recognize that the indigenous presence was increasing, not only at the annual gathering, but also within and throughout the field of service-learning.

The primary reason for the existence of the ISF is to give place to the indigenous concepts of service that exist as commonality for indigenous/tribal communities. This event gives participating

youths the unique opportunity to present alongside and learn from leading indigenous educators so that they may return to their communities strengthened by the experience. They will therefore be better equipped to implement systemic change for their communities social and educational challenges.

This year, the ISF expands into a series of workshops and an opening reception with indigenous artists and featured presenters whose purpose is to educate both indigenous and non-indigenous attendees on the integral role that service has always played in healthy tribal-based teachings. The overall goal of the ISF is to establish a new environment of educators and students who will serve as change agents for indigenous communities to create a new and truly indigenous generation of leaders.

Pathways to Possibilities, Outreach to Empower, and the ISF are innovative programs that will revolutionize and inspire young American Indian people to achieve youth-initiated change from a perspective that is too often overlooked by adults and educators tasked with the great responsibility of education. **G2G**



A Framework for Further Research:

The Community Impacts of Service-Learning

Lawrence N. Bailis, Ph.D.
Center for Youth and
Communities
Heller School for Social
Policy and Management
Brandeis University
Tony Ganger
YMCA of the USA¹

We are often told that service-learning combines community service and academic achievement, and that it produces positive impacts upon participating young people, the institutions where they are taught, and the community as a whole.² The centrality of community to service-learning is codified in places like Massachusetts where the program is described as “community service-learning.”

The annual *Growing to Greatness* reports and much of the formal service-learning research literature have documented numerous benefits for the young people who provide the service.³ But there has been surprisingly little systematic attention to the other half of the equation — addressing what community really means in this context, and few rigorous efforts to define and measure the difference service-learning makes for the people served.⁴ For example, should community refer to something that is defined from within (by people who feel they share a common space or identity) or by outsiders? Should the definition be limited to geographically defined

spaces or should it also include groups of people who see themselves as sharing important common attributes other than where they live or work? This article will begin to fill this gap by laying out the issues involved, and by using the research literature and the experiences of a high-profile service-learning/community engagement project being carried out by the YMCA of the USA.

Overview

Federally mandated reporting and evaluation of Learn and Serve America programs provide many insights into the difference that service-learning activities have made in the community. These reports document the activities that service-learning projects undertake and hence the *intended* outcomes. For example, the Learn and Serve America information system divides all service-learning projects into eight types of activities: health and nutrition, education, environmental, homeland security, public safety, housing, human needs, and community and economic development, and shows that in the 2005 program year,

There has been
surprisingly little
systematic attention
to the other half of the
equation — addressing
what community really
means in this context,
and few rigorous efforts
to define and measure
the difference service-
learning makes for the
people served.

A Framework for Further Research continued...

most of the projects run by a total of 1,628 grantees fit into three categories — education (40 percent), environment (25 percent), and health/nutrition (24 percent) (Learn and Serve 2005).

Program evaluations of Learn and Service America provide additional insights into the *quantity* of service and its value in the eyes of host agency staff. For example, the 1999 National Evaluation of Learn and Service America conducted by Alan Melchior and his colleagues at Brandeis University incorporated surveys of 150 local agencies at 17 sites and revealed that more than

Ninety percent
of community agencies
said that
service-learning had
helped them
to improve their services
to clients.

1,000 students in kindergarten through 12th grade were involved in more than 300 projects each semester, providing approximately 154,000 hours of service. The host agencies were uniformly pleased with the results, with 96 percent or more saying that they would use service-learning students again, that they would pay at least minimum wage to have this kind of work done, and rating the experience as “good” or “excellent.” Two-thirds of these agencies also reported that service-learning students enabled them to increase the agency capacity to take on new projects, and 90 percent said that service-learning had helped them to improve their services to clients in the community (Melchior et al. 1999).

In addition, the agency respondents in the evaluation surveys indicated a strong belief that the services were having direct benefits for agency clients. For example, 75 percent of the agencies that provided tutoring and other education-related services felt that the service-learning students had helped raise the skill levels, engagement, and self-esteem of the students being assisted (Melchior et al. 1999).

Finally, some studies have used a “supply price” approach to developing estimates of the value of the time put in by service-learning par-

ticipants by asking host agency representatives for their judgments about what it would cost to hire someone to do the job, then estimating the total value of these services. The Abt-Brandeis evaluation of Learn and Serve America (Melchior et al. 1999) estimated a total per participant cost of \$149, which in turn produced services and other market benefits worth a total of \$586 per participant, nearly four times as much.⁵

These kinds of information are useful in many ways, but do not provide a uniform framework for conceptualizing community impact and do not yield direct estimates of the difference that service-learning is making in communities. The interviews and focus groups that we conducted with representatives of five YMCAs participating in the YMCA of the USA’s IMPACTPLUS civic education and service-learning initiative provide many useful ideas about the next steps that can be taken.⁶

Insights from the IMPACTPLUS Projects

Interviews and telephone focus groups conducted with IMPACTPLUS leaders from the YMCA of Southern Nevada, YMCA of Greater Burlington (Vt.), YMCA of Somerset Hills (N. J.), Camp Wood YMCA (Kans.), and the Mankato

(Minn.) YMCA as part of ongoing YMCA of the USA research and evaluation activities are beginning to provide data about community impacts that should be helpful in shaping future ways to conceptualize and document them. These ideas include:

- Well-designed and well-implemented service-learning programs can have impacts upon the institutions in which they are planned, the “host agencies” in which service-learning participants provide service, and in the community at large, as well as upon individual service-learning participants and recipients of service.
- The community impacts of service-learning projects are often very broad and hard to fit into pat categories such as the eight CNCS

The community impacts of service-learning projects are often very broad and hard to fit into pat categories.

policy areas listed earlier because they often encompass many categories at the same time. YMCA efforts to “improve the lives of citizens” and “mak[e] changes in the community” illustrate this point. This is especially true of service-learning efforts that aim at “youth development” because the knowledge and skills young recipients of service-learning gain can lead to a wide variety of positive outcomes, many of which are impossible to predict precisely.

- The IMPACTPLUS community impacts have resulted from a process-oriented approach of research and relationship-building more than a goals-oriented approach. In other words, the YMCA leaders chose to focus on the process of planning and implementing quality service-learning and civic education (such as beginning with resource mapping) rather than on setting out to achieve specific, defined goals (such as promoting literacy or improved health of members of the community).
- The broadness and unpredictability of the community impacts make it difficult to develop methodologies to measure them. Leaders of several YMCAs caution that many important outcomes cannot be easily captured in surveys, and they therefore advocate more open-ended approaches such as focus groups and efforts to obtain “testimony” from people who have



Photo courtesy of CNCS.

experienced the most dramatic changes. This issue is highlighted by the fact that the work of these YMCAs resulted in a number of *unintended* positive outcomes for individuals, groups, and communities, all of which support the positive outcomes they were intentionally seeking. For example, a youth participant in one of the projects eventually involved his whole family in planning and running Saturday night activities for youths.

- Community impacts are often “cascading,” with immediate (primary) impacts on service recipients resulting in further

A Framework for Further Research continued...

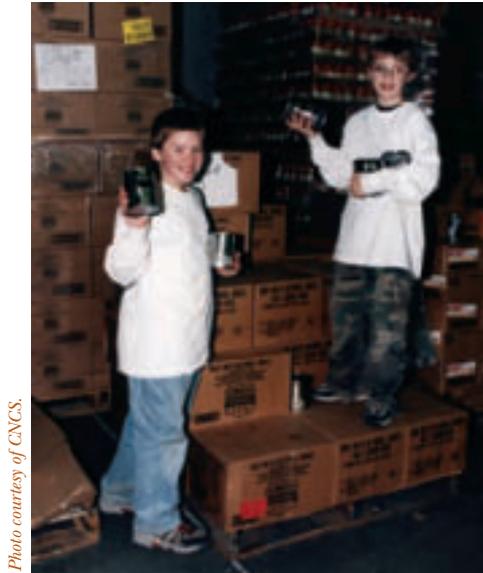


Photo courtesy of GNCS.

(secondary) impacts down the road over varying periods of time. For example, the efforts of a YMCA to train young people to serve on nonprofit boards can be expected to result in improvements in agency functioning over time, which in turn will result in further benefits for the clients of the agencies. Similarly, the efforts of another YMCA to make youths aware of healthy options within the community should, if effective, lead young people to make healthy choices, which would result in many longer-term benefits for them and their families. The cyclical nature of this process

can perhaps be best illustrated by one YMCA's random acts of kindness by young people, which can be expected to change community perceptions of young people, which should result in changes in the ways adults interact with youths, which in turn should result in more positive outcomes for the young people.

- The scope of direct community impacts of service-learning varies widely, sometimes limited to the clients of a given host agency, sometimes addressing a given segment of the community such as high-school-aged youths (or subsegments such as high-school-aged youths with disabilities), and sometimes encompassing the community as a whole.
- Community impacts often interact with service-learning participant benefits, and it is sometimes hard to draw a firm line between them since many successful examples illustrate a two-way process. In several IMPACTPLUS projects, the members of the community have recognized the need to provide a positive environment for teens; at the same time, teens have educated the community about what makes a positive environment for teens, what they want to be engaged in, and the power teens have to make a difference. Even though the intended result

was to change youths, in actuality the community itself has also been changed.

- There is a widespread belief among YMCA leaders that community impact is maximized when the planning for service-learning incorporates explicit efforts to understand community assets and needs through processes such as resource-mapping. The results are better designed and better targeted service-learning programs, yielding more extensive community impacts.

These ideas, in turn, yield many ideas about the best ways to conceptualize community impact, along with a preliminary approach to assessing community impact. Both the literature and the leaders of the YMCA IMPACTPLUS projects make it clear that:

- Multiple methodologies must be employed when assessing community impact, efforts that encompass both closed-ended approaches such as surveys and open-ended methodologies such as interviews, case studies, and focus groups.
- The methodologies should ideally incorporate a two-tiered (or more) approach that involves both the service-learning providers and the host agencies working together to clarify what

Figure 1
Preliminary Analytic Framework for Impacts of Service-Learning Programs on Participants, Clients, Sponsoring Agencies, and Communities

	Impacts within the agency that sponsors the service-learning opportunity:	Impacts on the way the sponsoring agency relates to recipients of its services:	Impacts on the way the sponsoring agency relates to other agencies and to the community at large:
Institutional-level impacts of service-learning programs: policy, structure, attitudes, and relationships	Changes in <ul style="list-style-type: none"> • Curriculum or programming • Agency structure or functioning • Role of youth in the agency • Relationship of agency with other service providers • Relationship of the agency with “the community” • Educator or staff attitudes 	Changes in <ul style="list-style-type: none"> • Agency programming and methods of service delivery • Agency structure or functioning • Relationship of the agency to other service providers serving the same clients • Relationship of the agency with “the community” • Educator or staff attitudes 	Changes in <ul style="list-style-type: none"> • Knowledge of and linkages among agencies with similar clients or missions • Cross-sector knowledge and linkages (e.g., nonprofits and the business community) • Leaders and staff of other community groups and organizations
	Impacts within service-learning participants:	Impacts on the recipients of direct service:	Impacts on the community and indirect recipients of service:
Individual-level impacts of service-learning programs	Changes in <ul style="list-style-type: none"> • Youth academic achievement • Youth social development • Youth civic development 	Changes in <ul style="list-style-type: none"> • Receipt of services • Acquisition of knowledge, skills, and dispositions that will result in immediate and longer-term increased well-being 	Changes in <ul style="list-style-type: none"> • Immediate and longer-term well-being of those who interact with service recipients (e.g., family, friends, colleagues, and neighbors) • The beliefs of the community at large (e.g., changes in the image of young people)

each expects to happen and how to best measure it.

Figure 1 illustrates the preliminary analytic framework for understanding the concept of community

impact that flows from the literature and YMCA colleagues.

Agenda for Further Research

Because the term “community impact” is so rich, the best way to

assess community impact is to identify and measure the entire range of meanings. As the second and third columns of the preliminary framework show, a comprehensive analysis of community impact would (and should) include many interrelated and complementary aspects of community. Existing research can shed light on some of these aspects, but much more can be done in terms of both conceptualizing and documenting these benefits.

The ideas in this article are intended to serve as a launch pad to help service-learning policy makers, practitioners, and researchers take a harder look at community impact. The next steps in the process should include efforts to refine and build upon the above-described framework to clarify what the term “community impact” really means and how each element of impact can be best measured. More specifically, this suggests that future research on this topic could most beneficially proceed along three tracks:

- continued discussions among service-learning providers, representatives of the community who directly benefit from the services (primarily host agencies), and academics to refine the framework that has been outlined in this article and its implications for research and evaluation
- efforts to flesh out and then pilot the community impact methodologies discussed in this article,

A Framework for Further Research continued...

A comprehensive analysis of community impact would (and should) include many interrelated and complementary aspects of community.

e.g., combining testimonials and two-tier research

- systematic studies of community impact of service-learning in general, and the variations in impact provided by kindergarten-through-12th-grade schools, higher education, and community-based providers, studies that could either stand on their own or be integrated into efforts to provide a comprehensive understanding of service-learning and its impacts

If well conceptualized and carried out, this work should help practi-

tioners, policy-makers, and community members understand service-learning and the difference it makes. **G2G**

1. The authors would like to acknowledge and thank Thomas Pineros Shields and Alan Melchior of Brandeis University and Spencer Bonnie of the YMCA of the USA for their important contributions to the ideas presented in this article.
2. For example, Senator John Glenn (2003) referred to service-learning as “academics in action” combining “classroom lessons with community projects.”
3. See, for example, Shelley Billig and RMC Research (2005), which provides summaries of dozens of studies touching on academic impacts, civic/citizenship impacts, environmentally responsible behaviors, and social/personal impacts and “Celebrating the Good News” (Billig 2005).
4. Major exceptions to this rule include two articles in the *Michigan Journal of Service Learning*: Nadine Cruz and Dwight Giles (2000) and Adeny Schmidt and Matthew Robby (2002).
5. The RAND evaluation report (1999) revealed a different picture, with the programs producing roughly 60 cents in benefits for each dollar of program expenditures over a three-year period, but noted that there was a pattern of increasing return over time, and it concluded that “there is reason to believe that there will be long-term positive returns to communities.” Yet another approach involves using constant estimates of the value of an hour of volunteer time developed by the Independent Sector and updated every few years.
6. Additional information about IMPACTPLUS, a civic education project coordinated by the YMCA of the USA and funded by the Corporation for National and Community Service and the Time Warner Foundation, can be found at www.impactplus.org.

7. For example there are ripple effects in which some of the benefits of students who are tutored rub off on fellow students and begin to affect the overall school climate. Similarly, efforts to clean up a neighborhood park affect

those who visit the park, the houses facing the park, and perhaps even the way the neighborhood is seen, leading to increases in property value.

References

- Billig, S. H. (2005). Celebrating the good news: Research shows service-learning works. *The Generator*, 23(2): 30-32.
- Billig, S. H., and RMC Research. (2005). Impacts of service-learning on participating K-12 students. *K-12 Fact Sheet*. National Service-Learning Clearinghouse. www.servicelearning.org/resources/fact_sheets/k-12_facts/impacts/index.php.
- Cruz, N., and D. Giles. (2000). Where’s community in service-learning research? *Michigan Journal of Service Learning*. Special Issue.
- Glenn, J. (2003). Introduction. *Growing to Greatness 2003*. St. Paul: National Youth Leadership Council.
- Independent Sector. (2005). *Value of Volunteer Time*. www.independentsector.org/programs/research/volunteer_time.html
- Jacoby Gray, M., et al. (1999). *Combining Service and Learning in Higher Education: Evaluation of the Learn and Serve America, Higher Education Program*. Santa Monica, Calif.: RAND.
- Learn and Serve America. (2005). *Public Use Reports*. www.lsareports.org/publicreports.aspx
- Melchior, A. (1999). *Summary Report: National Evaluation of Learn and Serve America*. Waltham, Mass.: Center for Human Resources, Brandeis University.
- Schmidt, A., and M. Robby. (2002). What’s the value of service-learning to the community? *Michigan Journal of Service-Learning*, Fall.



Toward Statewide Documentation of Positive Youth Contributions

Marybeth Neal, Ph.D.

Growing to Greatness is not just an annual publication, it is a project that intends to promote a “systematic strategy for measuring the engagement of young people in service-learning and youth development programs, thereby defining the passage to adulthood as a period of engaged citizenship and active learning” (*Growing to Greatness 2005*, 9).

In this issue, we report on the findings of interviews with service-learning alumni and find that, indeed, students who have experienced service-learning describe both personal and professional gains (Martin et al. 2006). These findings indicate that they now contribute more to making the world a better place through donations of their time and money, and through the career choices they make.

However, an important question remains unanswered: Beyond investment in the future, what do young people who are involved in prosocial activities contribute *in the present*? How are communities different because their young people engage in service-learning? Are there unique ways that young people contribute

more effectively than other age groups to communities? And, if our answer is something like, “Service-learning increases individual student academic achievement and increases social capital for communities,” how do we measure this?

The question of positive youth contributions, what are they and how to document them, is complex. As Bailis and Ganger point out in their article, “The Community Impact of Service-Learning” (2006), it is difficult to know what these activities and impacts are and how to measure them. Realizing this complexity, we have attempted nonetheless to address these issues.

The National Youth Leadership Council organized a small team of researchers to examine existing data sources, paying particular attention to national databases with information that can be representative at the state level. These data sources include The Annie E. Casey Foundation’s annual *KIDS COUNT Data Book*, which draws chiefly from federal sources such as the Census Bureau. This is a useful compilation for identifying state conditions

regarding community needs; however, it focuses on deficits and does not explore the contributions of young people.

Other research, such as Search Institute’s Survey of Developmental Assets, comes closer to examining

Beyond investment
in the future, what do
young people who are
involved in prosocial
activities contribute
in the present?
How are communities
different because their
young people engage
in service-learning?

Toward Statewide Documentation continued...



Photo courtesy of CANSO.

the attributes of young people, exploring how the presence of “developmental assets” increases the likelihood of success in adulthood. In *Growing to Greatness 2004*, Search Institute proposed that “service to others” is a “gateway asset” in that the experience of “service to others” is linked to the acquisition of the assets that Search Institute has previously identified. However, the Search Institute data are of scattered communities and are not representative on the state level. Furthermore, this framework does not document the contributions made by young people or explore their community impact.

We also examined Kretzman and McKnight’s “assets-based community” approach and found it useful for its potential in viewing young people in terms of assets. However, their focus is not on young people, nor on their contributions. Another source we considered comes from the John F. Kennedy School for Government at Harvard University. The Saguaro Institute Social Capital Benchmark Survey is used to identify attitudes and behaviors that indicate the strength of local “social capital” — the collective value of people’s social networks. The Benchmark Survey is a quantitative assessment of social capital in community settings that yields comparable data across class and ethnic groups. Again, this is a promising approach, and may be able to include an exploration of the extent to which young people, contribute. But positive youth contributions have not yet been a focus of study.

Given this gap in the research, we hope to further develop the template we used to create the *Growing to Greatness* State Profiles, and help improve documentation of the ways young people:

1. contribute positively to their communities by responding to needs suggested by existing data on community conditions, and

2. make verifiable impacts on community conditions.

“Conditions” Data

Using Minnesota as our demonstration state, we spent the summer of 2005 interviewing researchers regarding the kinds of data they collect and their ways of analyzing demographic data on community conditions and associated community needs. This research included interviewing the state demographer, the director of Minnesota KIDS COUNT, and one of the state researchers responsible for the annual Minnesota Student Survey.

“Contributions” Data

In addition, we cast our net widely for examples of programs, both school- and community-based, that involve young people contributing to their communities. As we did this, we developed a set of categories to use in describing each program:

- Community need addressed
- Program activity
- Youth service participants
- Service recipients
- Community impacts
- Degree of service-learning
- Skills

Within each of these categories, there continues to be much discussion. What is a program? How do we describe partnerships between a school and a community-based organization? How do we categorize the many programs offering service activities that address more than one community need? What is our definition of “youth”? Can youths be both the service recipients and the service providers? What constitutes a community impact? What do we consider “service-learning”? Because our intent was to cast a wide net, we simply collected the descriptions of the programs, under the theory that the definitions of our central distinguishing features would emerge from further examination of the data itself. We are still collecting these data and as we collect, we learn more and are able to make finer categorical distinctions.

For example, two aspects of the above categorizations have been refined:

1. **Program activities are categorized in terms of the Learn and Serve sector of community need that they address.** These sectors include economic and community development, health and nutrition, education, the environment, homeland security, housing, human needs, and public safety. We decided to use these categories to make possible the aggregation of data from Minnesota Learn and Serve subgrantees, who must also

describe their programs using these categories.

2. We are developing an **operational definition of service-learning.** Using rubrics, which have been developed to assess the presence or absence of each essential element of service-learning (see Figure 1), we are able to assess the degree to which program components include these elements. In this way, we need not “throw away” data because it does not fit our definition. Instead, we can place programs on a continuum from service to service-learning.

The Survey

By the fall 2005 we went from fieldwork to survey design. We decided to focus on community-based organizations, in part, because accessing schools for research purposes is becoming increasingly difficult. Also, we had access to at least the Learn and Serve America programs, most of which are school-based.

To begin the process of survey design, we conducted brief interviews with community-based organizations that had booths at either the Minnesota State Fair or the annual meeting of the Minnesota Council on Nonprofits. We asked organizations, “How do you involve youths in the mission of your organization?” We received a wide variety of interesting answers that helped us frame our survey. We also arranged with the Minnesota Association of Volunteer Administrators to pilot the

Figure 1. The Essential Elements of Effective Service-Learning

- **Curriculum integration** Connects academic learning, standards, and service.
- **Academically and developmentally appropriate service** To learn skills and think critically.
- **Student assessment** Integrated into program design as an instructional tool.
- **Genuine community needs** Identified by students and approved by the community.
- **Program evaluation** Involves all participants.
- **Student voice** Students have decision-making power, teacher’s role is as a mentor.
- **Diversity** Students work with and learn from people whose backgrounds are different from their own.
- **Partnerships with community** Clear communication concerning outcomes, rules, roles, and responsibilities.
- **Preparation** Students and teachers must understand their roles, safety precautions, and learn sensitivity to the people they will meet in the community.
- **Reflection** Ongoing use of higher-order thinking skills to connect service experience to curricular objectives.
- **Validation** Post-service documentation and celebration of students’ service.

For more detail on these Essential Elements, see *Growing to Greatness 2004*, www.nylc.org/g2g.

survey with their membership in late December 2005 and early January 2006. We received 96 responses to our 36-question survey, about a 24 percent response rate.

The survey asked questions about each Learn and Serve sector and how, if at all, young people are involved in contributing through their organization. It included open-ended questions on activity, community impacts, and the extent

The answers we've received suggest why community organization staff believe that including youths as volunteers in their organizations is worthwhile.

of service-learning. Follow-up questions probed more deeply for the learning components of the service experience, asking about the extent and type of reflection, training, and existence of a training manual or other curricular aids, etc.

To understand the skills young people acquire and use in service, we asked both indirectly and directly about the types of skills associated with service. Some of our data about the particular abilities of young people in service contexts came from the question about why

volunteer administrators offer opportunities for service to young people. This question prompted a variety of interesting answers, suggesting a belief in the special skills of young people.

Last, we asked for demographic information on the numbers of youth volunteers, their ages, gender, and ethnicities, and whether they lived in rural, suburban, or urban areas.

Our initial findings on state-level conditions and impacts of youth contributions combine the survey findings with state data obtained through KIDS COUNT. We can begin to answer the following questions:

1. Based on the quality of life conditions for each sector, what are the community needs?
2. What do young people contribute in each sector?
3. What are young people learning?
4. What skills are they using?

The answers we've received suggest why community organization staff believe that including youths as volunteers in their organizations is worthwhile. For example, when we asked what motivates them to involve young volunteers, we received four main categories of open-ended responses.

The most common response was

simply that the organizations felt it was their civic duty to educate the next generation. The second highest response was that young people give their organizations the help they need. Many of the organizations mentioned "mutual benefit," stating that their investments in training and supervising young people are balanced by the assistance they receive from young people. Also, the data indicate that 17 percent see the inclusion of youth volunteers in their organization as an outreach strategy to the broader community.

This year, we touch on the complexities of defining and discerning positive youth contributions; an ongoing goal for *Growing to Greatness 2007* is to develop strategies for data collection and analysis. Our first effort will be a larger survey, based on what we have learned with the Minnesota Association for Volunteer Administrators survey.

The qualitative data we've collected so far will also provide case studies that illustrate how community needs are addressed in each of the eight sectors. We hope that by linking state-level data on quality of life conditions for a given sector with the data on how young people are working to improve these conditions, we will have better connections between genuine community needs and the activities

Question:

Considering that involving young people in an organization's volunteer activities can take large amounts of time and energy, what motivates your organization to involve young volunteers?

Responses

- 1. It is our civic duty to educate the next generation**, to guide them to make positive choices as adults regarding careers and lifelong civic engagement: 75 percent.
- 2. The abilities of young people:** 57 percent. Reflects both general answers and the following specific, descriptive answers:
 - a. Connect with people in authentic ways (principally their peers, younger children, the elderly and the disabled): 21 percent
 - b. Leadership abilities (including being a positive role model and ability to lead others in recreational activities): 6 percent
 - c. Their abilities to do the work of adult volunteers: 5 percent
 - d. Problem-solving skills and fresh perspectives: 5 percent
 - e. The time they have available for service in contrast to adults: 3 percent
 - f. Technological expertise regarding computers: 2 percent
- 3. A view of mutual benefit** – the organizations provide opportunities for young people to learn and serve, and the young people provide the organization with the assistance they need: 27 percent.
- 4. Outreach** for increased support for and participation in the organization, to include families of the youth volunteers and other community members: 17 percent.

of young people to address these needs. Furthermore, with the linkage to community conditions data, we will come closer to documenting not only youth activities but also how the activities of young people can be true contributions, improving the quality of life for their communities.

Finally, our hope is that the effort to document how young people contribute positively to improving their state's quality of life will be useful not only for the service-learning field, but also will inform and inspire the public about young people — both for what they will become in the future, and for what they are doing in the present. **G2G**

References

- America's Promise. (2005). *100 Best Communities for Young People*. www.americaspromise.org.
- Bailis, L., and T. Ganger. (2006). The community impacts of service-learning. *Growing to Greatness: The State of Service-Learning Project*. St. Paul: National Youth Leadership Council.
- Annie E. Casey Foundation (2005). *KIDS COUNT Data Book*. Baltimore: Annie E. Casey Foundation.
- Kretzman, J., and J. McKnight. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Evanston, Ill.: Northwestern.
- Martin, S., J. Kielsmeier, M. Neal, and A. Crossley. (2006). The impact of service-learning in the transition to adulthood. *Growing to Greatness: The State of Service-Learning Project*. St. Paul: National Youth Leadership Council.
- Saguaro Seminar (2005). *Social Capital Community Benchmark Survey*. www.ksg.harvard.edu/saguaro/communitysurvey.
- Search Institute (1997). *The Framework of 40 Developmental Assets*. Minneapolis: Search Institute.



Learning that Lasts:

Integrating and Sustaining Service-Learning Through Policy, Practice, and Capacity

Jennifer Piscatelli
Education Commission
of the States

Over the past seven years, in an effort funded by the W. K. Kellogg Foundation, the Education Commission of the States worked with representatives from five states (California, Maine, Minnesota, Oregon, and South Carolina) to examine (1) the appropriate role for state- and district-level policies, (2) the necessary elements of quality service-learning, and (3) the capacity/infrastructure needed to sustain service-learning programs. A common set of five characteristics became apparent in sites where service-learning is an integrated part of a school or district's organization and culture. These are:

- vision and leadership
- curriculum
- professional development
- partnership and community
- continuous improvement

It should be noted that, while these characteristics are necessary to successfully integrate and sustain quality service-learning, they appear different from district to district, and from state to state. Following is further explanation of these five

characteristics and examples of each from across the country.

Vision and Leadership

Leadership is not the exclusive domain of one person, or even a few people, but something shared by many people throughout the district. To involve all students in high-quality service-learning experiences, it is critical that the superintendent, principals, and significant numbers of teachers, students, parents, and community partners contribute meaningfully to the leadership picture. This kind of multilevel leadership effort is characterized by a well-understood plan, clear and consistent communication, and a pervasive sense that service-learning is not just an option, but an essential part of every student's educational experience.

Examples of vision and leadership include:

- A superintendent develops a long-term plan for service-learning in the district with input from administrators and teachers who use service-learning, are knowledgeable about how it fits into

Leadership is not
the exclusive domain
of one person,
or even a few people,
but something shared
by many people
throughout the
district.

school reform, and understand its implications for assessment. (Fort Kent, Maine).

- The district provides a service-learning orientation to curriculum advisory committees and accountability committees that advise and inform the school board (Duluth, St. Peter, and Moorhead Public Schools, Minn.).
- Students frequently update school board members on service-learning projects, building ongoing support for service-learning as an instructional strategy (Fort Fairfield, Maine).
- Service-learning goals are aligned with school board goals; district and building policies support service-learning (Canby School District, Ore.).

Curriculum

The persistent drumbeat of school reform, standards-based education, and testing emphasizes the importance of integrating service-learning into high-quality curricula that include assessments aligned with state standards. Service-learning advocates, therefore, need to enlist the support of all involved in curriculum work if they are to succeed. In addition to the front line of teachers, curriculum directors can be close allies if they are convinced service-learning can help students demonstrate achievement of standards. Sharing recent research findings that demonstrate the positive impact of

The persistent drumbeat of school reform, standards-based education, and testing emphasizes the importance of integrating service-learning into high-quality curricula that include assessments aligned with state standards.

quality service-learning on student assessments is also important.

Examples of service-learning alignment with curricula include:

- The district writes service-learning into the third-grade social studies curriculum and publishes it in a social studies/history standards



Photo courtesy of CNGCS.

booklet that goes home with every student (Encinitas Union School District, Calif.).

- District curriculum and assessment staff help teachers align service-learning projects with academic standards, and encourage interdisciplinary work and authentic performance assessment of student learning (Richland School District Two, S.C.).
- Projects in a given curricular area are student-driven and address real community needs. (Marion School District Seven, S.C.).

Community/school partnerships are an essential element of service-learning experiences.

Professional Development

Whether novices or experienced service-learning practitioners, educators need structured times to learn new skills, explore possible projects, share insights with colleagues, and develop curricula and assessments. Since service-learning is a teaching methodology, not a prepackaged curriculum, service-learning professional development can be found in different forms, including seminars, one-on-one work between faculty and service-learning coaches, and coursework for professional certification and graduate credit. A major lesson learned over the past seven years

is that district and school administrators also need to be engaged in professional development to increase their service-learning knowledge and skills, and to develop effective support systems for the integration and sustainability of service-learning.

Examples of service-learning professional development include:

- All new staff are required to take part in a core practices seminar, which includes service-learning, so they can easily grasp the main concepts of service-learning (Fort Kent, Maine).
- The district uses a peer-coaching model. Peer coaches — all members of the faculty — lead “Service-Learning 101” classes and provide individualized assistance when needed (St. Peter Public Schools, Minn.).
- The district includes service-learning training as a way for teachers to move toward advanced licensure and advance on the district pay scale (Richland School District Two, S.C.).
- Teachers are offered a free graduate-level summer course in which they experience service-learning (Oxford, Maine).

Partnerships and Community

Community/school partnerships are an essential element of service-learning experiences in which

students, teachers, and community partners design projects to address community needs as an integral part of the school’s academics. Community/school partnerships can help students increase their understanding of and commitment to civic responsibility, and can help community organizations meet their goals. These partnerships may include community- or faith-based organizations; grassroots or advocacy organizations; other schools, colleges, or businesses; or government agencies.

Examples of such partnerships include:

- Schools make community partners aware of student and teacher expectations and are in turn made aware of the agency’s needs and expectations. Partners have clear agreements on objectives and outcomes (Richland School District Two, S.C.).
- Service-learning activities are guided by a committee made up of community partners, district administrators, teachers, and students (Duluth Public Schools, Minn.).
- Community partnership meetings occur frequently with structured time for reflection and clarification of experiences (Alameda County Office of Education, Calif.).

- District representatives and community partners attend training sessions and state meetings together (Duluth Public Schools, Minn.).

Continuous Improvement

In schools and districts that embrace integrating and sustaining service-learning, personnel continually review their efforts and look at ways to improve and enrich the experiences. High-quality continuous improvement provides opportunities for staff, students, and community members to learn from and support each other on a regular basis, to improve practice, to take responsibility for their own learning, to celebrate successes, and to reflect upon student contributions. While continuous improvement is embedded within the other topics (vision and leadership, curriculum, professional development, and community/school partnerships), it is important for a district to think strategically and comprehensively about the manner in which continuous improvement efforts are structured throughout the district.

Examples of continuous improvement include:

- District policy recognizes that common planning time and teacher-release time are critical for innovative, effective teaching (Richland School District Two, S.C.).

- Service-learning projects are refined, then placed on the internet for other teachers to access (Alameda County Office of Education, Calif.).
- Service-learning coaches are trained and authorized to engage other teachers in college-level staff development opportunities (Alameda County Office of Education, Calif.).
- Service-learning is included in the school improvement plan (Churchill High School, Ore.).
- Service-learning is included in teachers' annual performance evaluation (Kingfield, Maine).

Additional Strategies, Examples, and Resources

Additional strategies and indicators across these five characteristics, along with district policy, practice, and capacity examples, are included in *Learning That Lasts: How Service-Learning Can Become an Integral Part of Schools, States, and Communities*. A companion document, the *Learning That Lasts Field Guide* contains key concepts and questions to consider when working to integrate and sustain service-learning. Both are available from the Education Commission of the States at www.ecs.org. **G2G**

It is important
for a district
to think strategically
and comprehensively
about the manner
in which continuous
improvement efforts
are structured
throughout the district.

Equity in Service-Learning:

Comparing Scope, Institutionalization, and Quality Across Low-Income Urban and Suburban Schools

Suzanne Pritzker
Washington University

Amanda Moore
McBride, Ph.D.
Washington University

**Recipients of the
Growing to Greatness
2005 Research Prize**

Abstract

The scope, institutionalization, and quality of service-learning will be compared across different urban and suburban school contexts. Data from the national study of principals conducted for *Growing to Greatness 2004* suggest that service-learning among high-poverty urban schools may be more prevalent, institutionalized, and have more elements of “quality” than in high-poverty suburban schools.

Background: Service-Learning and School Context

Emerging evidence suggests that students who have the opportunity to participate in service-learning activities may experience positive impacts (Billig and Furco 2002, Eyer and Giles 1999, Galston 2001, Moore and Sandholtz 1999). These impacts are particularly evident when service-learning is of high quality (Billig 2004; Billig, Root, and Jesse 2005). However, little is known about the availability of service-learning or its quality across different school contexts. In particular, it has not been determined

whether students in kindergarten through 12th grade in different population centers with varying poverty levels have similar opportunities to participate in quality service-learning.

Service-learning clearly exists in urban schools (e.g., Moore and Sandholtz 1999, Yates and Youniss 1998); in fact, it may be more prevalent in urban than suburban schools (Skinner and Chapman 1999). Disaffected or low-income students are also known to participate in school-based service-learning programs (e.g., Muscott 2000), and low-income students may even experience more positive benefits than those who do not serve (Scales and Roehlkepartain 2005).

However, schools in urban areas with high-poverty populations face particular challenges that may limit the development and institutionalization of quality service-learning. Declining economic bases and concentrated poverty can impact such schools’ ability to provide quality education to students. Moreover, the federal No Child Left Behind

Act of 2001 and corresponding state educational policies may leave low-achieving schools with few resources to devote to activities not specifically targeted to academic standards; service-learning may be construed by some as one such activity.

Research suggests that urban schools may provide fewer overall opportunities for students to develop civic and democratic skills or to engage in public change efforts.



Research suggests that urban schools may provide fewer overall opportunities for students to develop civic and democratic skills or to engage in public change efforts (O'Donoghue and Kirshner 2003), goals often associated with service-learning. High-poverty urban schools, in particular, may have fewer resources or time to devote to students' civic development than suburban schools (Hart and Atkins 2002). Beyond the school context, youths living in high-poverty urban neighborhoods may have fewer opportunities to participate in community service activities than suburban youths (Atkins and Hart, 2003; Hart, Atkins, and Ford, 1998).

Given the possible challenges faced

by high-poverty urban schools, it is important to determine whether students in these schools have the same access as students in other schools to service-learning and particularly to quality opportunities. We expect these challenges to limit the service-learning offered by high-poverty schools, and hypothesize that the scope, institutionalization, and quality of service-learning in high-poverty urban schools is significantly less than in other urban and suburban school contexts. The national study of principals done for *Growing to Greatness 2004* represents the first opportunity to investigate this issue and to test this hypothesis.

Through preliminary analyses of these data, Kielsmeier, Scales, Roehlkepartain, and Neal (2004) raise concerns about the equity of opportunities. In particular, they find that service-learning is less prevalent at schools with greater numbers of low-income students. More promising, however, were their findings that those projects offered at low-income schools are more likely to be schoolwide, be of longer duration, and have more supports (Scales and Roehlkepartain 2005). Principals of these low-income schools also report stronger perceived impacts on students' attendance, school engagement, and academic achievement. We build on these findings, analyzing differences across the scope, institutionalization, and quality of service-learning in low-income urban and suburban schools.

Methods

Our analyses are based on the survey that was distributed to a nationally representative sample of principals at public schools in the United States.¹

Our primary variables of concern were levels of urbanicity and poverty. Since we were concerned with their interaction, we created four groups to measure urban poverty:

1. high-poverty urban schools,
2. low-poverty urban schools,
3. high-poverty suburban schools, and
4. low-poverty suburban schools.

Stratification of schools into "urban" and "suburban" was based on the Common Core of Data definitions of urban and urban fringe schools.² In contrast to definitions of high poverty used in previous analyses of the G2G data³ (Kielsmeier, Scales, Roehlkepartain, and Neal 2004; Scales and Roehlkepartain 2005), we categorized schools into two poverty categories based on

Those projects offered
at low-income schools
are more likely
to be schoolwide,
be of longer duration,
and have more supports.

Equity in Service-Learning continued...

federal Title I guidelines, which are common criteria used to determine the level of need among public schools (Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001). Eligibility for schoolwide Title I funding requires that at least 40 percent of a school's student body be eligible for free or reduced lunch; all schools in the sample meeting this criterion were labeled as "high poverty." Schools with less than 40 percent eligibility for free or reduced lunch were categorized as "low poverty."

A majority of the variables measuring the scope, institutionalization, and quality of service-learning were categorical, either assessing the presence of a given condition or the principals' perceptions of it (e.g., very, somewhat, or not important). These data were analyzed through bivariate analysis using chi-square, thus assessing the relationship between urban poverty and the given variable. For the tests reported here, the assumptions of chi-square as a nonparametric test were met (each school only appears in one cell and no cell has less than five cases). Where chi-square assumptions were not met, statistical tests were not conducted, but frequencies are reported. To advance our understanding of the relationship between urban poverty

and these dimensions of service-learning, we also created additive variables where possible, so that stronger statistical techniques like ANOVA could be used. For example, across the eight measures of student voice and participation, we added these together to create a variable with a value ranging from 0 to 8.

Scope, Institutionalization, and Quality: Urban Poverty and Service-Learning

Scope of Service-Learning

The scope of service-learning across urban poverty contexts includes the categorical presence of the oppor-

tunity, the nature of its integration in the curriculum, and the level of teacher and student participation when the opportunity exists. Among the entire sample of 1,780 schools, 546 have service-learning opportunities. Among the 1,077 schools in urban and suburban areas in the sample, service-learning opportunities are present in 303.⁴ The proportion of schools across the four contexts with service-learning opportunities is shown in Figure 1. There is a statistically significant difference across the groups, with proportionately fewer high-poverty suburban schools with service-learning opportunities (20 percent).

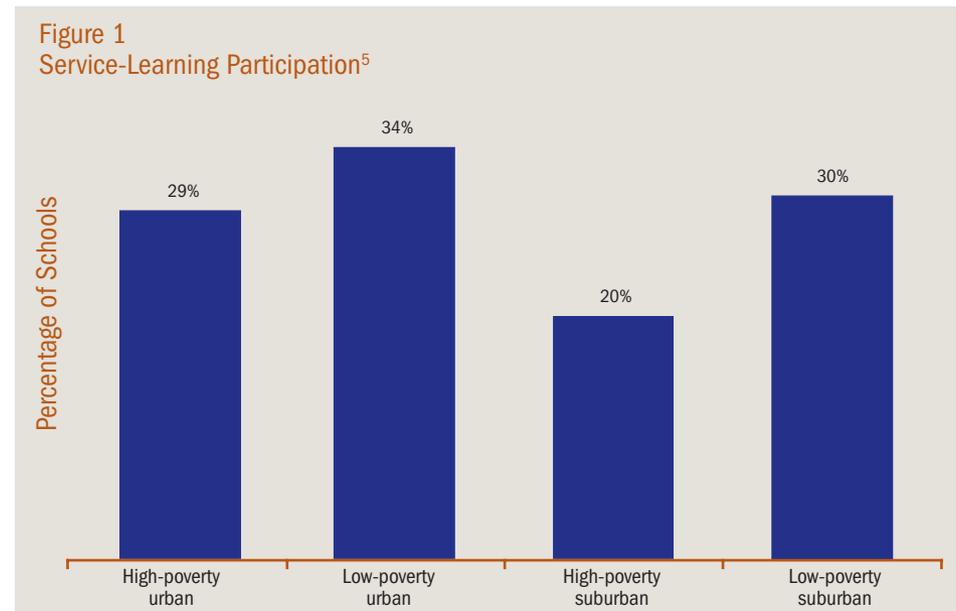


Table 1. Scope of Service-Learning

	High-poverty urban N = 96	Low-poverty urban N = 46	High-poverty suburban N = 41	Low-poverty suburban N = 120	TOTAL
Integration into curricula^a					
Individual academic course service-learning (n = 284)	49 (53%)	26 (59%)	20 (53%)	69 (63%)	164 (58%)
Gradewide service-learning (n = 292)	56 (60%)	21 (48%)	23 (59%)	55 (48%)	155 (53%)
Disciplinewide service-learning (n = 285)	35 (38%)	14 (33%)	13 (35%)	41 (36%)	103 (36%)
Service-learning used as part of special education ^{*b} (n = 286)	28 (30%)	5 (12%)	14 (37%)	44 (39%)	91 (32%)
Separate elective for service-learning (n = 290)	26 (28%)	16 (36%)	8 (21%)	35 (31%)	85 (29%)
School-wide service-learning (n = 289)	32 (34%)	8 (19%)	10 (26%)	24 (21%)	74 (26%)
Service-learning used as part of dropout prevention (n = 288)	16 (17%)	3 (7%)	2 (5%)	4 (4%)	25 (9%)
Curricular areas^c					
Social sciences or social studies ^{^d} (n = 301)	70 (73%)	26 (58%)	29 (71%)	93 (78%)	218 (72%)
Character education, leadership, conflict resolution ^{**e} (n = 301)	75 (78%)	23 (50%)	26 (63%)	76 (64%)	200 (67%)
English/language arts/reading (n = 301)	67 (70%)	26 (59%)	28 (68%)	76 (63%)	197 (65%)
Physical and biological sciences (n = 302)	46 (48%)	29 (64%)	23 (56%)	62 (52%)	160 (53%)
Visual/performing arts (n = 301)	47 (49%)	23 (51%)	18 (44%)	65 (54%)	153 (51%)
Health (n = 301)	37 (39%)	15 (33%)	20 (49%)	43 (36%)	115 (38%)
Mathematics (n = 299)	36 (39%)	15 (33%)	19 (46%)	39 (33%)	109 (37%)
Computer sciences ^{^f} (n = 299)	36 (38%)	12 (26%)	12 (30%)	26 (22%)	86 (29%)
Foreign languages ^{^g} (n = 300)	22 (23%)	8 (18%)	4 (10%)	35 (29%)	69 (23%)
ESL, ESOL, bilingual education (n = 299)	24 (25%)	9 (20%)	14 (34%)	21 (18%)	68 (23%)

[^]p<.10; *p<.05; **p<.01; ***p<.001

^aData in this section reflect schools in which these forms of integration are “common.”

^bX²(3, n = 286) = 11.18, p = .011

^cThis section indicates curricular areas in which service-learning “often” or “sometimes” takes place.

^dX²(3, n = 301) = 6.86, p = .077

^eX²(3, n = 301) = 11.84, p = .008

^fX²(3, n = 299) = 7.14, p = .068

^gX²(3, n = 300) = 7.27, p = .064

For the most part, schools appear to integrate service-learning into curricula in similar ways. (See Table 1.) However, there is a relationship between the integration of service-learning and special education; low-poverty urban schools (12 percent) do so less than the others.

Although a chi-square test could not be conducted on the use of service-learning as part of dropout prevention, high-poverty urban schools (17 percent) appear to use this strategy more than the others.

Some differences also exist in terms of the integration of service-learning

across curricular areas. In particular, there is a relationship between urban poverty and character education, leadership, and conflict resolution curricula. Proportionately, high-poverty urban schools (78 percent) use service-learning in this curricular area more than the other schools.

Equity in Service-Learning continued...

Table 2. Institutionalization of Service-Learning

	High-poverty urban N = 96	Low-poverty urban N = 46	High-poverty suburban N = 41	Low-poverty suburban N = 120	TOTAL
Requirements^a					
Schools with required service-learning courses (<i>n</i> = 313)	24 (57%)	12 (60%)	7 (44%)	27 (77%)	70 (62%)
Schools requiring service-learning hours outside class (<i>n</i> = 112)	21 (51%)	12 (60%)	6 (38%)	20 (57%)	59 (53%)
Schools requiring service-learning (<i>n</i> = 301)	42 (44%)	20 (44%)	16 (40%)	35 (29%)	113 (38%)
Written policy					
School and/or district service-learning policy* ^b (<i>n</i> = 289)	41 (45%)	14 (32%)	13 (33%)	27 (24%)	95 (33%)
Support to teachers					
Support for service-learning training or conferences (<i>n</i> = 276)	60 (56%)	28 (67%)	22 (58%)	77 (68%)	187 (68%)
Mini-grants for service-learning program development (<i>n</i> = 267)	52 (63%)	24 (60%)	17 (50%)	66 (60%)	159 (60%)
Financial support for service-learning costs (<i>n</i> = 265)	39 (50%)	23 (59%)	16 (43%)	68 (61%)	146 (55%)
Special recognition for teachers using service-learning (<i>n</i> = 265)	32 (32%)	17 (45%)	12 (34%)	43 (39%)	104 (39%)
School or district in-service training (<i>n</i> = 297)	41 (43%)	14 (31%)	12 (30%)	41 (36.6%)	108 (36%)
Extra planning time for service-learning* ^c (<i>n</i> = 276)	24 (28%)	3 (7%)	8 (22%)	19 (17%)	54 (20%)
Part-time service-learning coordinator* ^d (<i>n</i> = 269)	20 (25%)	8 (20%)	1 (3%)	16 (14%)	45 (17%)
Reduction in course load for responsibilities (<i>n</i> = 267)	14 (18%)	5 (14%)	5 (14%)	15 (13%)	39 (15%)
Full-time service-learning coordinator (<i>n</i> = 276)	10 (13%)	6 (14%)	5 (14%)	7 (6%)	28 (10%)
External support					
Corporate or foundation grants or contributions* ^e (<i>n</i> = 256)	29 (34%)	7 (18%)	3 (9%)	21 (21%)	60 (23%)
State grants (<i>n</i> = 246)	15 (19%)	5 (13%)	5 (15%)	15 (16%)	40 (16%)
Other federal grants** ^f (<i>n</i> = 253)	24 (29%)	2 (5%)	3 (9%)	10 (10%)	39 (15%)
AmeriCorps (<i>n</i> = 275)	23 (26%)	3 (8%)	4 (11%)	3 (3%)	33 (12%)
Learn and Serve America (<i>n</i> = 276)	5 (6%)	2 (5%)	1 (3%)	10 (9%)	18 (7%)
VISTA (<i>n</i> = 272)	4 (5%)	1 (2%)	0 (0%)	0 (0%)	5 (2%)

^a*p*<.10; **p*<.05; ***p*<.01; ****p*<.001

^aData in this section reflect schools with these requirements for “some” or “all” students.

^b $\chi^2(3, n = 289) = 10.51, p = .015$

^c $\chi^2(3, n = 276) = 8.61, p = .035$

^d $\chi^2(3, n = 269) = 9.23, p = .026$

^e $\chi^2(3, n = 256) = 10.81, p = .013$

^f $\chi^2(3, n = 253) = 17.29, p = .001$

Among the schools with service-learning, proportionately similar percentages of students participate in service-learning, and proportionately similar numbers of teachers use service-learning.

Institutionalization of Service-Learning

Institutionalization relates to the integration of service-learning within school policy and internal and external support for its development and implementation. (See Table 2.)

There are no statistically significant relationships between urban poverty and service-learning requirements.

However, there is a relationship between urban poverty and the presence of written policies; more high-poverty urban schools have them (45 percent).

Across nine supports provided to teachers for development and implementation of service-learning, there are striking differences for two variables. Proportionately more high-poverty urban schools have part-time service-learning coordinators (25 percent), whereas this type of staff support is least prevalent among high-poverty suburban schools (3 percent). As compared to the low-poverty urban and suburban schools, more high-poverty urban (28 percent) and suburban schools (22 percent) allow teachers extra time for planning service-learning. When the presence of these nine supports are added together ($M = 2.93$, $Mdn = 3.00$, $SD = 2.20$) and analyzed against the urban

poverty school categories, results approach statistical significance.⁶ High-poverty urban schools ($M = 3.25$, $SD = 2.41$) were somewhat more likely to have supports for teachers than high-poverty suburban schools ($M = 1.91$, $SD = 2.31$).

Categorically, high-poverty urban schools are consistently more likely to receive external support for the implementation of service-learning via three national service programs and three grant sources. When these supports are added together for the sample ($M = .69$, $Mdn = .00$, and $SD = 1.03$), these results are maintained with high-poverty urban schools ($M = 1.10$, $SD = 1.42$) significantly more likely to receive support than all other types of schools: low-poverty urban schools ($M = .47$, $SD = .84$), high-poverty suburban schools ($M = .44$, $SD = .72$), and low-poverty suburban schools ($M = .51$, $SD = .86$).⁷

Quality of Service-Learning

The quality of service-learning can be measured by the duration of the activity, student participation or voice in planning and implementation, programming goals, and intended impacts.

No statistically significant differences were found across contexts in terms of the duration of service-learning activities. There is also little proportional or statistically significant difference across urban poverty contexts in their integration of student participation and voice. However, as shown in Table 3, pro-

The quality of service-learning can be measured by the duration of the activity, student participation or voice in planning and implementation, programming goals, and intended impacts.

portionately fewer high-poverty urban schools (17 percent) allow students to allocate funds as part of their service-learning projects, while fewer high-poverty suburban schools (36 percent) have students evaluate their service-learning projects.

Of the 11 goals presented to principals for student involvement in service-learning, principals of high-poverty urban schools reported eight goals as “very important,” which were at a proportionately higher rate than principals in other school contexts. When the 11 goals are added together ($M = 7.72$, $Mdn = 8.00$, $SD = 3.18$), high-poverty urban schools ($M = 9.06$, $SD = 2.25$) are significantly

Equity in Service-Learning continued...

more likely to prioritize a greater number of service-learning goals than high-poverty ($M = 7.61$, $SD = 3.05$) and low-poverty ($M = 7.20$, $SD = 3.27$) suburban schools.⁸

There are fewer differences across the schools in terms of the perceived impacts of service-learning. There are, however, several statistically significant findings worthy of note. Proportionately more high-poverty urban school principals see service-learning as having a positive impact on attendance (89 percent), but fewer see a positive impact for school-community relationships (87 percent). In terms of school climate (97 percent) and academic achievement (94 percent), high-poverty urban school principals also view these as more likely impacts.

Equity in Service-Learning: Where Do We Go from Here?

While there are limitations to these data and our analysis, a number of interesting findings emerge to suggest implications for future research, policy, and practice. This was an exploratory study, but a working hypothesis was that high-poverty urban schools would have fewer service-learning opportunities and less institutionalization and quality. In general, however, this may not be the case. Based on these data, high-poverty urban schools appear to embrace service-learning

as a strategy to address the deficits that their students may face, integrating and institutionalizing it throughout the curriculum. Contrary to the perception that urban schools are resource poor, the schools in this sample have secured external resources and developed internal supports that promote quality service-learning.

High-poverty suburban schools, on the other hand, emerge as somewhat lacking. Proportionately fewer high-poverty suburban schools have service-learning opportunities for their students. And of those schools that do have service-learning, they have not overwhelmingly institutionalized it throughout the school and curriculum. There appears to be less formalization, e.g., requirements and written policy, and fewer supports for the development and implementation of service-learning opportunities.

These data suggest that public and private sector efforts have promoted service-learning, closing the resource gap for urban schools. It may be that challenges facing high-poverty suburban schools are much less well-known, and thus, support for high-poverty suburban schools has not kept pace. Concern about the well-being of central cities is widespread, but much less scholarly and popular attention has been paid to the needs of suburban areas

High-poverty
urban schools
appear to embrace
service-learning
as a strategy to
address the deficits
that their students
may face.

in decline. Recent research suggests that poverty is rising in inner-ring suburbs, and local infrastructure is not yet prepared to meet the needs of a growing poor population (Lucy and Phillips 2000, Puentes and Orfield 2002). These suburbs tend not to be located near employment opportunities or public transportation, and often have housing of relatively low quality. In fact, many of the challenges that characterize poor urban schools, such as buildings in need of repair, high numbers of students in poverty, and public health concerns, can be found in poor suburban school districts as well (Lucy and Phillips 2000).

Table 3. Quality of Service-Learning

	High-poverty urban N = 96	Low-poverty urban N = 46	High-poverty suburban N = 41	Low-poverty suburban N = 120	TOTAL
Student participation/voice					
Students determine jobs they will do (n = 259)	52 (63%)	23(59%)	25 (69%)	67 (66%)	167 (65%)
Students decide which projects will be done (n = 259)	51 (62%)	25 (64%)	21 (58%)	69 (68%)	166 (64%)
Students recruit community partners (n = 259)	48 (59%)	22 (56%)	19 (53%)	52 (51%)	141 (54%)
Students evaluate service-learning projects* ^a (n = 259)	39 (48%)	23 (59%)	13 (36%)	62 (61%)	137 (53%)
Students make presentations to groups (n = 259)	38 (46%)	21 (54%)	12 (33%)	55 (54%)	126 (49%)
Students perform needs assessments (n = 259)	32 (39%)	14 (36%)	13 (36%)	42 (41%)	101 (39%)
Students assist in allocating funds ^{^b} (n = 259)	14 (17%)	15(39%)	10 (28%)	29 (28%)	68 (26%)
Students serve on a service-learning advisory board (n = 259)	13 (16%)	5 (13%)	4 (1%)	9 (9%)	31 (12%)
Goals attributed to service-learning^c					
Help students become active community members* ^{*d} (n = 300)	91 (95%)	43 (96%)	34 (83%)	94 (80%)	262 (87%)
Encourage student altruism (n = 298)	83 (89%)	41 (91%)	34 (85%)	100 (84%)	258 (87%)
Increase student community knowledge/understanding* ^e (n = 297)	88 (94%)	38 (86%)	35 (88%)	93 (78%)	254 (86%)
Foster positive relationships between school/community (n = 295)	75 (81%)	40 (87%)	30 (75%)	93 (80%)	238 (81%)
Improve personal or social development* ^f (n = 295)	82 (86%)	36 (82%)	32 (84%)	82 (70%)	232 (79%)
Meet real community needs (n = 292)	75 (82%)	34 (77%)	29 (73%)	78 (67%)	216 (74%)
Improve participation and attitudes toward school* ^g (n = 296)	80 (84%)	31(71%)	30 (73%)	74 (64%)	215 (73%)
Teach critical thinking and problem-solving skills* ^h (n = 296)	78 (83%)	30 (65%)	24 (62%)	76 (65%)	208 (70%)
Reduce student involvement in risk behaviors* ^{*i} (n = 278)	75 (82%)	27 (68%)	22 (61%)	62 (56%)	186 (67%)
Increase career awareness and exposure* ^{**j} (n = 284)	76 (83%)	29 (66%)	21 (58%)	59 (53%)	185 (65%)
Improve student academic achievement* ^{**k} (n = 283)	67 (71%)	27 (61%)	21 (58%)	53 (49%)	168 (59%)
Perceived impact of service-learning^l					
Citizenship/civic engagement (n = 294)	87 (95%)	44 (98%)	36 (92%)	114 (97%)	281 (96%)
Personal and social development (n = 292)	88 (96%)	42 (93%)	36 (95%)	111 (95%)	277 (95%)
School-community relationships* ^m (n = 294)	82 (87%)	43 (96%)	40 (100%)	110 (96%)	275 (94%)
School engagement (n = 290)	86 (94%)	41 (91%)	38 (97%)	104 (91%)	269 (93%)
School climate ^{^n} (n = 294)	91 (97%)	37 (84%)	34 (87%)	107 (92%)	269 (92%)
Community's view of youth as resources (n = 288)	80 (91%)	40 (89%)	35 (90%)	106 (91%)	261 (91%)
Teacher satisfaction (n = 288)	81 (90%)	39 (89%)	34 (87%)	101 (88%)	255 (80%)
Academic achievement ^{^o} (n = 294)	86 (94%)	41(91%)	31 (78%)	102 (87%)	260 (88%)
Attendance* ^p (n = 287)	81 (89%)	32 (73%)	31 (82%)	85 (75%)	229 (80%)
Parent involvement (n = 290)	71 (76%)	34 (77%)	29 (76%)	91 (79%)	225 (78%)

[^]p<.10; *p<.05; **p<.01; ***p<.001

^a X²(3, n = 259) = 8.13, p = .043

^b X²(3, n = 259) = 6.86, p = .076

^c Data in this section reflect principals' identification of these goals as "very important" as compared to "somewhat important." Responses of "not important" were negligible, and therefore, not included in this analysis.

^d X²(3, n = 300) = 14.58, p = .002

^e X²(3, n = 297) = 10.35, p = .016

^f X²(3, n = 295) = 10.18, p = .017

^g X²(3, n = 296) = 11.08, p = .011

^h X²(3, n = 296) = 10.83, p = .013

ⁱ X²(3, n = 278) = 14.95, p = .002

^j X²(3, n = 284) = 20.77, p = .000

^k X²(3, n = 283) = 9.74, p = .021

^l Data in this section reflect principals' reporting of "very" or "somewhat" positive impacts.

^m X²(3, n = 294) = 10.10, p = .018

ⁿ X²(3, n = 294) = 7.45, p = .059

^o X²(3, n = 294) = 7.46, p = .059

^p X²(3, n = 287) = 8.17, p = .043

Equity in Service-Learning continued...



Photo courtesy of CNCS.

Several descriptive differences exist among the four school contexts that we examined, which may inform future research. In terms of numbers of students, high-poverty suburban schools are smaller on average ($M = 776.10$, $SD = 389.25$) than other school contexts in the sample.⁹ Larger schools may lead to a wider variety of pedagogies and student opportunities, thus service-learning may be more prevalent. Additionally, service-learning tends

to be more commonly found in high schools. However, high schools are represented at a proportionately lower rate among high-poverty suburban schools in this sample (15 percent), and at a proportionately higher rate among the low-poverty suburban schools (30 percent).¹⁰

Given the challenges high-poverty urban schools face, targeted support is important, but to increase equity in service-learning, other contexts in which poverty may limit students' access to quality service-learning should be a concern. Additional research can examine whether high-poverty schools in towns and rural areas face similar challenges in the provision and institutionalization of quality service-learning. Moreover, to inform policy change, research can assess how additional private and public sector support impacts the prevalence, institutionalization, and quality of service-learning in low-income areas. Future research can also gauge changes in the prevalence of service-learning opportunities over time with attention to low-income urban and suburban schools as well as to schools in towns and rural areas. Continued attention to institutionalization and quality can identify resource gaps that may exist across these contexts, suggesting implica-

Concern about the well-being of central cities is widespread, but much less scholarly and popular attention has been paid to the needs of suburban areas in decline.

tions for targeted as well as systemic responses.

This analysis reinforces the issue of equity and the need to fairly and adequately provide resources to all schools that wish to adopt service-learning as a pedagogical strategy to benefit the students as well as the communities in which the schools are located. **G2G**

1. The response rate was 91 percent with a total of 1,799 respondents. The sample was stratified by instructional level, urbanicity, average class size, and minority status. See Scales and Roehlkepartain (2005) for further discussion of survey methodology.
2. The Common Core of Data labels those schools located in a central city of a Central Metropolitan Statistical Area or of a Metropolitan Statistical Area as “urban.” “Urban fringe” schools are areas with substantial density located within a CMSA or MSA but outside of the central city.
3. Kielsmeier, et al. (2004) and Scales and Roehlkepartain (2005) define “low-income” or “high-poverty” schools as those in which 56 percent of students are eligible for the free or reduced-price federal lunch program (one-third of the survey sample).
4. Principals reported participation in service-learning based on the following definition provided to survey respondents: “*curriculum-based* community service done through the schools that integrates classroom instruction with community service activities.” These analyses exclude towns and rural areas.
5. $X^2(3, N = 1077) = 10.65, p = .014$. Across the sample of 1,077 schools in urban and suburban areas, 303 have service-learning opportunities.
6. $F(3, 209) = 2.13, p = .097$. A Tukey post-hoc test suggests that the difference between high-poverty urban schools and high-poverty suburban schools approaches statistical significance ($p = .063$).
7. $F(3, 233) = 5.85, p = .001$. A Tukey post-hoc test was statistically significant between high poverty urban schools and high poverty suburban schools ($p = .017$), low-poverty urban schools ($p = .019$), and low poverty suburban schools ($p = .002$).
8. $F(3, 302) = 7.78, p = .000$. A Tukey post-hoc test was statistically significant between high-poverty urban schools and both high-poverty suburban schools ($p = .036$) and low-poverty suburban schools ($p = .000$).
9. $F(3, 1073) = 5.38, p = .001$. A Tukey post-hoc test was statistically significant between high-poverty suburban schools and low poverty

suburban schools ($p = .010$) and low-poverty urban schools ($p = .004$).

10. $X^2(1, n = 1,077) = 30.11, p = .000$

References

- Atkins, R., and D. Hart. (2003). Neighborhoods, adults, and the development of civic identity in urban youth. *Applied Developmental Science* 7(3), 156-164.
- Billig, S. (2004). Heads, hearts, and hands: The research on K-12 service-learning. In *Growing to Greatness 2004*, 12-25. St. Paul: National Youth Leadership Council.
- Billig, S., and A. Furco. (2002). Research agenda for K-12 service-learning: A proposal to the field. In A. Furco and S. Billig (Eds.), *Service-Learning: The Essence of the Pedagogy*. Greenwich, Conn.: Information Age Publishing.
- Billig, S., S. Root, and D. Jesse. (2005). The impact of participation in service-learning on high school students' civic engagement. *Working Paper 33*. College Park, Md.: Center for Information and Research on Civic Learning and Engagement.
- Eyler, J., and D. Giles. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass Publishers.
- Galston, W. A. (2001). Political knowledge, political engagement, and civic education. *Annual Review of Political Science*, 4: 217-234.
- Hart, D., and R. Atkins, R. (2002). Civic competence in urban youth. *Applied Developmental Science*, 6(4): 227-236.
- Hart, D., R. Atkins, and D. Ford. (1998). Urban America as a context for the development of moral identity in adolescence. *Journal of Social Issues*, 54(3): 513.
- Kielsmeier, J. C., P. C. Scales, E. C. Roehlkepartain, and M. Neal. (2004). Preliminary findings: Community service and service-learning in public schools. In *Growing to Greatness 2004*: 6-11. St. Paul: National Youth Leadership Council.
- Lucy, W. H., and D. L. Phillips. (2000). Suburban decline: The next urban crisis. *Issues in Science and Technology Online*, 17(1).

- Moore, K. M., and J. H. Sandholtz. (1999). Designing successful service learning projects for urban schools. *Urban Education*, 34(4): 480-498.
- Muscott, H. S. (2000). A review and analysis of service-learning programs involving students with behavioral disorders. *Education and Treatment of Children*, 23(3): 346-368.
- O'Donoghue, J. L., and B. R. Kirshner. (2003). Urban youth's civic development in community-based youth organizations. Paper presented at the International Conference on Civic Education, New Orleans.
- Puentes, R., and M. Orfield. (2002). *Valuing America's First Suburbs: A Policy Agenda for Older Suburbs in the Midwest*. Washington, D.C.: The Brookings Institution, Center on Urban and Metropolitan Policy.
- Scales, P. C., and E. C. Roehlkepartain. (2005). Can service-learning help reduce the achievement gap? In *Growing to Greatness 2005*, 10-22. St. Paul: National Youth Leadership Council.
- Skinner, R., and C. Chapman. (1999). Service-learning and community service in K-12 public schools. *Statistics in Brief*. Washington, D.C.: National Center for Education Statistics.
- Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, 20 U.S.C. § 6314 (2002).
- Yates, M., and J. Youniss, J. (1998). Community service and political identity development in adolescence. *Journal of Social Issues*, 54(3): 495-512.



an introduction

state profiles

Rich Cairn
Cairn and Associates
Marybeth Neal, Ph.D.
NYLC
Alison Crossley
NYLC

Introduction

In this third year of Growing to Greatness: The State of Service-Learning Project, we profile service-learning in a third of the states and U.S. territories. Taken together, these three years of G2G offer a look at all 50 states, the District of Columbia, and the territories, showing an enormous variety of approaches in strategy and structure. While most states use Learn and Serve America funds to create a strong service-learning presence in their state education agencies, several have successfully delegated service-learning work to nonprofit organizations, universities, or the state's Commission on National and Community Service. A dozen states, large and small, have even built effective regional service-learning structures. In general, the most dynamic and active states engage multiple sources of advocacy and support.

These profiles seek to capture the history of state-level service-learning and identify several exciting trends toward improvement.

The most significant change since 1990 has been a deliberate move away from one-time, one-year, single-teacher, or single-school grants toward districtwide, long-term reform strategies. Today nearly half the states at least partly emphasize such comprehensive strategies.

Almost all states have successfully moved beyond community service to curriculum-based service-learning. Many weave service-learning directly into state graduation standards, including half a dozen that require either a set number of hours of service or a capstone project that usually includes service.

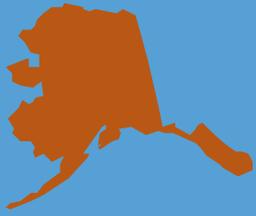
Not surprisingly, most states have forged strong links with one or more statewide initiatives, especially School-to-Work, character education, civic education, community education, 21st Century Community Learning Center sites, and an array of

prevention strategies. The depth of these links depends largely upon the inclination and experience of the state coordinators of each program. Only a couple of states emphasize service-learning as a central state reform strategy. Even in these states, changing political leadership has caused an ebb and flow of support.

Another trend is toward state-level research and evaluation on service-learning impacts and elements of success. Colorado, Florida, Iowa, Maine, Minnesota, Delaware, South Carolina, Vermont, Indiana, New Mexico, and especially California are among the states that deserve acknowledgment for their support of such field-building research and development initiatives.

There is still much to be done. Many states would gain by following the lead of the few states that have emphasized youth training and empowerment, outreach to and training of community partners, and statewide integration of service-learning methods into teacher education. The Community – Higher Education – School Partnership grants and other capacity-building federal grants were critical to the development of such efforts. Grants from the W. K. Kellogg Foundation, the Charles Stewart Mott Foundation, Dewitt Wallace – Readers Digest Foundation, the Lions, State Farm and the State Farm Companies Foundation, and other private sources have also helped to deepen practice. As the field matures, it will be ever more important to invest in evaluation, planning, and capacity-building to maintain momentum.

Though state-level work is essential, schools, school districts, and community-based organizations are where the action ultimately occurs. Thus, we flesh out each state profile with local stories again this year. **G2G**



Alaska

Katie Eddy
Alaska State Community Service Commission
Alaska Department of Commerce, Community and
Economic Development
550 W. 7th Avenue, Suite 1770
Anchorage, AK 99501-3569
(907) 269-4674
(907) 269-5666 fax
katie_eddy@commerce.state.ak.us
www.dced.state.ak.us/ascsc/LearnandServe.htm

A Vast Geography

Stretching thousands of miles from end to end, separated by ocean and mountains, Alaska requires many resources and great patience to accomplish state initiatives. Indeed, when the Learn and Serve program began in 1992, Alaska opted to allow individual school districts to apply directly rather than attempt a statewide approach.

From those seeds, service-learning has experienced slow growth. The Alaska Department of Education and Early Development managed service-learning grants until 2001, when it transferred the program to the Alaska State Community Service Commission.

Currently, the Commission supports four one-year subgrantees in a high school, an alternative school, a community school, and an elementary school and youth center. All focus on civic engagement. Because a peer-to-peer teleconference network generated only mild interest, subgrantees are now required as part of their grant to send delegates to the Alaska Conference on Volunteerism. The conference includes school-age service-learning awards presented by First Lady Nancy Murkowski.

Additional support for service-learning comes through the Camp Fire USA Alaska Council, which organizes a service-learning program in partnership with the Anchorage Schools.

The Rural Engagement and Partnership program of Educational District 112 in Vancouver, Wash., also supports rural communities in Healy, Craig, and Thorne Bay through a community-based Learn and Serve grant. They train teachers, young people, adults, and community-based organizations to implement service-learning programs.

Stretching thousands of
miles from end to end,
separated by ocean and
mountains, Alaska requires
many resources and great
patience to accomplish
state initiatives.



Growing Enthusiasm

There are few occasions when citizens gather from across the state. So, when Alaska's 100-plus VISTA and AmeriCorps members gather for training, Commission staff orient them on school-based service-learning. Members' efforts to promote service-learning in their placement

communities have been successful. Interest in service-learning has begun to catch on across the state.

The Commission recently appointed a representative from the Alaska Department of Education and Early Development to Learn and Serve. **G2G**

Thorne Bay and Coffman Cove

are located on the eastern side of Prince of Wales Island. Service-learning is an integral part of the Thorne Bay curriculum and is tied in with the Life Assets course, which teaches life skills and decision-making. The students have undertaken major projects that have successfully continued for several years.

In 2000, students surveyed their community and surrounding communities to determine local needs. They found that Coffman Cove, population 190 and only accessible by boat, air, or old logging road, had no grocery store and only limited accessibility to fresh vegetables. The students planned to build a greenhouse, and asked the school to donate a piece of land to get started. To build the greenhouse, they asked community members and a contractor to help with construction, and the students wrote a grant to fund additional materials. For four days, 30 community members and 30 students worked together to build a 16-by-24-foot greenhouse. In conjunction with their science and Life Assets courses, the students grow and distribute vegetables, conduct science experiments, and take care of residents' plants during the winter.

Although Coffman Cove residents were initially hesitant about beginning such an undertaking, they changed their minds when they realized how much effort the students were putting into the greenhouse. Lead teacher Amy McDonald reports that since the greenhouse project, the "community sees kids as active participants and valuable members of the community."

Contact:

Amy McDonald
(907) 828-3921

amcdonald@sisd.org



Connecticut

Connecticut State Department of Education
165 Capitol Ave., Room #227
P.O. Box 2219
Hartford, CT 06106-2219
www.state.ct.us/sde

Building Capacity

From the mid-1990s until 2000, Connecticut Learn and Serve had a full-time coordinator at the State Department of Education. During this time, the state built a strong service-learning presence. Though budget cuts forced a reduction in state staffing for the program in 2000, strong state, regional, and local leaders have carried the initiative forward.

Connecticut has four Learn and Serve subgrantees ranging from small towns to the EASTCONN Regional Educational Service Center, which serves 36 schools in 33 towns in the northeast quarter of the state. Each subgrant program is uniquely designed to address the needs of its students and community. Four times a year subgrantees participate in a full day of staff development. The program evaluator meets regularly with the group to help them assess progress and develop strategies for improvement.

As a state-level staff development specialist, the Connecticut Learn and Serve coordinator is able to infuse service-learning into a number of state initiatives. She also links programs through her membership on the Connecticut Commission on National and Community Service. Since 2000, Learn and Serve has collaborated with the Character Education and the Safe and Drug-Free Schools programs to offer a

Agnes Quinones
Connecticut State Department of Education
25 Industrial Park Rd.
Middletown, CT 06457-1543
(860) 807-2126
(860) 807-2127 fax
agnes.quinones@po.state.ct.us

Donna Drasch
EASTCONN
376 Hartford Turnpike
Hampton, CT 06247
(860) 455-0707
(860) 455-0691 fax
ddrasch@eastconn.org
www.eastconn.org

statewide conference. Applicant school districts for 21st Century Community Schools programs receive extra points on their grant applications if they incorporate service-learning into their plans. In addition to required academic components, the after-school programs of 21st Century Schools must include enrichment or recreation programs. At least one-third feature service-learning in one or more of these areas. Staff development for all 21st Century Schools grantees includes service-learning fundamentals.

Regional Leadership

For seven years, EASTCONN Regional Educational Service Center has employed staff development specialist Donna Drasch to help teachers build strong service-learning programs that are integrated into the curriculum.

One innovative reflection tool is an online message board where students can write about service experiences.

Northeast Connecticut includes a diverse mix of inner cities, wealthy towns, and poor rural communities. Helping isolated rural students connect to their communities is a priority. Accordingly, transportation takes a large share of grant funds. Several EASTCONN staff have participated in professional development to enable them to infuse service-learning across a wide range of education initiatives.

Drasch helps students explore historical and social experiences through experiential learning activities, as well as picture books and other quality literature. Students delve deeper into issues of respect, responsibility, cooperation, conflict, and social justice. Students discover

their own voice based on beliefs, opinions, perceptions, and background knowledge, while appreciating their peers' voices. One innovative reflection tool is an online message board where students can write about service experiences.

Drasch helps teachers link to the American Red Cross, Connecticut Audubon, soup kitchens, churches, and other community organizations. Through the University of Connecticut Cooperative Extension Service, high school students visit campus each fall to explore cutting-edge research and projects with faculty and university students.

EASTCONN has developed several programs across the region and beyond. A Legacy Grant supports service-learning projects on Martin Luther King Jr. Day of Service. The Joy of Reading program engages students in boosting literacy. In addition to presenting at the annual state conference, teachers from across the state attend regional workshops.

Each teacher assesses student progress on class learning goals. EASTCONN also surveys students to determine their growth in civic and character skills. Questions to students include: What have I done well? What is my responsibility? What could others have done? What could I have done to help them do better? **G2G**

The Joy of Reading Program at

Windham Middle School pairs fifth- and sixth-grade students with preschool students, and every other week the older students read books to their younger buddies.

The program incorporates standards both for the preschool and for fifth- and sixth-grade students, and improves all students' motivation to read. To prepare, the middle school students attend workshops addressing topics such as responsibility, student book selection, reading aloud, and age-appropriate teaching strategies and behavioral expectations of preschoolers. The middle school students are then given the preschool standards and learning objectives, and the students decide how to teach the preschool students those skills. While learning how to be effective readers, the fifth-graders work on intonation, pacing, comprehension, and prediction — some of the same skills they must master to do well on standardized tests.

On the days when the middle school students meet their preschool buddies, attendance is usually perfect, attesting to the connections made between the groups of students. The older students enjoy teaching, and their reading fluency and comprehension skills improve dramatically over the course of the year. With a large population of Spanish-speaking students at Windham Middle School, it is particularly helpful for their English literacy skills. At the beginning of the program, the preschool students are shy, but they come out of their shells over the course of the year. They also learn additional skills from their middle school buddies.

At the end of the year, all the students gather for a celebration in the park. Through a grant from EASTCONN, each fifth and sixth grader buys a hard-cover book to give to his or her preschool buddy.

Contact:

Nicole LaRoche
(860) 465-2350

nlarochelle@windham.k12.ct.us



District of Columbia

Christy Venable
DC Commission on National and Community Service
Serve DC
441 4th St., N.W., Suite 1040 S.
Washington, DC 20001
(202) 727-7925
(202) 727-9198 fax
christy.venable@dc.gov
www.serve.dc.gov

A Districtwide Service Requirement

In 1995, the District of Columbia began requiring its 70,000 students to complete 100 hours of community service prior to graduation. Students may complete service hours independently or through service-learning integrated into the curriculum. The program aims to increase students' perception of self-worth, provide experiences for students to contribute to society, and prepare students for the world of work. To date, 15,000 students have contributed over 3.5 million hours of service and have received \$30,000 in scholarship awards for community service and service-learning initiatives.

The school district's DC Service-Learning Collaborative partnered with two organizations, Community IMPACT! and the Community Alliance for Youth Action. Through the partners, AmeriCorps*VISTAs aided the integration of service-learning into the curriculum. Each high school also had a site-based resource team, including a community service liaison, a school-to-career facilitator, service-learning youth facilitators, and two students who also served on the Service-Learning Youth Council. Tight budgets ended the school district's Office of Community Service and Service-Learning Programs, yet seeds planted through the 1990s

continue to bear fruit. Many schools still have service-learning coordinators.

Community-Based Service

As schools scaled back support for service-learning, community organizations stepped into the leadership position. The DC Unified Plan for National and Community Service emphasized efforts to strengthen children, families, and elders, especially through after-school programs. In 2003, Serve DC, the DC Commission on National and Community Service, convened the leaders of several service-learning partners. Their plan to expand service-learning evolved into a successful proposal for community-based Learn and Serve funding of \$325,000 per year. Through Serve DC, six subgrantees received \$60,000 each, to be used from 2003 to 2006. Three more subgrantees received that amount for 2005-2006 only.

In after-school programs, students investigate local history through methods such as interviews and community mapping. Students develop a range of projects in response to the needs and resources that they identify. In one Learn and Serve community-based project, students tended community gardens, gave the produce to food banks, and educated residents

about public health and nutrition issues. In another project, students organized a public outreach campaign to inform low-income parents about the many services and options within the public schools system. Serve DC also manages a modest school-based Learn and Serve program at three schools modeled on the community-based program.

Homeland Security

Serve DC targets \$350,000 a year toward engaging students in service-learning related to Homeland Security. A top priority is to educate young people about emergency preparedness. Students design and implement effective emergency plans within their schools. They also organize campaigns to educate city residents about emergency preparedness. Three of the subgrantees are public charter schools. The fourth is a partnership between a community-based organization and a public high school. One of the subgrantees, a middle school, incorporates service-learning each week into a six-hour Saturday academy. All four subgrantees meet monthly to share successful strategies and to problem-solve together.

National Resources for a Local Community

Staff from many national organizations contribute to service-learning programs in the Capital area. Points of Light Foundation staff lead an annual introductory course on service-learning. Corporation for National and Community Service staff have provided targeted trainings on topics of special interest, including evaluation and media outreach.

Each fall, Serve DC invites all streams of service to its National Service Conference. Beginning in 2005, one of the school-based Learn and Serve subgrantees coordinated a service-learning track at the conference. All Learn and Serve subgrantees must send a delegation to a national training that best addresses their needs. Most attend The National Service-Learning Conference.

Service-learning has built widespread interest in the community, including some of DC's many public charter schools. Next, Serve DC will concentrate outreach efforts on teachers in traditional public high schools in order to cultivate the seeds sewn over a decade of service-learning in the District. **G2G**

Safety is a high priority for both students and teachers at Paul Public Charter School. Funded by a Learn and Serve America Homeland Security Grant through Serve DC, teachers created the Preparing Residents in Disasters and Emergencies Saturday Math, Science and Health Academy (PRIDE). Many PRIDE graduates return to volunteer and fill community service hours required by their high schools.

Each Saturday throughout the school year, 40 students in grades 6-9 gather for Paul PRIDE, which focuses on advanced mathematics, science, health, and safety curricula.

During community-service hour, the youths take what they've learned and apply it in the real world. Students create community maps and discuss issues that affect teens, such as drugs, teen pregnancy, and peer pressure. For one recent community service project, the students developed emergency preparedness kits and presented the kits to families during a school assembly. For another, they presented home and school evacuation plans, CPR, and fire safety tips to local elementary schools.

Partnerships with the fire department and a consortium of physicians are an integral part of the PRIDE program. Through sponsorships, presentations, and funding, these partnerships provide mentors, opportunities for career exploration, curriculum support, and donations.

Contact:
Treneisha Jones
(202) 291-7499

tjones@paulcharter.org



Idaho

Dan Prinzing
Coordinator: Civics, Service, Character, and
International Education
Idaho Department of Education
650 W. State St.
Boise, ID 83702
(208) 332-6974
dlprinzing@sde.idaho.gov
www.sde.state.id.us/dept/csciei.asp

Civic Mission of Schools

Idaho directs small Learn and Serve grants toward literacy programs to support a major state initiative on reading. Grant funds also supported training sessions for subgrantees, and individual schools and school districts carried out a range of independent service programs.

In 2003, Marilyn Howard, Idaho Superintendent of Public Instruction, convened state staff from character education, civic education, the Safe and Drug-Free Schools Community Service Program, and Learn and Serve America to discuss ways to strengthen collaboration. In January 2005, to formally link these initiatives, she pooled resources to create the Office of Civics, Service, Character, and International Education in the Idaho Department of Education. Recognizing civic education as an essential complement to state content standards, Idaho seeks to implement all six of the practices recommended in 2003 by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement.

This combined program helps school districts weave all four strands into one. School districts gain clarity on civic education and can leverage multiple resources to support student programs. "Preparing private citizens, workers, and public citizens is the core work of the schools,"

says coordinator Dan Prinzing. "Civic education strengthens habits of the mind, while character education and service-learning strengthen habits of the heart."

Through service-learning, students connect to their communities, state, nation, and world. International education has added a unique component to the Idaho initiative. Through sister school partnerships, many Idaho schools have organized international service-learning projects. For example, a church-based school subgrantee has linked Latino students across Idaho with those in Mexico.

In a first annual joint conference in summer 2005, eight Learn and Serve subgrantees came together with civic education programs and 55 character education subgrantees. The conference brought in several national presenters. A key function of the Office of Civics, Service, Character, and International Education has been to match local Idaho programs with supportive national resources. For example, Earth Force and service-learning consultant Cathryn Kaye now assist and advise Idaho partners.

As part of their annual accreditation report, schools must complete a Civics Report Card. The report card asks for an assessment of the level of student civic engagement at three grades: 5, 8, and 12. It uses a rubric that

specifies three levels of proficiency. Service-learning is the qualifier for moving from the “basic” to the “proficient” or “advanced proficient” levels. Thus, there is a strong expectation that schools will promote opportunities for students to connect to the community. In addition, in order to become a “Civic Education School of Distinction,” schools must demonstrate opportunities for students to engage in service-learning.

Support for Service-Learning

Historically, pilot programs work well in Idaho. Innovative schools are able to develop new approaches and programs from which other schools are eager to learn. Therefore, Idaho pairs veteran service-learning program leaders as mentors to start-ups. Subgrantees range from large districts to small charter schools.

The Learn and Serve Idaho Service-Learning Development Grant offers 15 grants of \$1,000 each to teachers and school-based service-learning coordinators to design and implement a curriculum-based service-learning project to be implemented on National Youth Service Day. The grant is targeted at schools or districts that have not previously developed a strategy for integrating service-learning into the curriculum.

Individual faculty at Boise State University work as mentors and coordinators for service-learning efforts in the Treasure Valley. The university’s emphasis on aiding school-based service-learning programs arises in part out of a deep institutional commitment to civic engagement. To expand the existing base of resources, the Office of Civics, Service, Character, and International Education is reinforcing links to the Serve Idaho Commission, the state’s commission on service and volunteerism.

The Idaho Department of Education offers a catalog of online courses. In fall 2005, the Idaho Digital Learning Academy launched the Project Civic Learning course. A service-learning course will go online in spring 2006. (Look for the catalog at <http://idla.k12.id.us>.) The department hopes to expand offerings to include staff development modules for teachers to use as a long-term sustainable staff development resource. Idaho also produced a video to showcase the links between the components of its Civic Mission of Schools initiative. The “Civic Character” video highlights “responsible moral action for the common good” through civic education, character education, the Safe and Drug-Free Schools Community Service Program, and service-learning. **G2G**

Anser Charter School seeks to cultivate kindergarten-through-8th-grade students’ connection and responsibility to the world. “Service is part of the school culture,” said Jenny Willison, director of community-based curriculum, and service is supported by parents, students, teachers, and administrators alike.

Every semester, Anser students choose from a variety of service-learning class modules, all of which involve serving two and a half hours each week at community-based organizations. During the 2004-2005 school year, 52 service-learning placements were offered. Trained parent volunteers coordinate, organize, and chaperone the modules, a process that fosters close connections between parents and students. Parent involvement also allows teachers to spend more time in collaborative planning and staff development programs.

Prior to their first service-learning experience, students participate in an afternoon training workshop and learn what to expect while serving at a community-based organization.

An example of one service-learning module is Talk Time. It connects Anser students with elementary English Language Learners, most of whom are refugees or recent immigrants. Through role-plays and other conversational activities, the students learn about each other’s language and culture. Toward the end of the semester, all the students work together with the Agency for New Americans to put together literacy packets for young children. These packets include flash cards, books, and other materials to aid in learning English. Tori Moroney, an elementary ELL teacher, says, “It was great to have our new ELL students interacting with Anser kids. It was also great to work with Agency for New Americans....The field trips and activities are very meaningful.”

Contact:
Jenny Willison
(208) 426-9840

jwilliso@ansercharterschool.org



New Mexico

Building a Foundation Together

In the early 1980s, the Gallup-based National Indian Youth Leadership Project began to offer training for native young people to engage as community leaders. Service-learning was an essential component. As service-learning emerged statewide, the NIYLP contributed its experience to national resources, including the 1994 *National Service-Learning Conference*. This event prompted a statewide service-learning study and funding for teacher support.

In 1994, New Mexico received its first funds from the Learn and Serve program. The New Mexico Public Education Department allocates Learn and Serve funds to school district demonstration projects. Students in the Gadsden Independent School District in southeastern New Mexico monitor water quality in Mexico and the United States for the International Boundary Commission. In the southwest, students in Silver City Consolidated School District aid archeological research and help interpret the Fort Bayard National Historical Monument. Both districts mentor other school districts in service-learning. New Mexico's public charter schools are also pioneering new approaches to schoolwide service-learning.

In 1995, Siete del Norte received the state's first AmeriCorps award, supporting community-based service-learning projects in 12 northern New Mexico communities. This initial project heralded a dozen subsequent state- and federal-funded programs statewide. Rocky Mountain

Youth Corps, Court Youth Center in Las Cruces, and the University of New Mexico Service Corps became some of the largest programs.

Also in 1995, a coalition of community educators formed the Centers for Service-Learning, a nonprofit organization that provides training, technical assistance, and state-level leadership for service-learning policies and programs. VISTA and other AmeriCorps members provide critical support.

In October 2005, the New Mexico Forum for Youth in Community assumed responsibility for the Centers. The Forum promotes healthy youth development by supporting youth-serving organizations and staff. The Forum aligns state policy, creates new initiatives, and upholds quality. Forum projects include the New Mexico Youth Alliance, and the Out-of-School Time Network. The Forum's "regional point organizations" and the Centers for Service-Learning together maintain a powerful network of volunteer centers, institutes of higher education, school districts, and nonprofit organizations. Ten regional support centers offer training, technical support, facilitated community gatherings, and networking. The centers share ideas and resources among themselves and with other statewide partners.

One center, San Juan College in Farmington, has mobilized AmeriCorps members to support school-based service-learning. The college is also reaching out to create a service-learning center at the University of New Mexico at Taos. Meanwhile,

Rose Marie Sherman
Director, Advanced Placement Bureau
New Mexico Public Education Department
300 Don Gasper, Room 201
Santa Fe, NM 87501
(505) 827-6625
(505) 827-7611 fax
rsherman@ped.state.nm.us

Wendy Wintermute
Director, Organizational Development
and Training
Forum for Youth in Community
7850 Jefferson N.E., Suite 160
Albuquerque, NM 87109
(505) 821-3574
wendy@nmforumforyouth.org
www.nmforumforyouth.org

Gregory Webb
Executive Director
New Mexico Governor's Commission for
Community Volunteerism
1401 Pan American Freeway N.E.
Albuquerque, NM 87107
(505) 841-4839
(505) 841-4839 fax
gregory.webb@state.nm.us

the Albuquerque Center is working with State Farm Insurance to help schools develop service-learning curricula for Make a Difference Day and National Youth Service Day. All of the centers work with New Mexico's Out-of-School Time Network and its member organizations to link in-school and out-of-school service-learning programs. The centers also recognize exemplary service through programs such as Santa Fe's Teen Treasures, honoring young people who contribute even as they master personal challenges.

The Centers for Service-Learning and the New Mexico Public Education Department are building a flexible and cost-effective web-based system for this growing statewide service-learning network. New Mexico convenes service-learning practitioners through an annual conference and

regular regional trainings. Graduate and undergraduate programs at New Mexico State University and the University of New Mexico are developing service-learning courses for teachers.

The Governor's Commission for Community Volunteerism leads the state in shaping the view of service and volunteerism in the public and private sectors. Commission support for service and volunteerism goes well beyond AmeriCorps to playing a key role in securing state funding for service-learning. The Cadre Project places VISTA members across the state through the New Mexico Forum for Youth in Community. Finally, the commission hosts an annual Governor's Conference on Volunteerism where service-learning is highlighted. In 2007, the Commission will cohost The National Service-Learning Conference in Albuquerque.

Forging Policy

Close collaboration on state-level advocacy has raised the visibility of service-learning as a strategy for school improvement. Under the leadership of Lieutenant Governor Diane D. Denish, the New Mexico Children's Cabinet established five priority areas, including, "All children and youth will be valued contributors and active participants in their communities." With leadership from State Senator Cynthia Nava, the 2005 New Mexico Legislature appropriated \$70,000 for service-learning training and technical assistance to be administered by the New Mexico Public Education Department and the Governor's Commission on Community Volunteerism. In addition, in 2005, several state and regional partners joined forces to secure state

funding for the Next Generation Fund, a permanent endowment supporting service-learning and other positive youth development programs statewide.

The New Mexico Forum for Youth in Community coordinates efforts to advance local, state, and national policies that support positive youth development. An annual conference allows youth practitioners to share promising practices and policies. Service-learning is a featured track. Each quarter, the New Mexico Youth Alliance brings the governor or lieutenant governor together with youth representatives from every state legislative district to discuss current issues and recommend policy.

New Mexico Civic Engagement, a statewide youth participation project of the University of New Mexico's Office for Community Learning and Public Service, has organized youth legislative actions since 1997. NMCE helps young people articulate concerns about a variety of youth issues through local youth councils and statewide Youth Town Halls on public radio.

The New Mexico PTA features service-learning in a statewide parent involvement initiative. Service-learning has become a featured part of the discussion of assets-based education spearheaded by Minneapolis-based Search Institute, as well as new initiatives to promote community schools.

Both at the state and regional level, partners work toward common goals. According to Wendy Wintermute of the Centers for Service-Learning, "Our most effective strategy has been to bring everyone into the same room together. What we can't do alone, we can do together." **G2G**

South Valley Academy, a high school on the southern edge of Albuquerque, is a Title I public charter school with a student body that is 92 percent Latino. Service-learning is integrated into the curriculum for each grade, and all students and staff are involved in ensuring the success of the service-learning program from development to assessment and reflection.

In ninth grade, the service-learning focus is literacy and academic tutoring; 80 freshmen attend 13 different elementary schools and work with 1,500 elementary students. Freshmen spend the entire year serving in the same elementary school classroom, and in preparation learn how to read aloud and help the younger students learn.

In 10th grade, students serve in nonprofit or governmental organizations, including soup kitchens, museums, and congressional offices.

The junior year service-learning project emphasizes goal-setting and career exploration. Students learn to write resumes and cover letters and how to interview. Additionally, the 11th-grade students find their own service placements and interview for those positions.

The South Valley Academy service-learning program culminates senior year with an independent project. The students are encouraged to reflect on their four years of service-learning and think about their relationship to the community.

South Valley Academy students serve more 16,000 hours annually with more than 70 community partners. Justin Trager, the service-learning department chair says, "Some students struggle and fail in the classroom, and they go to their service project and are stars. It really motivates them to continue going to school."

Contact:
Justin Trager

(505) 452-3132



North Carolina

Bill Price
Director of Learn and Serve K-12 Program
North Carolina Department of Public Instruction
6358 Mail Service Center
Raleigh, NC 27699-6358
(919) 807-3872
(919) 807-3767 fax
wprice@dpi.state.nc.us
www.ncpublicschools.org/service_learn

Extending Resources

In the early years of Learn and Serve America, North Carolina spread small project grants among individual teachers. In 1999-2000 there were 35 subgrantees, and shortly thereafter North Carolina boasted 24 National Service-Learning Leader Schools. This support complemented many effective service programs run by student clubs and organizations across the state.

Four years ago, the North Carolina Department of Public Instruction shifted funds to support comprehensive proposals from school districts. Each district now must assess its needs and capacity to support service-learning, and submit a plan for the integration of service-learning into the academic curriculum. Given the diversity in applicant communities' sizes and economies, programs have varied widely in scope and design. Most grants are for \$20,000, renewable annually for up to three years.

Accountability

Results from the shift in strategy have been dramatic. Participation in Learn and Serve rose from fewer than 800 students to about 25,000 students contributing 345,000 hours of service annually. Programs have a broad approach to supporting instruction. Many school districts

Results from the shift in strategy have been dramatic. Participation in Learn and Serve rose from fewer than 800 students to about 25,000 students contributing 345,000 hours of service annually.



now link service-learning with character education programs.

A third-party evaluator conducts surveys of students, teachers, and other supporters to determine program effectiveness. The evaluator presents and discusses findings with all subgrantees as part of an annual one-and-a-half-day service-learning staff development session.

All 20 subgrantees assemble annually in one of three site review assemblies to present their successes and challenges, and to discuss ways to strengthen performance. Programs write a report on the best program practices implemented in their community. **G2G**

Julie Babb, the director of character development for Charlotte-Mecklenburg Schools, has led the effort to implement service-learning projects throughout the district. She has organized optional teacher development workshops that taught how to integrate service-learning into the curriculum, encouraged students to serve, and incorporated student voice, reflection, and celebration.

Once the concept of service-learning was introduced, Babb created Hearts Across Charlotte, a month-long service-learning project focused on citizenship and community involvement. Principals presented the idea to their schools' student groups. Each class that chose to be involved in Hearts Across Charlotte also chose its own project.

A third-grade social studies and language arts class studied the U.S. government, and each student wrote a book called *The ABCs of Government*. They then read and donated their books to a local preschool class. Concerned with the hungry and homeless, a middle school art class made pottery bowls, served a soup dinner, and sold their bowls, donating the proceeds to a local homeless shelter. To practice car repair skills and help local senior citizens, students in an automotive technology class distributed fliers around their community and offered free oil changes for seniors.

A period of reflection follows each activity, with some students reading their reflections during the morning announcements. To create a culture of service and encourage service-learning, teachers also participate in service projects. As a result of the Hearts Across Charlotte program, Babb says, "Students have improved motivation, work harder, and enjoy school more."

Contact:

Julie Babb
(980) 343-2695

julie.babb@cms.k12.nc.us



North Dakota

Dale P. Patrick
North Dakota Department of Public Instruction
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0040
(701) 328-1644
(701) 328-4770 fax
dpatrick@state.nd.us
www.dpi.state.nd.us

Bonnie Miller
North Dakota Department of Public Instruction
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0040
(701) 328-2346
(701) 328-4770 fax
bmiller@state.nd.us
www.dpi.state.nd.us

Cross-Border Partnership

When the Red River of the North flooded catastrophically in 1997, students along the North Dakota-Minnesota border leaped into action to help protect and rebuild their communities. Hundreds of students climbed into school buses to ride to the front lines where they could stuff and stack sandbags against the rising waters.

Service-learning in North Dakota has long benefited from this cross-border spirit of collaboration. Schools, colleges, nonprofit organizations, and agencies from Fargo and West Fargo have repeatedly pooled resources, ideas, and energy with the community of Moorhead, Minn. A community-based grant to the State Extension Service based out of North Dakota State University in the mid-1990s supported regional planning, mini-grants, and staff development that still energizes teachers to lead service-learning projects today. In the late 1990s, the Minnesota Extension office in Moorhead channelled partnership-building resources into FirstLINK, the region's volunteer center based in Fargo. Concordia College has been another consistent partner with school-based service-learning programs.

When the Red River
of the North flooded
catastrophically in 1997,
students along the
North Dakota-Minnesota
border leaped into action
to help protect and
rebuild their communities.

Service-learning is one component of an emerging community school philosophy in North Dakota that includes 21st Century Schools, adult education, English Language Learner programs, and special education.

Building from the Ground Up

Statewide school-based service-learning in North Dakota has grown slowly. The state had no Learn and Serve school-based program as recently as two years ago. Today, a modest grant to the state supports two subgrantees. Learn and Serve has worked closely with the North Dakota Commission on National and Community Service to engage AmeriCorps members with schools.

Valley City schools involve students in service alongside senior citizens and other adult volunteers. Projects focus on citizenship and U.S. history.

Meanwhile, Bismarck uses service-learning to engage students in an out-of-school suspension program. Youth Works matches students with AmeriCorps members as mentors and tutors. Students complete 800 hours of service. Youth Works taps 21st Century Community Schools funds for additional mentor-service programs.

Service-learning is one component of an emerging community school philosophy in North Dakota that includes 21st Century Schools, adult education, English Language Learner programs, and special education. A state conference and technical assistance help to forge these links. As that approach takes shape, service-learning has a key role to play in mobilizing students to improve their communities. **G2G**

Helping Hands Summer Camp

provides students ages 12-18 with the tools and opportunities to serve. Since 2002, Helping Hands has connected hundreds of students to service placements, and the students have collectively served more than 12,850 hours.

The summer camp begins with 12 hours of training. Led by teachers, the curriculum emphasizes the significance of service and the community. The students learn the importance of responsibility, confidentiality, and youth involvement in the community. This time is also meant to encourage students to think about their interests, talents, and where they may be best suited to serve. After completing interest surveys, interviewing their parents, and taking field trips to local nonprofit organizations, the camp directors select where each student volunteer best matches and discuss the findings with the student and parents for final approval.

Helping Hands is connected with 43 nonprofit agencies throughout Grand Forks, including the hospital, humane society, senior centers, homeless centers, public daycare, public schools, United Way, Red Cross, Salvation Army, and state parks. Although the students are largely independent during their placements, each has an assigned camp director who visits and supports him or her during the service. As the program expands, the 2006 camp will train community adult and peer mentors to help supervise student volunteers.

At the annual September celebration, camp directors, families and agencies recognize the students' accomplishments. For those students not usually involved in or recognized at school, this is a particularly important event.

Contact:
Mary Lien
(701) 746-2205

mary.lien@gfschools.org



South Dakota

South Dakota Department of Education
Kneip Building
700 Governors Dr.
Pierre, SD 57501
(605) 773-5238
(605) 773-3782 fax
www.doe.sd.gov

Local Initiative

As in every state, schools and youth-serving agencies across South Dakota engage in a range of community service and service-learning efforts. Most of this effort is organized by individual schools, school districts, and organizations.

Regional efforts in some areas have strengthened school-based service-learning. Sioux Falls's Help!Line Center received a community-based Learn and Serve grant to boost service by young people. The Center's Sioux Falls Serve and Learn Student Association mobilizes 600 youth volunteers annually to meet community needs. The AmeriCorps member who staffs the program brings SALSA to each of the city's four high schools, including an alternative school. Each SALSA group completes a service-learning project each month. The AmeriCorps member works with faculty contacts at each site to plan projects and help document students' hours of participation. Sessions employ curricula from the Points of Light Foundation. Help!Line also refers youths to volunteer opportunities in its database.

Strong service-learning programs at institutions of higher education have sought to nurture school-based service-learning. The University of South Dakota requires all students to complete a service requirement, and USD

Help!Line
1000 West Ave. N., Suite 310
Sioux Falls, SD 57104-1314
(605) 334-6646
(605) 332-1333 fax
helpline@helplinecenter.org
www.helplinecenter.org

Strong service-learning
programs at institutions
of higher education
have sought to nurture
school-based
service-learning.



sponsored a service-learning research conference last fall. University faculty have incorporated service-learning methodologies into the teacher education curriculum.

The South Dakota Department of Education emphasizes service-learning as a component of effective character education, particularly as a means to develop moral character. The state Character Education newsletter features service-learning examples, and the state website offers service-learning resources. **G2G**

The JAMES Project correlates to national science education standards, which encourage active engagement by both teacher and student in scientific inquiry, including sustainable projects and in-depth curricular integration.

South Dakota's rivers and lakes

provide middle and high school science students with an outdoor classroom to test water quality regularly. Joining Across Miles Environmental Systems, a service-learning project involving students and teachers from more than 50 schools, connects students statewide. They share data with each other and with community members on the JAMES Project website: www.usd.edu/ttdjames.

The JAMES Project correlates to national science education standards, which encourage active engagement by both teacher and student in scientific inquiry, including sustainable projects and in-depth curricular integration. In partnership with the University of South Dakota, each participating teacher attends three summer institutes to learn content, technology skills and applications, and effective service-learning practices. They receive guidance and support throughout the school year. After a year of participation in the JAMES Project, results showed improvement in teachers' content knowledge, methodology, and technology applications.

Students involved in the JAMES Project are encouraged to learn collaboratively with their peers, local water scientists, and volunteers from the South Dakota Department of Game, Fish, and Parks and the Army Corps of Engineers. Pre- and post-tests on terms and concepts covered in the JAMES Project curriculum show that participating students improve their knowledge of the environment and also retain the information longer. JAMES Project coordinator and assistant professor Marie Steckelberg reports that the students' reputation for water quality testing has led to requests by community members. For example, in one South Dakota community the JAMES Project participants tested the water quality on a local farm, at the request of the farmer.

Contact:

Marie Steckelberg
(605) 677-5805

msteckel@usd.edu



Verne Larsen
Utah State Office of Education
250 E. 500 S.
Salt Lake City, UT 84111
(801) 538-7713
(801) 538-7769 fax
vlarsen@usoe.k12.ut.us
www.schools.utah.gov/curr/servicelearning/index.htm

Steady Support

In 1991, Salt Lake City elementary school teacher Barbara Lewis demonstrated Utah's pioneering role in service-learning with publication of *The Kid's Guide to Social Action*. Shortly thereafter, Utah was among the first states to recognize the potential of the Learn and Serve program. The Utah State Office of Education's continual promotion of service-learning over 15 years has resulted in a statewide awareness of service-learning as a tool for effective teaching and learning. Service-learning has long been a component of educational conferences with a variety of themes and purposes, and USOE matches veteran service-learning mentors with novices.

Expanding the Reach

In 2003, the Utah State Board of Education passed a resolution endorsing service-learning as a means "to enhance and supplement the Utah State Core Curriculum."

In recent years, USOE has linked service-learning with character education and Safe and Drug-Free Schools. USOE promotes service-learning as a key marker for resilience. The state provides teachers with curricula that feature service-learning as a means to meet state graduation standards for health. USOE is establishing a staff position to advance service-

learning along with civics education and character education.

Eleven school districts receive Learn and Serve America subgrants to pursue service-learning initiatives at the school or school district level. Several school districts feature mini-grant programs for teachers. Others

The state provides
teachers with
curricula that feature
service-learning
as a means to
meet state graduation
standards for health.

Through a partnership with the University of Utah, the Social Research Institute on Prevention Studies will examine the impact of service-learning participation on academic performance.

advance service-learning through a districtwide strategy. All subgrantees cultivate strong local project partnerships with community-based organizations.

The Utah Department of Education collaborates with the Utah Commission on National and Community Service to cosponsor a two-day state conference on national and community service. Learn and Serve training occurs in conjunction with this conference. A Points of Light Foundation YES Ambassador placed with the Utah Commission has helped coordinate the streams of service. Representatives from all streams of service meet monthly. The YES Ambassador also provides ongoing technical assistance to student leaders.

A recent three-day summer youth service conference involved 150 young people. Utah Campus Compact mobilized college student volunteers to help with the conference.

Through a partnership with the University of Utah, the Social Research Institute on Prevention Studies will examine the impact of service-learning participation on academic performance. **G2G**

West High School Connections

is an after-school program that seeks to prevent students from dropping out of school and to end substance abuse and violence among teens. The program organizers believe that the more connections youths have to their community and their peers, the greater success they will have in their lives. A partnership between West High School and the Utah Federation for Youth, West High Connections currently provides leadership training and service opportunities to 30 high school students. In exchange for their participation twice a week, the youths receive academic credit and a small stipend.

During the first semester, the West High Connections participants attend leadership training workshops and become involved in community projects. To foster relationships between the participants, each of the ninth-grade students is paired with either a junior or senior participant, who serve as mentors.

During the second semester, each pair of students is assigned to a service site, where they serve twice a week. The partnering organizations include three local elementary schools and an organization that serves low-income preschool students, among others. While at their service site, the students present lessons and activities, according to the needs of the service recipients.

The program has been immensely successful and serves genuine community needs. The staff at the service site appreciate the youths because they arrive well-prepared with an age-appropriate lesson or activity. Teri Mumm, the director of the Utah Federation for Youth, reports that she sees the students transformed when they have the opportunity to be leaders.

Contact:

Teri Mumm
(801) 468-0699

teri@ufyi.org



Virginia

Becky Marable
Office of Program Administration & Accountability
Virginia Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
(804) 371-0044
(804) 371-7347 fax
rebecca.marable@doe.virginia.gov

Partners in Education

Through the 1980s and 1990s, the Virginia chapter of the National Association of Partners in Education (later called Virginia Partners in Education) helped support school-community partnership programs in many Virginia communities. Several school districts, including Fairfax, Virginia Beach, Alleghany Highlands, and Alexandria developed service-learning programs. The Roanoke City public schools worked with the Virginia Tech Center for Volunteer Development to pilot a comprehensive partnership program that featured service-learning. That program grew to integrate service-learning into the curriculum in all 31 school sites in the district. The Izaak Walton League began its Virginia Save Our Streams program in 1989. Virginia also pioneered school-community partnerships for water-quality monitoring, watershed management, stream bank restoration, and wetlands stewardship.

Virginia Learn and Serve

Virginia's federally supported school-based service-learning programs continue to be largely independent of one another. Today, 12 subgrantee school districts have three-year improvement grants to integrate service-learning into the curriculum at 16 schools. All

programs seek to link service-learning to character education. These schools boast a wide range of partnerships with service-oriented community organizations, such as Habitat for Humanity.

Twice a year, subgrantees gather for two days of staff development led by veteran teachers

Learn and Serve
programs will focus
on addressing student
achievement in state
standards for science.



focusing on the principles and concepts of service-learning and effective grant management. RMC Research assists Virginia with its program evaluation.

The Virginia Department of Education is represented on the Virginia Commission on National and Community Service. Also, the Governor's Volunteerism Awards includes a Youth Volunteer Award.

A Shift Toward Integration

In the 1990s, service-learning practitioners made some links with school-to-career and, later, character education initiatives in Virginia.

Today, leadership for service-learning in Virginia is shifting to environmental issues as Learn and Serve moves to the Office of Middle School and High School Instruction. Learn and Serve programs will focus on addressing student achievement in state standards for science.

The 21st Century Schools program also plans to expand links with Learn and Serve and other service-learning programs. Service-learning will support tutoring and other assistance for academically challenged students. Service-learning can also provide a means to motivate students to focus on learning. **G2G**

The eighth-grade Leadership

and Resiliency Program at the Roanoke County Career Center, an alternative education center for sixth- to eighth-graders, integrates service-learning and life skills classes. These classes include general life skills, electrical, building, cooking, and small engine repair classes. An initiative between Learn and Serve America, the Roanoke County Career Center, and Family Service of Roanoke Valley (part of a United Way agency), the program has proved to be immensely successful.

Each service-learning class includes a group of six to eight students, one teacher, and two facilitators. The facilitators are specially trained community members from Family Service of Roanoke Valley who provide service-learning expertise and support, as well as transportation to the service-learning sites. The students reflect on their experiences during life skills classes.

Monthly service-learning projects have engaged students in a variety of ways. An electrical class conducted safety inspections of elderly people's homes, a small engine class repaired household items for the elderly, and a building class created large animal cages for Roanoke Wildlife Rescue. This culture of service encourages students to go "above and beyond" in their work: One elderly man's home had multiple electrical problems, and the youths made all the necessary repairs, purchased and installed a new oven, and brought him a ham for Thanksgiving. According to Deb Landgraf, the Leadership and Resiliency program manager, the program has helped improve 62 percent of the participants' GPAs.

Contacts:

Deb Landgraf
(540) 563-5316
dlandgraf@fsrv.org

Cheri Hartman
(540) 563-5316
chartman@fsrv.org



West Virginia

Sallie Harrington
Assistant Director, Division of School
Improvement Services
State Administrator for WV K-12 Learn &
Serve Programs
State Administrator for 21st Century Community
Learning Center Programs
West Virginia Learn and Serve

1900 Kanawha Blvd. E.
Building 6, Room 230
Charleston, WV 25305-0330
(304) 558-7881
(304) 558-3946 fax
sharring@access.k12.wv.us

Leadership Through Collaboration

Statewide efforts to advance service-learning in West Virginia took flight with the collaboration of partners across the streams of national service in the early 1990s. Jack Newhouse, West Virginia Department of Education; Fred Harrington, West Virginia Department of Education; and Sallie Harrington, West Virginia Department of Education, wrote the initial grant to the Corporation for National and Community Service that enabled the West Virginia Department of Education to sponsor the first of West Virginia's K-12 Learn and Serve Programs.

At the same time, Charleston's Paula Flaherty began to mobilize service-learning programs through the Kanawha County schools. In 1994, she formed the West Virginia Service-Learning Consortium, a collaboration between the school district, the University of Charleston, and the United Way of Kanawha Valley. After 11 years, the Consortium continues to provide state and local leadership and staff development.

With the 1994 creation of the West Virginia Commission for National and Community Service, the state gained a powerful champion for national service and volunteerism. The Ohio-West Virginia YMCA helped guide the growing movement and trained educators and youth leaders. West Virginia Campus Compact and the West Virginia Department of Educa-

tion also actively contributed to the statewide collaboration. Monthly meetings continue to enhance state level coordination of efforts.

The partnership takes visible form each year at the three-day West Virginia Conference on Volunteerism, National Service, and Service-Learning. The 2005 conference drew 500 students, teachers, AmeriCorps members, community leaders, and adult volunteers. The governor recognizes 12 categories of service awards each year at the conference. In fall 2005, the collaboration worked closely with the American Red Cross to aid citizens displaced by Hurricane Katrina.

Building Capacity for Service-Learning

For the past two years, the Service-Learning Consortium held a three-day Service-Learning Institute as a track within the state's annual service conference. State and national experts presented at the institute. Veteran practitioners from the Consortium train schools in West Virginia and beyond, including an annual two-day fall in-service for Learn and Serve subgrantees. The subgrantees have begun offering their expertise on reflection, youth voice, and other topics.

A growing
number of schools
integrate
service-learning
into the curriculum.

West Virginia's 13 Learn and Serve subgrantees receive a modest \$5,000 per year, renewable for up to three years. Programs vary based on local needs. In some cases, countywide school districts advance districtwide service-learning initiatives. Others direct funds to a particular school. A regular newsletter informs and connects subgrantees between training events.

Each Learn and Serve subgrantee sends a minimum of three students to Ohio-West Virginia YMCA Camp Horseshoe each year for a week of training in service-learning, leadership, and entrepreneurship. Karlie Price, Service-Learning Specialist with the West Virginia Department of Education, is the lead trainer and technical assistance provider for the state's teachers, and works with stu-

dents at Camp Horseshoe providing service-learning training sessions.

Results of the sustained service-learning initiative include a high number of service-learning courses in West Virginia high schools. According to Price, "The service course in Kanawha County has become such an ingrained part of the culture that students often speak of it as a requirement even though it really is not mandatory." Every high school in Kanawha County has a service-learning coordinator.

In April 2005, the West Virginia Department of Education received its highest number of applications for the competitive grant process in the history of providing funding for West Virginia's Learn and Serve programs for kindergarten through 12th grade. A growing number of schools integrate service-learning into the curriculum. Closing the Achievement Gap, a program affiliated with No Child Left Behind and sponsored by the state superintendent of schools, includes service-learning as a criterion for excellence in its model of an ideal West Virginia school. The West Virginia Department of Education's 21st Century Community Learning Center Programs and the West Virginia Department of Education's Office of Healthy Schools programs both promote service-learning as a promising implementation strategy. **G2G**

When school officials in Morgan County conducted a community survey based on Search Institute's 40 developmental assets, they determined that improvements needed to be made in how the community values its youths, the number of youths with positive adult role models, and the number who feel like resources in their community. Using the survey as a guidepost, Morgan County schools created several service-learning programs.

One of the most popular service-learning activities at Warm Springs Middle School is the Medieval Fair, a year-long program involving students, parents, and community members. Using social studies and art standards as a guide, the students study medieval history, culture, music, art, and architecture. They write a play based on their research, construct sets, and make costumes. The entire school works together to make a medieval castle. The year culminates with the day-long fair, which is an opportunity for the students to share what they have learned with their classmates, families, and community, and to celebrate their accomplishments. Truly a community effort, the Medieval Fair involves local experts such as members of the Society for Creative Anachronism, dancers, and musicians.

The Medieval Fair has been an enormous success, and many high school students return to assist in the events. Warm Springs Middle School art teacher Mary Anne Haines has found that the program improves the school climate and the connections between students. She also observes that the students are empowered by working with adult community members.

Contact:
Jackie Fischer
(304) 258-5540

jackiefischer@verizon.net



Wyoming

Rachel Chadderdon
Executive Director
Serve Wyoming, Inc.
P.O. Box 1271, 229 E. 2nd St.
Casper, WY 82602-1271
(307) 234-3428
(307) 234-3438 fax
swyoming@qwest.net

Patrick Gallizzi
Wyoming State Office, Corporation for National
and Community Service
308 W. 21st St, #206
Cheyenne, WY 82001-3663
(307) 772-2385
(307) 772-2389 fax
pgallizz@cns.gov

Independent Programs

Many schools in Wyoming have long had service programs. Several schools provide scholarships to recognize individual students' contributions.

Wyoming received Learn and Serve funding for program subgrants to schools until the State Department of Education chose not to apply for the small pool of funds. Projects in the late 1990s included a wetland restoration in western Wyoming and a literacy program in Casper. Alternative high school students in Cheyenne used language arts, history, and workplace skills to help interpret the Old West Museum for the public. Students at the Arapaho Public School installed a computer lab and interviewed elders as a means to preserve tribal oral histories.

In the 1990s, the Wyoming Commission on National and Community Service administered a community-based Learn and Serve program. Casper's Self-Help Center focused on domestic violence. The Wyoming Girl Scout Council boosted science awareness among girls statewide. Cathedral Home for Children in Laramie also mobilized youth volunteers.

Building Support

Support for a statewide service effort has grown with the formation of the nonprofit Serve

Alternative high school
students in Cheyenne
used language arts,
history, and workplace
skills to help interpret
the Old West Museum
for the public.



Wyoming, Inc. In 2004, the governor reestablished the organization as the state's Commission for National and Community Service to administer AmeriCorps programs and promote volunteerism across the state. In 2005, Wyoming placed all of its allotted AmeriCorps members for the first time in eight years.

The Northern Arapaho Tribal Housing program receives a tribal Learn and Serve grant for programs in its community. Wyoming has never received higher education Learn and Serve funds. **G2G**

At Rozet Elementary School, 59 of the 80 fifth- and sixth-graders are involved in Students Without Alcohol and Tobacco – Together Everyone Achieves More (SWAT TEAM), an extracurricular, student-led organization. Developed by a high school senior who hoped to encourage other students to choose healthy alternatives over alcohol and tobacco, SWAT TEAM now involves more than 400 students in two counties, including seven elementary schools, two junior highs, and three high schools. The SWAT TEAM curriculum, which is tied to standards and the health curriculum, teaches students about making choices, the consequences of decisions, and mental and emotional health.

Each SWAT TEAM has a teacher or community member advisor who attends all meetings and reports back to the district SWAT TEAM advisors. Rozet Elementary advisor Emily Driskill reports that all group initiatives, events, and meetings are student-led, and that the students come to meetings with many ideas. Monthly meetings include speeches by community members, such as a presentation from a member of the anti-tobacco coalition.

Peer education is an important component of the SWAT TEAM mission, and the participants create skits and presentations for younger students about the dangers of drinking and tobacco use. During Alcohol Awareness month, the Rozet SWAT students made a flyer and included copies with students' report cards. SWAT TEAMS also work with community organizations, and they even led an initiative with city council members, attorneys, and local police to pass a city ordinance requiring keg registration. This policy helps prevent adults from providing alcohol to underage youths.

Contact:
Emily Driskill
(307) 682-3133

edriskill@ccsd.k12.wy.us

an overview

u.s. territories profiles



overview

U.S. territories are governed by the United States, but they do not have statehood. Each has its own governor and legislature. The public education systems of territories are structured much like states'. Most residents are U.S. citizens by birth. American Samoans are the exception; they are legally U.S. nationals, but many become naturalized U.S. citizens.

The U.S. territories include the following:

- The volcanic island of Guam rises from the sea 3,700 miles southwest of Honolulu, Hawaii. Guam has a multi-ethnic population of about 150,000; about half are Chamorro speakers, the original inhabitants of the island. Tourism and the U.S. military comprise the two largest sectors of the economy.
- The Commonwealth of the Northern Mariana Islands lies just north of Guam. The expanding population of 80,000 on the islands includes many new non-resident workers in the burgeoning garment industry. Tourism makes up another large segment of the economy.
- The Commonwealth of Puerto Rico includes the main island of Puerto Rico along with various smaller satellite islands. With a population of 3.9 million, this largely Spanish-speaking territory has an economy that depends on the pharma-

ceutical, electronics, and apparel industries and tourism.

- The U.S. Virgin Islands are 1,000 miles southeast of Miami in the Caribbean. These mountainous volcanic islands include many beaches and caves. The 120,000 residents represent a variety of races and cultural heritages.
- American Samoa consists principally of five volcanic islands and two coral atolls 2,300 miles southwest of Hawaii. The 60,000 residents are primarily ethnic Samoans. Fishing, tourism, and the public sector make up the bulk of the economy.

Territories and tribal governments may compete for Learn and Serve America funds. By law, up to 3 percent of Learn and Serve America funds are set aside for grants to territories and tribes. To support the growth of service-learning, the Corporation for National and Community Service also has encouraged higher education recipients of Learn and Serve America grants to collaborate and support school-based programs.

The Guam Department of Education is a Learn and Serve grantee. Guam Community College, Northern Marianas College, and American Samoa Community College are Learn and Serve America

Projects include Peer Educators of Sexual Health Awareness, in which students reach out to other young people and enlist them in the effort to raise health awareness and stop the spread of HIV/AIDS on the islands.

Higher Education subgrantees funded through the Hawaii Pacific Islands Campus Compact. All three territorial colleges have made efforts to support school-based service-learning. The Center for Civic Engagement at Guam Community College in particular has provided training and technical assistance to teachers and school staff.

The Virgin Islands Department of Education conducted Learn and Serve America programs from 1994-1999 in the St. Croix and St. Thomas school districts. Projects included cultural enrichment, economic development, violence prevention, and environmental protection. From 2000-2003, the Community College National Center for Community Engagement in Mesa, Ariz., supported service-learning in the U.S. territories through subgrants, training, and technical assistance.

Learn and Serve America provides grants to schools, colleges, and non-profit groups to support efforts to engage Puerto Rico students in service-learning. **G2G**

Reference

Dawson, C. T., and L. A. Johnson. (2001). *Learn and Serve America Programs in U.S. Territories*. Washington, D.C.: Corporation for National and Community Service.

Good Hope School is an independent kindergarten-through-12th grade school in the Virgin Islands. As part of its mission, the school requires students to complete 10 hours of community service a year. However, depending on the project, staff find that students often “forget” that it is a requirement and instead view it as a fun and important contribution to their community. The youths continue working the entire year, well beyond what the school expects of them.

Projects include Peer Educators of Sexual Health Awareness, in which students reach out to other young people and enlist them in the effort to raise health awareness and stop the spread of HIV/AIDS on the islands. Good Hope high school students also mentor and tutor children at-risk for academic failure in the local public elementary school, thus helping their mentees make a successful transition from elementary school to middle school.

French teacher Laurie Schill, who coordinates the mentoring program, notes that graduating seniors often choose to write their college application essays about their experiences as mentors, and some are inspired to prepare for careers in education. Schill also thinks the program provides an important opportunity for reflection and growth for male students. The older mentors are able to fulfill a need for role models for their mentees, many of whom are being raised by single mothers and may have few male role models in their lives.

Contact:

Laurie Schill
lschill.ghs@gmail.com



Guam

Roque Yamashita
Guam Public School System
P.O. Box D.E.
Hagatna, GU 96932
(671) 475-0446
ryamashi@doe.edu.gu

A Senator's Vision

As a retired teacher, Guam Sen. Judith T. Won Pat had been discussing a service-learning bill with her colleagues for some time before she brought one forward in 2004. In 2005, the Guam Senate passed a bill requiring all public schools to implement a service-learning program by the 2006-2007 school year. High schools must offer service-learning courses for elective credit. The elected Guam Education Policy Board establishes guidelines for the legislation's implementation through the Guam public school system.

Beginning in 2003, Guam received a Learn and Serve grant from the Corporation for National and Community Service. Twelve schools received subgrants. The Guam public school system emphasized the environment through a partnership with the Guam Environmental Protection Agency. In an economy that depends on the sea to support tourism, preserving the marine environment is a high priority. Schools participate in the International Coastal Cleanup each September, sponsored by the Guam Coastal Management Program.

Leadership from Guam Community College

Faculty from Guam Community College have implemented service-learning in their courses for some time. Students in the English as a

Elvie Tyler, Director
Center for Civic Engagement
Guam Community College
P.O. Box 23069 GMF
Barrigada, GU 96921
(671) 735-5507
etyler@guamcc.edu

In 2005,
the Guam Senate
passed a bill requiring
all public schools
to implement a
service-learning program
by the 2006-2007
school year.

Forty-four teachers from the island's 26 public schools participated in a three-day graduate school course on service-learning through GCC. Each teacher developed and implemented a curriculum and plan for the 2005-2006 school year.

Second Language program fan out to teach language classes at the island's public schools. In 2003, GCC launched the Center for Civic Engagement with a Learn and Serve subgrant and ongoing support from the Hawaii Pacific Islands Campus Compact. Center staff provide staff development and technical assistance to faculty to integrate service-learning into their courses.

GCC faculty teach courses in health, language arts, Chamorro language, social studies and tourism, and vocational and technical education to high school students through academies located within four of the island's five public high schools. Students prepare for careers in tourism, allied health care professions, culinary arts, and more. Because of their affiliation with GCC, these academies were among the first service-learning sites in the school system. The Center for Civic Engagement continues to help strengthen these programs.

To prepare for the new requirement, in June 2005, 44 teachers from the island's 26 public schools participated in a three-day graduate school course on service-learning through GCC. Each teacher developed and implemented a curriculum and plan for the 2005-2006 school year. A second group of teachers will participate in the course in summer 2006. **G2G**

Vicky Schrage, a food-service teacher at Simon Sanchez High School in Guam, has incorporated service-learning into her junior- and senior-year curricula. Many of Schrage's students hope to become chefs, and in her classes they learn about food preparation and cooking methods. On Saturdays and after school, these high school students share their newfound knowledge and skills with girls from the Island Girl Power program. Island Girl Power is a prevention education program that aims to encourage positive life choices for girls ages 7-14.

The high school students teach the Island Girl Power participants about food and kitchen safety, food preparation, good nutrition, and the importance of a balanced diet. Because both groups have limited resources, the participants learn how to problem-solve and make meals with few ingredients. Additionally, the high school students serve as mentors for the Island Girl Power girls. The high school students write reflection papers and also present oral reflections during class.

This service-learning program has been successful and has grown significantly from its beginning three years ago. Schrage sees her students become more confident through teaching others, particularly when the students realize the importance of sharing their knowledge and talents.

Contact:
Vicky Schrage
(671) 637-2673

vschrage@guam.net



Puerto Rico

Elaine J. Rosario Albino
Puerto Rico Department of Education
P.O. Box 190759
Piso 10 Oficina 1003
San Juan, PR 00919-0759
(787) 759-2000 x2614 or x2636
(787) 751-6100 direct
(787) 751-7864 fax
rosario_e@de.gobierno.pr

Rapid Growth

Supported by 10 years of Learn and Serve America grants, Puerto Rico has solidly expanded its service-learning programming. In 2003, 50 people attended the commonwealth-wide service-learning orientation. That number doubled the following year, and in 2005 the Department of Education split the orientation into three sessions to accommodate the burgeoning interest.

Learn and Serve resides in the Student Services division of the Department of Education, so outreach to school counselors, nurses, social workers, and district superintendents has been especially strong. Last year, 50 students, 50 service-learning coordinators, and 50 adult volunteers attended separate three-day service-learning workshops.

Twenty-two schools across eight regions receive Learn and Serve America subgrants, which they may renew annually for up to three years. Twenty to 60 students per site perform service after school, and on weekends and holidays. Service-learning links to the academic curriculum also are strong, and all students must accumulate at least 50 hours of service-learning over their last three years of high school as part of their graduation requirements.

Learn and Serve resides
in the Student Services
division of the
Department of Education,
so outreach to
school counselors, nurses,
social workers, and
district superintendents
has been especially strong.



Immigrant students and special education students also are a priority, and low-income students are a majority of participants in every region.

Alliances

To support and expand service-learning throughout Puerto Rico, the commonwealth government, municipal governments, businesses, nonprofits, colleges, and universities work together and share resources. These partnerships have supported service-learning projects such as tutoring — including training for student tutors — recycling, water

quality protection, and low-income housing construction. Several schools offer summer camps, which include tutoring and service-learning.

Celebration

Every Learn and Serve America project organizes an Achievement Day to recognize student service. The program also celebrates student service with an Achievement Day throughout the commonwealth, which recognizes 10 students from each project who have provided 80-100 service hours. Many schools involve additional community partners. **G2G**

Learn and Serve Funding

K-12 Formula Grants

	State	Grant Amount
Alaska Department of Education and Early Development	AK	\$52,150
Connecticut State Department of Education	CT	223,383
DC State Education Office	DC	50,118
Idaho State Department of Education	ID	85,749
North Carolina Department of Public Instruction	NC	504,899
North Dakota Department of Public Instruction	ND	45,992
New Mexico Department of Education	NM	154,602
Department of Education of Puerto Rico	PR	479,493
Utah State Office of Education	UT	134,145
Virginia Department of Education	VA	407,491
West Virginia Department of Education	WV	136,666

K-12 Competitive Grants

	State	Grant Amount
Sitka Tribe of Alaska	AK	\$99,064
Mt. Sanford Tribal Consortium	AK	98,902
Points of Light Foundation	DC	400,000
DC State Education Office/Serve DC	DC	350,000
Guam Department of Education	GU	99,673
Earth Force, Inc.	VA	263,708
Northern Arapaho Tribal Housing	WY	99,753

Higher Education Grantees

	State	Grant Amount
Sheldon Jackson College	AK	\$30,235
American Association of Community Colleges	DC	400,000
Georgetown University	DC	400,000
Howard University	DC	125,000
Mars Hill College, Inc.	NC	125,000
Albuquerque Technical Vocational Institute	NM	69,339
University of the Sacred Heart	PR	78,068
Salt Lake Community College	UT	115,786
United Negro College Fund Special Programs Corporation	VA	315,252

Community-Based Grantees

	State	Grant Amount
District of Columbia Commission on Community Service	DC	\$325,782
Points of Light Foundation	DC	325,373
HMCUC/NCCU Foundation	NC	323,462

This chart shows 2004-2005 Learn and Serve Funding that was distributed to states and U.S. territories profiled in *Growing to Greatness 2006*.

The following terms are commonly associated with service-learning; the definitions pertain to their application to service-learning.

Glossary

Accountability: Measurable proof — often shown in student achievement data — that teachers, schools, districts, states, organizations, and agencies are efficiently and effectively accomplishing their goals.

Authentic Assessment: A form of assessment that measures students' knowledge and skills as demonstrated through real-world products or achievements. Service-learning demonstrates learning through a service project that results in such a product or achievement.

Civic and Citizenship Education: Teaching the knowledge and skills necessary for effective civic participation, and connecting education to concepts such as democracy, liberty, responsibility, and freedom.

Community Service: Community service is often a form of volunteerism done within a defined community, which could be a classroom, school, town, or city. Typically, it does not have an intentional tie to learning; the emphasis is strictly on service. In the context of the judicial system, “community service” can have a punitive connotation.

Community Youth Development: A strategy of youth engagement where youths advance community development goals, resulting in benefits to both youths and the community.

High-Stakes Testing: A testing philosophy in which test results determine graduation status, student, teacher, and school success, and the distribution of resources.

Indicator: A quantitative measure that is used to predict an outcome.

Learning Assessment: Documentation and evaluation of how well students have met curricular goals and learning objectives. Because of the nature of service-learning, assessment activities such as portfolios, rubrics, and anecdotal records are appropriate in addition to standard approaches such as tests and papers.

No Child Left Behind Act: A federal educational reform act passed in 2001 that emphasizes accountability and testing.

Peer Mentoring: People of similar ages or careers advising each other.

Project Evaluation: The process of evaluating how well a service-learning project achieved its goals, and what impact the project had on participants and the community. Project evaluation is separate from student assessment.

Reflection: A critical component in service-learning; it distinguishes service-learning from community service and is the conscious review and critical analysis of the service performed. Reflection gives meaning to the service and enhances the understanding of classroom concepts as they play out in real world settings. Respondents in the National Survey on Service-Learning and Transitioning to Adulthood (see pages 4-24) were considered past participants in service-learning if they had been required to write about or reflect on their service experience for the class or group.

Rubric: A scoring guide that describes criteria for student performance and differentiates among different levels of performance within those criteria. Rubrics are most successful at evaluating participants if the participants help create them.

Self-Evaluation Tool: A tool, often a checklist or rubric, that a participant uses to evaluate his or her own successes and shortcomings.

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

Transfer of Learning: When a student applies what they have learned in one setting to another.

Youth Disaffection: Youths who are disconnected or alienated from their schools, families, or society.

Youth Voice: Young people having ownership of and an active say in the selection, design, implementation, and evaluation of a service-learning project. **G2G**

Resource Organizations

This resource list highlights organizations that G2G has found to offer valuable service-learning resources. For information on other service-learning organizations, visit the National Service-Learning Clearinghouse at www.servicelearning.org.

Academy for Educational Development
www.aed.org

American Youth Policy Forum
www.aypf.org

America's Promise
www.americaspromise.org

Association for Supervision and Curriculum Development
www.ascd.org

Campus Compact
www.compact.org

Center for Youth as Resources
www.cyar.org

Chicago Public Schools
www.servicelearning.cps.k12.il.us

Common Cents New York
www.commoncents.org

Constitutional Rights Foundation
www.crf-usa.org

Corporation for National and Community Service
www.nationalservice.org

Education Commission of the States
www.ecs.org

FrontRange Earth Force
www.earthforce.org

The Innovation Center for Community and Youth Development
www.theinnovationcenter.org

Institute for Global Education and Service-Learning
www.igesl.org

Learn and Serve America
www.learnandserve.org

Learn and Serve America – Programs for Tribes and U.S. Territories
www.learnandserve.org/about/programs/tribes_territories.asp

Learning In Deed
www.learningindeed.org

National Association of Student Councils
www.nasc.us

National Dropout Prevention Center
www.dropoutprevention.org

National Indian Youth Leadership Project
www.niylp.org

National Listservs on Service-Learning
To join any of a number of listservs for kindergarten through 12th grade, higher education, and community-based service-learning, go to the Clearinghouse website (below), click on “Resources & Tools,” then “Listservs” for instructions.

National Service-Learning Clearinghouse
www.servicelearning.org

National Service-Learning Clearinghouse – Native American Service-Learning: Recommended Resources
www.servicelearning.org/lib_svcs/bibs/nat_amer/index.php

National Service-Learning Exchange
www.nslexchange.org

National Service-Learning Partnership
www.service-learningpartnership.org

National Youth Court Center
www.youthcourt.net

National Youth Development Information Center
www.nydic.org

National Youth Leadership Council
www.nylc.org

Pathways to Possibilities and Outreach to Empower
ici1.umn.edu/etc/projects/index.htm

Points of Light Foundation
www.pointsoflight.org

The Rural School and Community Trust
www.ruraledu.org

Search Institute – Developmental Assets
www.search-institute.org/assets

RMC Research
www.rmcdenver.com

St. Paul Public Schools
www.servicelearning.spps.org

State Education Agency Network
www.seanetonline.org

U.S. Department of Education – No Child Left Behind
www.ed.gov/nclb

What Kids Can Do
www.whatkidscando.org

YouthActionNet
www.youthactionnet.org

Youth on Board
www.youthonboard.org

Youth Service America
www.ysa.org

Youth Service California
www.yscal.org

Want to learn more? Visit NYLC's new online Resource Center – a highly searchable, interactive service-learning library. The Resource Center draws upon more than 20 years' worth of writings by service-learning leaders and collects project examples from across the country. NYLC has carefully evaluated all resources, and they are free to download. Search for documents related to the topics discussed in *Growing to Greatness 2006*, download articles from the two previous G2G reports, or expand your scope by searching new topics, browsing others' resource “toolboxes,” and compiling your own collection of resources. The Resource Center is an ongoing project that will continue to grow, so please contribute, comment, and visit often to see what's new.

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

Don Eberly

*President, International Association for National Youth Service;
Founder, National Service Secretariat*

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

Jeffrey Howard, Ph.D.

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

“Growing to Greatness” offers readers essential information to understand and advance service-learning. For long-time practitioners, you will feel a sense of pride at the “state” of service-learning. For people new to the field, *G2G* captures the meaning and value of service-learning for young people and

teachers, provides encouraging research results, gives you lessons on ways to implement service-learning, as well as helpful resources. This publication is a great gift to educators and young people throughout the country. Thank you, State Farm Companies Foundation and NYLC!

Carol Kinsley, Ed.D.

Corporation for National and Community Service, Board of Directors; National Service-Learning Partnership, Chair, Board of Directors

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

Reed Larson, Ph.D.

Pampered Chef Ltd., Endowed Chair in Family Resiliency, University of Illinois-Urbana

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

Richard Lerner, Ph.D.

Bergstrom Chair in Applied Developmental Science; Director, Institute for Applied Research in Youth Development, Tufts University

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

Shirley Sagawa

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

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

Harris Wofford

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



national youth leadership council

1667 Snelling Ave. North
Suite D300
Saint Paul, MN 55108

“Engaging young people in meaningful ways not only contributes to their healthy development, but also mobilizes them as major contributors and change agents in their communities and across the nation. By drawing together cutting-edge research and carefully documented practice, *Growing to Greatness* tells the compelling story of how service-learning is shaping the lives of young people, their schools, and their communities. Policy-makers, educators, and community leaders will find in these landmark reports the evidence and insight needed to propel this movement into the future.”

Peter L. Benson, Ph.D.
President, Search Institute

“*Growing to Greatness* recognizes and celebrates the work done daily by dedicated young people, educators and civic leaders to promote and expand service-learning in schools and communities across the country. The examples, profiles and articles of this report are incredible resources for those of us committed to nurturing generations of engaged learners and active citizens ready to participate in our global community. The ball is now in our court. We must use the data and lessons learned from this report to raise awareness and build public support for service-learning.”

Nelda Brown
Executive Director, National Service-Learning Partnership

“*Growing to Greatness* is an exceptional source of information and ideas about the status of service-learning. It provides perspectives on service-learning as a field of practice and subject of study; reports empirical evidence from survey research; presents profiles of practice in particular places; and features highly intelligent thinking about this work in the years ahead.”

Barry Checkoway, Ph.D.
University of Michigan School of Social Work

“NYLC and State Farm® are giving a great boost to the service-learning field with each annual publication of *Growing to Greatness*. The information is not only useful for those of us “in the business,” but it provides a compelling argument for young people, educators, elected officials, parents, corporate leaders, and anybody who cares about student achievement and the health of American democracy.”

Steven A. Culbertson
President and CEO, Youth Service America

“State Farm® and NYLC are to be congratulated for providing this important resource and for contributing to a deeper understanding of the service-learning movement. *Growing to Greatness* clearly documents the contributions service-learning is making to the intellectual, personal, civic, and moral development of students. It convincingly makes the case that service-learning is a highly effective, creative, active pedagogy that enhances a student’s capacity to think critically, solve problems practically, and function as moral, democratic citizens in a democratic society. *Growing to Greatness* is simply an invaluable resource to students and teachers (from kindergarten through higher education) who are working to improve and extend service learning and create an effective, genuinely democratic schooling system.”

Ira Harkavy, Ph.D.
*Associate Vice President and Director,
Center for Community Partnerships, University of Pennsylvania*

“*Growing to Greatness* documents how youths, families, and communities are working toward educational and social change, and is essential reading for anyone interested in youth development. Through original research, topical articles, and state profiles, *Growing to Greatness* provides fresh perspectives and intellectually stimulating arguments on the merits of service-learning.”

Chris Kwak
Program Director, W.K. Kellogg Foundation

“An excellent resource that answers questions many policy-makers, education leaders and other education stakeholders ask: What is the current status of service-learning across the country? What does quality service-learning look like? What are examples of policies for states and districts? What does the research show? Where can I secure more information? *Growing to Greatness* not only answers these questions but encourages readers to consider and adopt quality programs and systems to sustain quality service-learning.”

Terry Pickeral
Executive Director, National Center for Learning and Citizenship

“We know that young people’s hope, passion, and energy can provide vital fuel to community efforts to improve. *Growing to Greatness* not only offers a comprehensive scan of the ‘how, what, where, and when’ this exciting work is taking place, it also paves the way for the movement’s continued growth by organizing information for policy-makers, practitioners, researchers, and anyone who cares about youths and change into a true one-stop shop.”

Karen Pittman
Executive Director, The Forum for Youth Investment

“From the articles on policy, to the examples of practice, to the state-by-state directory, *Growing to Greatness* demonstrates the importance of providing meaningful opportunities for youths. It’s an especially important resource for schools that have not invested in service-learning because it will convince them to get involved. Thanks NYLC for creating this important resource, yet again.”

Patti Smith, Ed.D.
Associate Director, Secondary School Redesign, The Education Alliance, Brown University

“*Growing to Greatness* documents the power of learning that engages young people as active citizens in their communities. Useful research, policy, and practice are included. An excellent resource for educators, policy-makers, and community activists.”

Rachel B. Tompkins, Ed.D.
President, Rural School and Community Trust



national youth leadership council

1667 Snelling Ave. North
Suite D300
Saint Paul, MN 55108