2008-2009 Grant Year

SERVICE-LEARNING SUB-GRANTEE RESOURCE GUIDE

Learn and Serve America

"Learning to serve and serving to learn"

Alan Griffin
Service Learning Specialist
250 East 500 South
Salt Lake City UT 84114-4200
Phone: 801-538-7761
Fax: 801-538-7769
alan.griffin@schools.utah.gov

Utah State Office of Education
Learn and Serve K-12
Table of Contents

Table of Contents
Important Dates to Remember
Additional Resources

Section One – Service Learning
- *Service Learning Defined*
- *Why Districts, Schools, and Classrooms Should Practice Service Learning*
- *Hallmarks of Effective Service Learning Programs*

Section Two – Corporation for National & Community Service
- *CNCS Strategic Plan*
- *Learn and Serve America Fact Sheet*
- *Utah Overview*
- *Learn and Serve America in Utah*
- *Utah Contacts*
- *Utah State Board of Education Service-Learning Resolution*

Section Three – Martin Luther King Jr Day of Service
- *Day of Service Tool Kit*
- *MLK Day of Service: Service-Learning Curriculum Guidebook*

Section Four – My Grant
- *Application for Funding and provisions*
- *Application Addendum*
- *Memorandum of Understanding*

Section Five – Reporting Guidelines
- *Site Visit checklists*
- *Program Progress Report*
- *Financial Progress Report*
- *LASSIE Quick Start Guide*
- *LASSIE Survey*
- *Program/Participant Tracking Tool*
- *Instructions for Civic Engagement Survey*
- *Student Civic Survey – Grades 3-5*
- *Student Civic Survey – Grades 6-12*

Section Six – Financial Management
- *Learn and Serve Grant Provision (partial)*
- *10 Great Ways to Meet Your Match*
- *Local Match Certification Form*
- *Sample Time Sheet*
- *Sample In-Kind or Cash Match Invoice*

Utah State Office of Education
Learn and Serve K-12
Important Dates to Remember

Below are important dates to remember. Reports and site visits may be submitted prior to the documented deadline.

September 5, 2008: Application deadline

October 3, 2008: Notification of grant award

November 14, 2008: First site visit deadline
November 14, 2008: Student civic survey (pre) completed

January 19, 2009: Martin Luther King Jr Day of Service
January 30, 2009: Program progress report due
January 30, 2009: First financial progress report due

April 3, 2009: Second site visit deadline

May 15, 2009: Student civic survey (post) completed

June 30, 2009: Last day to expend funds
June 30, 2009: LASSIE report due

July 31, 2009: Second financial progress report due

Local Match Certifications should be submitted with each reimbursement request. Reimbursement requests should be happening on a quarterly basis.

Periodic newsletters will be distributed with lesson plan ideas, effective service-learning practices, other grant opportunities, and other helpful topics and information pieces.

Utah State Office of Education
Learn and Serve K-12
Additional Resources

Resources

The following links provide additional resources for teachers implementing service-learning into the curriculum.

http://www.schools.utah.gov/curr/lifeskills/ASL.htm
- **State Office of Education's Service Learning Website. Electronic copies of documents included in this packet are available for download here.**

http://www.schools.utah.gov/curr/core/
- **All core curriculum standards are referenced at this link. Valuable when implementing cross-curricular connections with service-learning.**

http://www.servicelearning.org/
- **Learn and Serve America's National Service-Learning Clearinghouse providing lesson plans, tracking tools, research abstracts, tips for implementing effective service-learning programs and much more**

http://learnandserve.org/
- **Learn and Serve's website. Research on service-learning, media resources, information on Learn and Serve programs other than K-12, and much more.**

http://www.mlkday.gov/
- **Martin Luther King Day of Service tool kits, curriculum units, media kits, project ideas, and much more.**

Alan Griffin
Service-Learning Specialist
Utah State office of Education

alan.griffin@schools.utah.gov

250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

(p) 801.538.7761
(f) 801.538.7769

2008-2009 Grant Year

Section One: Service Learning

SERVICE-LEARNING
SUB-GRANTEE
RESOURCE GUIDE

Academic Service Learning Definition

Academic Service Learning is curriculum-related service to others. It is more than community service. It is sparked by understanding the objectives and content of a curriculum, and ignited by the desire to become civically involved by rendering meaningful service that demonstrates mastery of those objectives. In addition to mastery of curricular objectives, academic service learning creates opportunities to acquire a disposition for volunteerism, a necessary ingredient in democracy.

In its ideal form, Academic Service Learning addresses a community need that is directly related to in-class curriculum. It provides a structure for civic engagement through which students may design and implement a solution to the problem. It involves the following steps:

1. Clearly defining a community need or issue
2. Relating the need to core objectives in a curriculum
3. Establishing partnerships with community organizations
4. Gathering research on the problem
5. Examining alternative solutions to the problem
6. Selecting or designing the most appropriate solution
7. Developing an action plan
8. Performing the service to solve the problem
9. Evaluating the effectiveness of the service rendered
10. Reflecting by recording or documenting student learning

The motivation for Academic Service Learning is rooted in the democratic notion of the common good. It is the realization that individuals possess the power to solve problems and better society through voluntary service. As students perform such service they will learn to focus on rewards that go far beyond any grade for coursework in a classroom, and become engaged citizens in a democracy with a determination to improve the world in which they live.

The Utah State Board of Education supports this definition through a resolution that is posted at http://www.schools.utah.gov/curr/servicelearning/USBESL%20resolution.pdf . The Utah State Office of Education serves as the State Education Agency for grants received from Learn and Serve America.

National research shows the value of Academic Service Learning in promoting academic achievement while providing opportunities for student civic engagement.

Why Districts, Schools, and Classrooms Should Practice Service-Learning

Source: RMC Research Corporation, January 2003, updated June 2007

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at http://www.servicelearning.org.

K-12 Fact Sheet

Service-learning should be practiced in schools because it yields so many simultaneous benefits. As a "value-added" approach it helps multiple participants from schools and communities and has multiple benefits for each. This fact sheet highlights some key reasons why districts, schools and classrooms should practice service-learning.

Service-learning leads to engagement and incorporates research on effective instruction Research shows that students who participate in high quality service-learning experiences typically become more engaged in learning as shown by increased attendance and motivation to learn. This is because service-learning incorporates much of what is known about effective instruction. Service-learning is an interesting and meaningful activity that relevant to students' lives and involves cognitive, social, and affective components of learning. It provides an opportunity for every student to be successful and it helps students learn how to transfer the knowledge and skills they acquire into real life settings.

Service-learning helps academic improvement and higher order thinking skills Research shows that when service-learning is designed in particular ways, students show gains on measures of academic achievement, including standardized tests. The academic benefits of service-learning come when teachers explicitly tie service activities to standards and learning objectives, and when they design instruction that maximizes learning. Service-learning that includes environmental activities often yields student gains in the content areas of math (e.g., measurement and problem solving) and science (e.g. prediction and knowledge of botany) if these knowledge and skill areas are explicitly woven into the experience. In addition to acquisition of core knowledge and skills, some researchers found that many service-learning tasks help students to improve higher order thinking skills such as analysis, problem solving, decision-making, cognitive complexity, and inferential comprehension because they are exposed to relevant tasks that require them to use these types of skills. This benefit can be realized if teachers play an active role in facilitating dialogue and understanding of more complex tasks.

Service-learning fosters the development of important personal and social skills Studies show that service-learning has strong effects on several areas related to character, reduction of risk behaviors, and promoting an ethic of service. Service-learning, for example, has been shown to promotes responsibility, trustworthiness, and caring for others - all of which are positive character traits. Character development occurs because students are often given responsibility for outcomes in service-learning settings and are more likely to engage in interdependent tasks and joint productive activity. They learn not to let each other down or to disappoint those being served. They also often develop bonds with adults other than parents and teachers, providing them with another source of guidance that they occasionally use for advice. Many studies show that young people who engage in service-learning are less likely to engage in risky behaviors such as smoking, unprotected sexual relationships, and drug use.

Service-learning helps develop stronger ties to schools, communities, and society
Most service-learning activities help bond students to school because they become more motivated to learn. Service-learning can also establish a sense of civic responsibility to the school, community, and society. For example, students who help neighbors participate in the census learn why it is important that every citizen be counted. Students who help with voter registration learn about how democracy works. Young people who engage in service-learning often come to believe that they can make a difference in their schools, communities, and society. For many young people, service-learning provides one of the few venues where they can participate and be successful on a regular basis. This experience can be empowering in a very positive way, showing that pro-social contributions are the best pathway to success.

Service-learning promotes exploration of various career pathways
Through their service-learning experiences, many students come into contact with adults in careers that would otherwise remain hidden to them. For example, students may meet social workers, architects, a variety of service workers, scientists, park rangers, government workers, and others who work in community agencies during their service experience. This is the first time many young people are exposed to individuals in these types of careers.

Service-learning is associated with positive school environments
Service-learning is currently practiced in about a third of all public K-12 schools in the United States. Studies of schools in which service-learning is practiced school-wide show that service-learning at many sites has served to reinvigorate teachers, stimulate dialogue on teaching and learning, and develop more caring school climates. Many teachers who practice service-learning are often passionate in their support of its practice. These teachers feel that service-learning has changed the way they teach and made learning more fun and productive. Research shows that while initially teachers felt that service-learning was more work for them, over time they believed that the extra work declined significantly and that the benefits outweighed the costs.

Service-learning is associated with more community support for schools
Communities derive many benefits from service-learning. The service activities in which the students engage often are designed to address a specific community problem or meet a particular need, and often serve to build the capacity of the community organization. Community members who interact with the young people frequently say that they change their perceptions of youth, seeing them as assets and resources that contribute to the community in positive ways.

Most of the benefits of service-learning described here do not come about without explicit attention to service-learning design and implementation. In particular, the quality of the reflection activities and their connection with explicit learning goals tied to standards, the skills of the teachers in facilitating understanding, and the degree to which students are given choices in planning, implementing, and assessing their learning are most highly associated with beneficial outcomes.

For a more detailed discussion, including references and documentation, see the complete online fact sheet at
http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/expanded.php

Suggested Citation: RMC Research Corporation. *Why Districts, Schools, and Classrooms Should Practice Service-Learning.* Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2003/ 2007.
http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/index.php

HALLMARKS OF EFFECTIVE SERVICE PROGRAMS

Service and service-learning can be used to teach any subject and meet a wide variety of community needs. However, to provide valuable service, build civic skills, and increase student achievement, project and program designers may wish to consider including some of the following practices, which program experience has shown to be effective:

- Service activities should be of sustained or significant duration. Program experiencesuggests that a minimum of 40 hours over a school year is necessary to yield positive results for students and the community.

- Teachers or after-school program coordinators or sponsors need to work with students in order to draw the connections between what the students are doing and what they should be learning. Even if service activities are conducted outside of class, it is important that the project have clear and specific learning objectives.

- The service that students perform should have a strong connection to the curriculum they are studying or to their after-school activities.

- The relationship between service and democratic practices, ideas, and history should be made explicit in order that students see service as a civic responsibility.

- Project participants should be given time to reflect on their service. That may involve asking students to keep a journal, or having teachers and organizers lead discussions or coordinate activities that get participants to analyze and think critically about their service. These activities need to be planned, not left to chance.

- Students should have a role not only in executing the service project, but also in making decisions about its development. Students should be involved in leadership roles in all phases of the project.

- In order to ensure that service is really useful and strengthens community ties, strong partnerships with community groups based on mutually agreed upon goals, roles, and responsibilities are essential.

Overall, the most important feature of effective service and service-learning programs is that both learning and service are emphasized. For example, students in quality service-learning programs are graded on what they learn, just as they would be for any other class. But they are also expected to carry out service projects of genuine benefit to the community. Students volunteering outside of a course should also be encouraged to take on meaningful activities and, with the aid of teachers or community group leaders, find ways of reflecting seriously on them or communicating to others what they have learned. For example, a social studies teacher in a community where historical monuments are in disrepair could develop a project in which students work with the local historical society to find ways to repair them. In the process, the students would research local history, create exhibits for the public, further their civic understanding, and even learn preservation techniques.

Similarly, a science teacher in an urban area with little access to fresh produce could teach students about botany, biology, and agricultural practices by having them build and maintain a community garden. The students might even set up a vegetable stand, where they could put the concepts they are learning in their math or economics classes into practice. Or, a Spanish language teacher in an area with a growing Spanish-speaking population could develop a service-learning project to translate brochures and fliers put out by local social service groups or schools. This would not only give students an opportunity to hone their language skills, but also learn more about Hispanic culture.
Each of these projects could be done as part of a course or outside of class. The critical element is that they should combine worthwhile service with well-defined educational objectives if they are to be effective in developing the habits of citizenship and service.

TEN STEPS FOR BRINGING SERVICE TO YOUR CLASSROOM

The following steps will help you create an effective service project or service-learning program. While all these steps are useful to consider, you may not need to perform them all, or follow them in the order presented here. The planning and implementation of service and service-learning programs are dynamic processes, and projects vary greatly. Read through all the steps before undertaking your project, and remember to include participating youth in as many phases as possible.

Step 1: Assess the Needs and Resources of Your Community and School

In selecting a project, consult with community members, civic groups, businesses, government officials, school personnel, and students to determine both the needs of your community and the available resources, including partnership opportunities. Find out who else is doing (or has done) something similar.

Step 2: Form Community Partnerships

Most successful service projects require forming partnerships. You can build on existing relationships and connections, or you can develop new ones with potential partners identified in Step 1. Be realistic about your resources, needs, and limitations, and make sure that your goals are of mutual interest to all of your partners. Also be concrete about the roles and responsibilities of each partner organization.

Step 3: Set Specific Educational Goals and Curriculum

Determine what you expect the young people to learn. Even service and service learning projects organized by community-based organizations or after-school programs should set specific educational goals. Establish what content objectives or standards will be addressed, and incorporate your service and learning objectives into lesson plans. Devise ways to measure and assess whether those goals are being met, including reflection and assessment activities. When evaluating student performance, assess their effort and mastery of the subject. Service outcomes may not be what you expect.

Step 4: Select a Project and Begin Preliminary Planning

Pick a project and determine how all partners can work together to achieve the desired goals. Try to determine your human, financial, physical, and intellectual needs and whether you need additional partners to provide the required resources. Be sure to identify people in your school or organization who can coordinate the project and maintain continuity from year to year.

Step 5: Plan Your Project in Detail

Set up a timeline, create a budget, and assign tasks. Think about how to include your partners in this process. As with any project, thorough planning, including the creation of schedules, benchmarks, budgets, evaluation and assessment tools, and documentation, can identify and correct many potential problems.

Step 6: Acquire Necessary Funding and Resources

If additional funds, goods, or services are needed, consider seeking assistance from local businesses, national corporations, parents, faith-based organizations, government programs (e.g., AmeriCorps, Senior Corps, Learn and Serve America, your State Education Agency), civic groups, and other community organizations or sources of federal, state, and local funds.

Step 7: Implement and Manage Project

Put your plan into action. Continually assess your project to determinewhat is working and what could be improved. Involve project partners in evaluating and improving your project.

Step 8: Organize Reflection Activities

Make sure students are thinking about their service experience on a regular basis (e.g., through journals or classroom assignments) and organize activities that allow students to analyze their service and see how their ideas, knowledge and perceptions are changing. Use such reflections to help assess and improve the project. You may want to use the on-line or printable Record of Service found at www.usafreedomcorps.gov.

Step 9: Assess and Evaluate Your Service Program

Ensure that your evaluation assesses the outcomes of the service project for the youth, the community, and the organizations involved. Documentation and evaluation of the project will create a legacy for the individuals and the organizations who participated in and benefited from your service activities. It will also point the way to the next project for your classroom, and may foster activities in other classrooms.

Step 10: Celebrate Achievements

Everyone likes to be recognized for a job well done. Recognition of students can help build habits of service and lead to a lifetime of community involvement. Don’t forget to recognize key community partners as well. Recognition may include: displays in school or online, celebratory events such as ribbon cuttings or groundbreakings, visits by local officials, and participation in national recognition programs, some of which are listed in the Tools and Resources section of this guide.

- from Students in Service to America Guidebook
http://www.studentsinservicetoamerica.org/guidebook/classroom.html#hallmarks

2008-2009 Grant Year

Section Two: Learn and Serve America & the Corporation for National & Community Service

SERVICE-LEARNING
SUB-GRANTEE
RESOURCE GUIDE

What We Do

The Corporation supports volunteering and service in America through three interlocking strategies:

- **Meeting Critical Needs in Local Communities Through Service**
- **Strengthening Communities to Engage Citizens Locally**
- **Engaging Americans in a Lifetime of Volunteering and Service**

Our Guiding Principles

1. **Put the needs of local communities first.**
2. **Strengthen the public-private partnerships that underpin all of our programs.**
3. **Use our programs to build stronger, more efficient, and more sustainable community networks capable of mobilizing volunteers to address local needs, including disaster preparedness and response.**
4. **Measure and continually improve our programs' benefits to service beneficiaries, participants, community organizations, and our national culture of service.**
5. **Build collaborations wherever possible across our programs and with other Federal programs.**
6. **Help rural and economically distressed communities obtain access to public and private resources.**
7. **Support diverse organizations, including faith-based and other community organizations, minority colleges, and disability organizations.**
8. **Use service-learning principles to put volunteer and service activities into an appropriate context that stimulates life-long civic engagement.**
9. **Support continued civic engagement, leadership, and public service careers for our programs' participants and community volunteers.**
10. **Exhibit excellence in management and customer service.**

Our Mission:

Improve lives, strengthen communities, and foster civic engagement through service and volunteering

Senior Corps consists of three programs—RSVP, the Foster Grandparent Program, and the Senior Companion Program—that tap the experience, skills, and talents of more than 500,000 volunteers age 55 and older to meet a wide range of community needs, from tutoring at-risk children to caring for the frail elderly.

AmeriCorps is a network of programs—AmeriCorps*State and National, AmeriCorps*NCCC, and AmeriCorps*VISTA—through which more than 70,000 Americans each year help meet critical needs in education, the environment, public safety, and other areas in exchange for an education award that they can use to pay for college or to pay back qualified student loans.

Learn and Serve America provides resources to support service-learning activities in K-12 schools, colleges, and community organizations throughout the country, introducing more than 1.5 million students each year to a lifetime of civic engagement.

Other Key Programs and Initiatives

- **Martin Luther King, Jr. Day of Service**
- **President's Council on Service and Civic Participation**
- **President's Volunteer Service Award**
- **Presidential Freedom Scholarships**
- **Challenge Grants, Next Generation Grants, and Disability Grants**
- **Faith-Based and Community Initiative**
- **National Conference on Volunteering and Service**

Corporation for NATIONAL & COMMUNITY SERVICE

Our Mission:

Improve lives, strengthen communities, and foster civic engagement through service and volunteering

Corporation for NATIONAL & COMMUNITY SERVICE

1201 NEW YORK AVENUE, NW
WASHINGTON, DC 20525
202-606-5000 (202-606-3472 TTY)
WWW.NATIONALSERVICE.GOV
INFO@CNS.GOV

To read the full Strategic Plan, visit www.nationalservice.gov

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

Strategic Plan

2006-2010

Our Focus Areas for 2006-2010

For the five-year period 2006-2010, the Corporation for National and Community Service has identified four strategic focus areas where our programs are already leading the way and where we intend to make an even more profound difference. Each of these focus areas—Mobilizing More Volunteers, Ensuring a Brighter Future for All of America's Youth, Engaging Students in Communities, and Harnessing Baby Boomers' Experience—requires that our programs and initiatives work together to achieve critical common objectives.

Mobilizing more Volunteers

Since President Bush issued his call to service in 2002, nearly six million more Americans have begun volunteering in their communities to help meet critical needs, including responding to and preparing communities for disasters. In effort to continue that upward trend, we are committed to supporting faith and community-based nonprofit organizations as they develop the capacity to recruit and manage additional volunteers.

National Targets for 2010

» Engage 75 million Americans in volunteering, up from 65.4 million in 2005

Corporation Target for 2010

» 4 million community volunteers recruited and managed annually by Corporation-funded programs

Ensuring a brighter Future for ALL of America's Youth

While all children and youth can benefit from additional support, youth who grow up in severely distressed communities are more likely to be at risk of school failure, unemployment, criminal behavior, and persistent poverty. The Corporation plans to provide caring adults as mentors for youth from disadvantaged circumstances and to provide more opportunities for all of America's youth to serve their communities.

National Targets for 2010

» Provide mentoring services to 3 million additional children and youth from disadvantaged circumstances, up from 2.5 million in 2002

» Engage over 3 million children and youth from disadvantaged circumstances in service

Corporation Target for 2010

» Engage over 2.2 million children and youth from disadvantaged circumstances in national service

Engaging students in Communities

Educational institutions play a key role in guiding students to become responsible citizens The Corporation is committed to using our resources strategically to help educational institutions at all levels increase volunteer and service-learning opportunities for youth.

National Targets for 2010

» Engage 5 million college students in service, up from 3.27 million in 2005

» Ensure at least 50 percent of America's K-12 schools incorporate service-learning into their curricula

Corporation Target for 2010

» Double the number of higher education institutions matching the AmeriCorps education award (received by AmeriCorps members for their service) or providing other incentives for volunteering

Harnessing Baby Boomers' experience

Baby Boomers are a highly talented, highly motivated group that can help solve some of our most challenging social problems, including helping seniors live independently. The Corporation plans to support communities as they capture the talents, skills, energy, and experience of Baby Boomers and older Americans to meet local and national needs.

National Target for 2010

» Engage an additional 3 million Baby Boomers in volunteering, up from 25.8 million in 2005

Corporation Targets for 2010

» Engage 500,000 Baby Boomers in Corporation-sponsored national service programs, as participants and recruited volunteers

» Provide 250,000 seniors support from Corporation-sponsored national service programs to live independently

Learn and Serve America

FACT SHEET

GENERAL BACKGROUND

Learn and Serve America provides an "on ramp" to a lifetime of civic engagement for more than a million students each year. The program awards grants to state education agencies, schools, nonprofit groups, and institutions of higher education to engage students in service activities linked to academic achievement and civic responsibility. This type of service, called service-learning, improves communities while developing the lifelong habit of service in young people. Learn and Serve America also provides free resources on service-learning to the public, teachers, faculty members, schools, youth, and youth service groups through the National Service-Learning Clearinghouse.

LEARN AND SERVE AMERICA STATISTICS FOR 2005:

• Program Participants	1.47 million
• Hours Served by Participants	25.6 million
• Community Volunteers Recruited/Managed	175,000
• Youth From Disadvantaged Circumstances Serving through Learn and Serve America	486,000
• Fiscal Year 2005	$42.65 million
• Fiscal Year 2006	$37.12 million

OTHER FACTS

- 32 percent of America's elementary and secondary schools have adopted service-learning programs.
- 45 percent of K-12 schools receiving Learn and Serve America funds have embraced service-learning as a part of their core curriculum.
- 35 states have adopted some form of service-learning policy—either a mandatory, statewide policy or one granting districts the freedom to create their own.
- At least a quarter of all higher education institutions and more than half of all community colleges have adopted service-learning programs.
- 66 percent of higher education institutions that receive Learn and Serve America funds have embraced service-learning as a part of their core curriculum.

(Continued)

Corporation for NATIONAL & COMMUNITY SERVICE
1201 New York Ave., NW ★ Washington, DC 20525 ★ 202-606-5000
www.learnandserve.gov
USA Freedom Corps
Make a Difference. Volunteer.

- 89 percent of Learn and Serve America grantees and sub-grantees meet a majority of the characteristics of high-quality service-learning programs.
- 51 percent of Learn and Serve America-funded programs report that activities related to service-learning have had a substantial positive impact on making service-learning a permanent part of their institution.
- 41 percent of the resources for Learn and Serve America are provided by sources outside the Corporation for National and Community Service.
- The most common community-service areas for Learn and Serve America programs are education (40 percent), the environment (25 percent), and health and nutrition (24 percent).

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

Learn and Serve America is administered by the Corporation for National and Community Service, which also administers Senior Corps and AmeriCorps. The mission of the Corporation is to improve lives, strengthen communities, and foster civic engagement through service and volunteering. Together with USA Freedom Corps, the Corporation is working to foster a culture of citizenship, service, and responsibility in America. For more information, visit **www.nationalservice.gov.**

MORE INFORMATION

To learn more about Learn and Serve America, visit **www.learnandserve.gov** or call (202) 606-6879.

June 2006

1201 New York Ave., NW ★ Washington, DC 20525 ★ 202-606-5000
www.learnandserve.gov

USA Freedom Corps
Make a Difference. Volunteer.

Corporation for NATIONAL & COMMUNITY SERVICE

Corporation for NATIONAL & COMMUNITY SERVICE

Utah 2007 - 2008

Meeting community needs in Utah. More than **44,000** people of all ages and backgrounds are helping to meet local needs, strengthen communities, and increase civic engagement through **88** national service projects across Utah. Serving with national and local nonprofits, schools, faith-based organizations and other groups, these citizens tutor and mentor children, coordinate after-school programs, build homes, conduct neighborhood patrols, restore the environment, respond to disasters, build nonprofit capacity and recruit and manage volunteers. This year, the Corporation for National and Community Service will commit more than **$8,700,000** to support Utah communities through three national service initiatives:

Senior Corps: More than **7,200** seniors in Utah contribute their time and talents in one of three Senior Corps programs. Foster Grandparents serve one-on-one as tutors and mentors to more than **11,000** young people who have special needs. Senior Companions help more than **1,500** homebound seniors and other adults maintain independence in their own homes. Retired and Senior Volunteer Program (RSVP) volunteers conduct safety patrols for local police departments, participate in environmental projects, tutor and mentor youth, respond to natural disasters, and provide other services through more than **680** groups across Utah.

AmeriCorps: This year AmeriCorps will provide more than **990** individuals the opportunity to provide intensive, results-driven service to meet education, environmental, public safety and other pressing needs in communities across Utah. Roughly three-quarters of all AmeriCorps grant funding goes to the Governor-appointed Utah Commission on Volunteers, which in turn awards grants to nonprofit groups to respond to local needs. Most of the remainder of the grant funding is distributed by the Corporation directly to multi-state and national organizations through a competitive grants process. Other individuals will serve through AmeriCorps*VISTA, whose members help bring individuals and communities out of poverty by serving full-time to fight illiteracy, improve health services, create businesses and increase housing opportunities, and AmeriCorps*NCCC (National Civilian Community Corps), a 10-month, full time residential program for men and women between the ages of 18 and 24. In exchange for their service, AmeriCorps members earn an education award of up to $4,725 that can be used to pay for college or to pay back qualified student loans. Since 1994, more than **5,400** Utah residents have qualified for Segal Americorps Education Awards totaling more than **$13,000,000**.

Learn and Serve America: Learn and Serve America provides grants to schools, colleges, and nonprofit groups to support efforts to engage more than **35,000** Utah students in community service linked to academic achievement and the development of civic skills. This type of learning, called service learning, improves communities while preparing young people for a lifetime of responsible citizenship. In addition to providing grants, Learn and Serve America serves as a resource on service and service-learning to teachers, faculty members, schools, and community groups.

Together with the USA Freedom Corps, the Corporation for National and Community Service is working to build a culture of citizenship, service, and responsibility in America. To learn more about the Corporation or any of its programs, visit www.nationalservice.gov or call 202-606-5000 or TTY 202-565-2799.

Information on the 2007 - 2008 program year current as of April 11, 2008

Learn and Serve America in Utah

Primary City	Sponsor Organization	Number of Participants	Program Type
American Fork	Alpine School District	975	K-12 School-Based
Bicknell	Wayne School District	156	K-12 School-Based
Brigham City	Box Elder School District	83	K-12 School-Based
Delta	Millard School District	827	K-12 School-Based
Farmington	Davis School District	4,500	K-12 School-Based
Hyrum	Canyon Elementary	500	K-12 School-Based
Kamas	South Summit School District	100	K-12 School-Based
Logan	Cache School District	500	K-12 School-Based
Murray	Murray School District	1,540	K-12 School-Based
North Salt Lake	Spectrum Academy	N/A	K-12 School-Based
Ogden	Ogden School District	10,850	K-12 School-Based
Ogden	Weber School District	1,240	K-12 School-Based
Panguitch	Garfield School District	184	K-12 School-Based
Provo	Provo City School District	75	K-12 School-Based
Provo	Provo High School	N/A	K-12 School-Based
Salt Lake City	Granite School District	1,620	K-12 School-Based
Salt Lake City	Salt Lake Community College	N/A	Higher Education
Salt Lake City	Salt Lake County Youth Services	30	K-12 Community-Based
Salt Lake City	Salt Lake School District	4,512	K-12 School-Based
Salt Lake City	*Utah State Office of Education*	*N/A*	*K-12 School-Based*
Sandy	Jordan School District	2,832	K-12 School-Based
Spanish Fork	Nebo School District	1,970	K-12 School-Based
St. George	George Washington Academy	368	K-12 School-Based
St. George	Washington School District	2,771	K-12 School-Based
Tooele	Tooele School District	190	K-12 School-Based
Total Number of Learn and Serve Participants		35,823	

Notes: If no participants are shown, either the grant is for planning or technical assistance, or enrollment data was not available at the time of printing, or the organization listed is the primary grantee and the participants are listed by its subgrantees.

Information on the 2007 - 2008 program year current as of April 11, 2008

Utah

Contacts

For more information about AmeriCorps and Community-based Learn and Serve programs, contact:

Shar Lewis
Utah Commission on Volunteers
324 South State Street Suite 500
Salt Lake City, UT 84111-2321
Phone: 801538-8664 Fax: 801-538-8690
sharlewis@utah.gov

*For more information about AmeriCorps*VISTA and Senior Corps programs, contact:*

Jacob Murakami
Utah State Office
125 South State Street Suite 8416
Salt Lake City, UT 84138-1102
Phone: 801- 524-5411 Fax: 801-524-3599
ut@cns.gov

For more information about Learn and Serve America School Based K-12 programs, contact:

Alan Griffin
Utah State Office of Education
250 East 500 South, P O Box 144200
Salt Lake City, UT 84114-4200
Phone: 801-538-7761 Fax: 801-538-7769
alan.griffin@schools.utah.gov

For more information about Learn and Serve America Higher Education programs, contact:

Elson Nash
CNCS Headquarters
1201 New York Avenue NW, Rm 9314
Washington, DC 20005-3917
Phone: 202-606-6834 Fax: 202-565-2743
enash@cns.gov

*For more information about AmeriCorps*NCCC efforts, contact the regional campus:*

James Phipps
Western Region - Sacramento, CA
3427 Laurel Street McClellan, CA 95652-1014
Phone: 619-640-0301 Fax: 619-523-2658

For further information, please visit
www.nationalservice.org

Utah State Board of Education
Resolution on Academic Service Learning

June 2004

WHEREAS, within a democratic republic, service lies at the heart of a healthy sustainable society; and

WHEREAS, the Utah State Board of Education recognizes Academic Service Learning as a dynamic teaching tool helps equip students for future involvement within their society; and

WHEREAS, there is interest in strengthening an ethic of service as an important part of education; and

WHEREAS, Academic Service Learning provides an environment for students to practically apply concepts, knowledge, and skills resulting in enhanced understanding of course content; and

WHEREAS, Academic Service Learning provides experience enhancing the development of work ethic and civic responsibility; and

WHEREAS, assistance to persons, communities, schools, groups, or institutions is beneficial to both service providers and recipients; and

WHEREAS, Academic Service Learning endorses continued academic growth while providing reinforcement of concepts and a platform for assessment, be it therefore

RESOLVED, that the Utah State Board of Education encourages the use of Academic Service Learning to enhance and supplement the Utah State Core Curriculum; and be it further

RESOLVED, that students in Utah schools be encouraged to participate in Academic Service Learning activities that supplement and reinforce skills, knowledge, and procedures learned in the classroom; and be it further

RESOLVED, that the Utah State Board of Education promotes the development of student commitment to active citizenship, community involvement, responsibility, and respect for the rule of law through the use of Academic Service Learning.

2008-2009 Grant Year

Section Three: Martin Luther King Jr. Day of Service

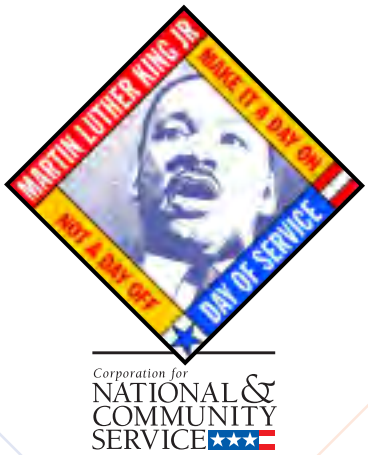
SERVICE-LEARNING
SUB-GRANTEE
RESOURCE GUIDE

TOOLKIT

Corporation for
NATIONAL & COMMUNITY SERVICE

"Everybody can be great, because everybody can serve."

— Dr. Martin Luther King, Jr.



The Corporation for National and Community Service

The Corporation for National and Community Service is a federal agency that provides opportunities for more than 1.6 million Americans of all ages and backgrounds to improve communities through service. Charged by Congress to promote service on MLK Day, the Corporation also supports service at the national, state, and local levels through three main programs: Senior Corps, AmeriCorps, and Learn and Serve America. For more information, visit *www.nationalservice.gov* or call 202-606-5000. Corporation for National and Community Service, 1201 New York Avenue, NW, Washington, DC 20525.

JULY 2005

UPON REQUEST THIS MATERIAL WILL BE MADE AVAILABLE IN ALTERNATIVE FORMS FOR PEOPLE WITH DISABILITIES.

INTRODUCTION

On the third Monday in January, Americans across the country will celebrate the national holiday honoring the life and work of Dr. Martin Luther King, Jr. As they have since 1994, thousands of Americans will remember Dr. King by serving in their communities and making the holiday "a day on," not "a day off."

During his lifetime, Dr. King sought to forge common ground on which people from all walks of life could join together as equals to address important community issues. Service, he realized, was the great equalizer. As he once said, "Everybody can be great, because everybody can serve."

In recognition of that spirit, Congress in 1994 passed the King Holiday and Service Act.

Since then, the Corporation for National and Community Service, in collaboration with the Martin Luther King, Jr. Center for Nonviolent Social Change, has taken the lead in helping to transform the King Holiday into a day of service to meet community needs.

As the third Monday in January approaches, you can join tens of thousands of volunteers nationwide by celebrating Dr. King's life and teachings through volunteer service.

This toolkit is intended to give you ideas for projects, help you plan and run a successful service event, connect with partners, promote your project to the media and the public, and manage volunteers effectively. Additional information and resources are available at *www.mlkday.gov.* If you have further questions, you can contact the Corporation for National and Community Service at 202-606-5000, or by email at *mlkday@cns.gov.*

GOOD LUCK WITH YOUR SERVICE PROJECT!

WHY SERVE ON MLK DAY?

During his lifetime, Dr. Martin Luther King, Jr. worked tirelessly toward a dream of equality. He believed in a nation of freedom and justice for all, and encouraged all citizens to live up to the purpose and potential of America by uniting and taking action to make this country a better place to live.

STRENGTHEN COMMUNITIES

Dr. King recognized the power of service to strengthen communities and achieve common goals. Through his words and example, Dr. King challenged individuals to take action and lift up their neighbors and communities through service.

EMPOWER INDIVIDUALS

Dr. King believed each individual possessed the power to lift himself or herself up no matter what his or her circumstances — rich or poor, black or white, man or woman. Whether teaching literacy skills, helping an older adult surf the Web, or helping an individual build the skills they need to acquire a job, acts of service can help others improve their own lives.

BUILD BRIDGES

In his fight for civil rights, Dr. King inspired Americans to think beyond themselves, look past differences, and work toward equality. Serving side by side, community service builds bridges between people and teaches us that in the end, we are more alike than we are different.

These ideas of unity, purpose, and the great things that can happen when we work together toward a common goal are just some of the many reasons we honor Dr. King through service on this special holiday.

PROJECT IDEAS

Service projects come in all shapes and sizes. Some are sponsored by single organizations, while others involve wide-ranging partnerships of charities, communities of faith, government agencies, and businesses. Some take place at the most local level — a school or a street — while others are city-wide. Some are designed as single-day projects, while others continue long into the future. Whatever the project, each is connected to the life and teachings of Dr. King and his message to unite people around a common goal.

Project snapshots at the end of this booklet provide examples of how some communities have come together to celebrate the Day. They can help you think of project ideas and ways to incorporate Dr. King's teachings into your service project.

Other project ideas include:

- Hold a workshop or put on a play about Dr. King's life
- Organize an oral history project to document and trace community history
- Help prepare and serve meals at a homeless shelter
- Remove graffiti from a building, paint a mural, or clean up a public space
- Bring meals to homebound neighbors
- Make a public space accessible
- Build a playground or community garden
- Organize and participate in a neighborhood watch
- Collect clothing, canned goods, and other items for a local shelter
- Register bone marrow and organ donors
- Perform small chores and home maintenance projects for elderly neighbors
- Arrange a health fair
- Teach seniors how to surf the Internet
- Sponsor a legal clinic
- Devise craft projects for children in hospitals

The possibilities are endless!

GETTING STARTED

For volunteers, community organizations, and others, a one-day service project can be a fantastic and transforming experience — or it can fall well short of that goal. A lot has to do with the way the day is planned. Your job is to make it a positive experience for everyone. The following tips will help you succeed at that task:

START EARLY. Make sure that you allow ample time to develop, organize, and carry out your project. Come up with timelines and stick to them. Remember to take into account the breaks leading up to the King Holiday (Christmas, Hanukkah, New Year's), because people often are unavailable during those times. Make a checklist of everything you need to do. A sample checklist is located on page 20.

SET REALISTIC GOALS. Volunteers and partners feel better about giving their time and resources when they see results. Remember, quality counts more than quantity: a small service project that effectively gets things done is better than a poorly run, large-scale project.

BUILD PARTNERSHIPS. A service project is a great way to introduce your organization and your mission to potential partners and sponsors. Schools, area businesses, congregations, and local government agencies make natural partners. So do volunteer centers, national service programs, and local service clubs. By joining with others, you'll increase the size and impact of your project. For more information on building partnerships, see page 6.

INVOLVE YOUR PARTNERS. Partners, sponsors, and members of the community should be included in the planning and implementation of your project from the start. Don't just ask for their time, money, or products — seek their input. Make sure you clearly define responsibilities and roles. Spread the work and the fun among your partners.

BE INCLUSIVE. King Day service projects are a great way to reach out across neighborhoods and socioeconomic divides. Try to involve everyone in the community — young and old, rich and poor, people of differing faiths, races, and ethnic origin. Invite young people who are served by community programs to give back through service. Ask those in public housing and in shelters to lend a hand in their own communities.

ACTIVELY RECRUIT VOLUNTEERS. Volunteers don't just show up — you need to put in the effort. Your partners are good sources of volunteers. So are local congregations, schools, businesses, and community groups. Be sure to sign people up in advance and to keep in touch with them. For more ideas on working with volunteers, see page 8.

CHOOSE PROJECTS CAREFULLY. Try to accomplish something meaningful to the community. If your project is important to your community, potential partners, volunteers and sponsors will want to help. Try to tackle projects that would not get done without the added energy of volunteers.

ANTICIPATE TRANSPORTATION NEEDS. Transportation can be a logistical challenge, especially if you have to shuttle volunteers between sites. The kind of transportation you use — buses, vans, carpools, public transportation — will depend on several factors, including your budget, the number of volunteers, and the distance they need to travel. Be sure to ask local churches or schools if they will lend you their vans or buses, which may not be in use on the holiday.

BE FLEXIBLE. Choose a project that can easily be scaled up or down, depending on the number of volunteers you are able to attract. Have a contingency plan for a low volunteer turnout, and one for excess volunteers.

REACH OUT TO THE MEDIA. If you are planning a large project, advance coverage in local media outlets will draw attention to your event and attract additional volunteers. Media coverage the day of the event can heighten volunteer pride and ensure the success of future projects. More information on working with the media is available on page 12.

TELL US YOUR PLANS. E-mail us at *mlkday@cns.gov* to tell us about what you are doing. We will spread the word about your event and help draw national attention to those who serve in honor of Dr. King's life and teachings.

"We have an opportunity to make a better nation."
— Dr. Martin Luther King, Jr.

BUILDING PARTNERSHIPS

Service projects can be a great way to spread the word about your organization and to reach out across barriers to attract partners and sponsors. The more broadly you cast your net, the more you will reflect the teachings of Dr. King — and the greater your success will be. Here are a few examples of the kinds of groups you should approach:

GROUPS WITH SIMILAR MISSIONS. Groups that are involved in the same issues as your organization — the future of young people, homelessness, literacy, health care, the environment — are a good place to start. Look for organizations that have made a commitment to strengthening your community and whose expertise you may need.

CIVIL RIGHTS GROUPS AND KING HOLIDAY COMMISSIONS. Dr. King gave his life in the civil rights struggle, and many organizations today continue to reflect his beliefs and ideology. These groups would make excellent partners for your project, as would a wide variety of African-American organizations, especially African-American historical associations or religious groups. Dozens of cities and states have King Holiday commissions that plan ceremonies, lead observances, and promote Dr. King's vision of America on the holiday. Alliances with those organizations would help link your service project directly with Dr. King's legacy.

YOUTH-SERVING ORGANIZATIONS. Young people should be an important element of any service project. To get them involved, contact organizations such as America's Promise, Camp Fire USA, Boys and Girls Clubs, 4-H Councils, Big Brothers Big Sisters of America, Boy Scouts, Girl Scouts, YMCA and YWCA. A guide to involving young people is available at *www.ASC-online.org.*

CORPORATIONS, BUSINESSES, AND UNIONS. Invite corporations to join you early on as full partners. Ask companies in your community, especially those that have operations near a service site, to help with project planning and to pitch in with employee volunteers, as well as with funds and supplies. Trade unions are actively involved in community events and are a good source of volunteers with special skills.

SCHOOLS AND COLLEGES. Many school districts have a community service requirement and are looking for partnerships to help students reach their goals. Start by approaching service-learning or community service coordinators. If you are near a college or university, contact the local service-learning center, campus service organization or work-study office. Approach teachers, teachers associations, and sororities and fraternities.

NATIONAL SERVICE ORGANIZATIONS. The Corporation for National and Community Service administers several programs that would make excellent partners for your project. Contact your local AmeriCorps, Learn and Serve America, or Senior Corps program; your state service commission; or the Corporation office in your state. To find your local contact, visit *www.nationalservice.gov/about.*

FAITH-BASED ORGANIZATIONS. Churches, synagogues, mosques, and other places of worship have been partners in the King Service Day since its inception, and many — if not most — are already providing valuable services in their communities. Many congregations have King Day memorials but do not have special service projects on that day. Work with them to plan a combined day of reflection and service.

SPORTS TEAMS. Professional and semi-professional sports organizations are supporters of a wide range of community initiatives. Players often participate in service projects and lend their names and images to good causes. Team owners and managers can provide free tickets or run promotional ads on their scoreboards or in their programs.

MEDIA ORGANIZATIONS. Television and radio stations, newspapers, and cable networks typically are actively involved in community events or are willing to donate such services as placement of print ads and broadcasts of public service announcements. Media organizations can also help plan and support a public information campaign, produce materials for distribution, lend staff for the day — and even provide news coverage of your activities. Tips on using the media effectively can be found on page 12.

GOVERNMENT LEADERS. Don't be afraid to reach out to the elected leaders in your community; they can be extremely helpful in issuing a call to service and in getting partners on board. In the State of Washington, for example, former Governor Gary Locke included information about serving on King Day in two state payroll mailings leading up to the holiday. Better yet, invite your mayor, county executive or governor to serve. In past years, even the President of the United States has participated in a King Day service project!

WORKING WITH VOLUNTEERS

Most King Day projects rely on volunteers from the community to achieve their goals. How you manage your volunteers will play a large role in determining whether your project succeeds — and whether your organization will be able to build long-term relationships with a new group of volunteers. Here are some tips for managing volunteers effectively:

RECRUIT EARLY. Sign up volunteers in advance of your event so you can get a good sense of the scope of your project and the kinds of support staff, equipment, food, and other materials you will need. Contact the media, distribute fliers, and reach out to partners and other local institutions as part of your recruitment effort.

SEEK OUT DIVERSITY. Try to attract as large and varied a group of volunteers as possible. Youths, senior citizens, and people of all races, religions, and ethnic backgrounds ideally should be part of the mix. A diverse group will best reflect the spirit of Dr. King.

COLLECT CONTACT INFORMATION. Have potential volunteers fill out a basic sign-up sheet that includes their name, address, phone number(s), e-mail address, and any special skills they may have. Be sure to send out reminders to your volunteers about a week before the project. The quickest, easiest, and least expensive way is via e-mail; use a phone tree or get volunteers to make calls to those without e-mail.

USE TEAM LEADERS. Many projects benefit from having "team leaders" — specially trained staff members or volunteers who manage groups of about 10 to 15 volunteers each. In addition to managing the workday, team leaders often orient volunteers to the site, conduct reflections about the day of service, and distribute evaluations. Additional information on using team leaders is available at *www.mlkday.gov.*

TREAT YOUR VOLUNTEERS WELL. Food and entertainment at kickoff and closing ceremonies, giveaways of merchandise like T-shirts or hats, and volunteer award ceremonies are all good ways to build *esprit de corps* and a sense of involvement. Check in often to see how volunteers are doing. At the end of the day, distribute evaluation forms so the volunteers can give you feedback on how to improve their experience in the future. And don't forget to write thank-you notes!

ORGANIZING THE DAY

Now that you've planned your project, built partnerships, and recruited volunteers, it's time to focus on the details that will make sure the day runs smoothly. Here are some tips to help you organize your event:

WORK OUT A DETAILED SCHEDULE. Set up a detailed day-of-event schedule — and stick to it. A detailed schedule will help you coordinate transportation, security, entertainment, food, and supplies with volunteers and vendors. Be sure to allot times for lunch, breaks, cleanup, reflection, evaluations, and travel. A sample schedule can be found on page 11.

PAY ATTENTION TO LOGISTICS. Walk through the day from all angles. Can people get to the site? Are your service projects accessible to people with disabilities? Have you advertised that information? Do you have age limits for those serving? Are the sites "family friendly"? What are the transportation alternatives? Who is managing your project sites? Have they been adequately trained? Should participants bring their own food? If a building is normally closed on the holiday, will the facilities (like bathrooms) be open for use? What happens if it rains or snows? Do you need security? Assess liability issues for each project site and take appropriate action.

MAKE CHECKLISTS. Organize a list of who is responsible for what and how to contact them, and distribute it to team leaders, site managers, hosts, and volunteer coordinators. This will keep everyone informed and on the same page about expectations, roles, and responsibilities for the day. Checklists for individuals who are managing parts of the day, such as transportation or supplies, are also helpful.

PREPARE FOR THE UNEXPECTED. Know where the nearest emergency facilities are located. Make sure you have a first aid kit, and someone trained to use it, at each site. Have a plan for early or late arriving volunteers, low or high volunteer turnout, weather contingencies, and what to do if you don't complete your work. You can't be too prepared!

DOCUMENT YOUR PROJECT. Keep accurate records of your event. And don't forget to get quotes from project participants and visit *www.mlkday.gov* for photo tips. These records, quotes, and photos will come in handy as you plan and promote future service projects.

Every service project is unique, but successful events typically have the following elements in common:

REGISTRATION. Registration for volunteers can take place either at the project site or at a special kickoff site. Giving out T-shirts or hats at registration is a good way to build a sense of excitement and purpose among volunteers. Make sure to have a special check-in area for members of the media so you can keep track of who is covering the event and then follow up with them if necessary.

KICKOFF CEREMONY. A kickoff ceremony provides an excellent opportunity to educate volunteers about the life and teachings of Dr. King. It also is a great time to explain and showcase the work of your organization. Keep the program focused and short — generally, no more than fifteen or twenty minutes. If you choose to hold the ceremony at a special kick-off site, it should have the look of excitement and be decorated with banners, balloons, posters, and streamers. Invite a school or church choir to provide music, or consider asking a local civil rights leader to talk about Dr. King's life.

SITE ORIENTATION. At the project site, team leaders should take volunteers on a "walk-through" of the day and give them specific instructions concerning the project and its goals. Volunteers should be told when they will break for lunch, whom to contact in case of an emergency, and where to find restrooms, water, and supplies. The site orientation is also a good time for host agencies to talk about the services they offer and any ongoing volunteer needs they may have.

REFLECTION. Sometime during the day, it is important to encourage participants to reflect on the life and teachings of Dr. King, as well as on their own service experience. Team leaders at the project site can conduct the reflection during lunch, or it can be part of a larger group exercise at the kickoff or closing ceremony. Sometimes, a single question — What issues would concern Dr. King today? — is enough to get the conversation started. For reflection and service-learning resources, go to www.mlkday.org.

EVALUATION. Don't let your volunteers leave without soliciting their feedback on how they viewed their experience. Was the day rewarding? What were the most positive aspects? The least positive? What might have been done differently? The evaluation results will help you plan future events.

CLOSING CEREMONY. Most organizers choose to end the day with an event that enables volunteers to share experiences, relax, and have fun. Many closing events feature food and music. A festive atmosphere makes the day one to remember.

SAMPLE SCHEDULE

In this scenario, people arrive at a central location and are transported to service sites. You may choose to have people arrive at their service sites and gather together for a closing ceremony.

7:15 - 8:00 a.m.	Volunteers arrive at registration, check in, receive T-shirts, and enjoy coffee and donuts.
8:00 - 8:45 a.m.	Kickoff ceremony featuring welcoming remarks by event organizers, an introduction to Dr. King's life of service, and an overview of the day's activities. Instructions given about transportation to project sites.
8:45 - 9:00 a.m.	Transportation to sites.
9:20 - 9:30 a.m.	Volunteers regroup at project site.
9:30 - 9:45 a.m.	Volunteers break into groups of 10-15, meet with team leaders, and receive a site orientation. Team leaders take groups to assigned areas and distribute materials.
9:45 - Noon	Volunteers begin service activities. Site supervisors and team leaders monitor work and supplies and suggest appropriate breaks.
Noon - 12:45 p.m.	Lunch break. This is a good time for performances and remarks on the legacy of Dr. King.
1:00 - 2:30 p.m.	Resume service project.
2:30 - 3:00 p.m.	Clean up site and return supplies to central area.
3:00 - 3:15 p.m.	Evaluation of service project experience by volunteers (forms to be distributed and collected by team leaders).
3:15 - 3:30 p.m.	Board transportation and return to registration site.
3:30 - 4:30 p.m.	Closing ceremony with reflection activities and music and food to celebrate successes, swap stories, and thank hosts and volunteers.
4:30 p.m.	Team leaders and site supervisors make sure clean-up is complete and the site is ready for use.

WORKING WITH THE MEDIA

Using the media effectively is an excellent way to promote your project and educate the public about your organization's mission. By putting effort into media outreach, you can reach thousands of people in an instant. That publicity can help you recruit new volunteers, attract potential funders, recognize hard-working volunteers, and develop media relationships that will help you in the future. The following tips will get you started:

DEVELOP A TIMELINE. The timing of your outreach effort depends in large part on the results you want to achieve. If you're depending on the media to recruit volunteers, you should start your media campaign as much as four to six weeks before your event. For inclusion in a community calendar, two to four weeks is necessary. TV and radio stations usually need several weeks' lead time to schedule an appearance on a talk show. One week's advance notice typically is sufficient if you're asking a reporter to cover the event itself. But remember: these are only guidelines. Be sure to check with the media outlets themselves to find out their deadlines.

COMPILE A MEDIA CONTACT LIST. The list should include local and regional newspapers and magazines; local television, cable TV, and radio stations; wire services such as Associated Press and Reuters; and special-interest media such as ethnic publications, college and community newspapers, church bulletins, and corporate and community newsletters. Most libraries have media directories that you can use; your state commission or state office also can be helpful. Keep up with your local TV and newspaper coverage to identify reporters who cover social and community issues, or columnists who might be interested in your efforts.

DEVELOP A PITCH. Think about a succinct message or "pitch" — a few words that will convince the media that your story is interesting, timely, and newsworthy. This message can be reinforced in your media advisory, press release, and any interviews you or other spokespeople may give.

WRITE A PSA. Radio Public Service Announcements, or PSAs, run at no cost to you and are a great way to recruit volunteers and to get the word out about your event. The message should be short but complete, and include a phone number to call for more information. Send the announcement to the radio station's public service director and allow plenty of lead time.

FAX A MEDIA ADVISORY. Five to seven days before the event, you should fax a media advisory to everyone on the press list. Keep it short and specific, including key information about the event — who, what, where, when, and why — and contact information. Be sure to fax the advisory to wire service "daybooks," which are the daily calendars of events that reporters use to plan their day. A sample media advisory is available at *www.mlkday.gov.*

WRITE A PRESS RELEASE. A press release gives a reporter a base for writing a story on your event. It's like a news article - except that you write it. Press releases can be written before the event, to attract advance notice or attention, or they can be written after the event, to inform the media about the day's accomplishments. Include quotes from organizers and participants, details of the project's goals and activities, background about your organization, and your contact information. A sample press release can be found at *www.mlkday.gov.*

WORK THE PHONES. Follow up public service announcements, media advisories, and press releases with telephone calls to remind reporters and editors of your event. When you call newspapers, ask for the city desk; when calling radio and TV stations, ask for an assignment editor in the newsroom. Point out "photo opportunities'' - times when photographers would be able to find lively scenes to shoot — and suggest interesting volunteers whom reporters could interview.

WRITE AN OP-ED/ LETTER TO THE EDITOR. The editorial page is always looking for material and is one of the most widely read sections of a newspaper. An opinion column or letter to the editor should explain how your project ties in with Dr. King's teachings and how the public can get involved.

ASSEMBLE A PRESS KIT. Each reporter at your event should receive a press kit that includes your press release, the day's agenda, fact sheets on the project and organizations involved, information on corporate sponsors and partners, background on Dr. King and the King Day of Service, and contact information. Make plenty of copies, and post the information on your website.

SELECT A SPOKESPERSON. Identify one or two individuals to articulate your message to the press. Condense your message and get it down cold.

GREET THE PRESS. Have a separate sign-in table for reporters and other members of the media. Also, make sure that a representative of your group is on hand to greet the press and to introduce reporters to the project's spokesperson or director.

CLIP STORIES. Make copies of all newspaper stories about your event and be sure to turn on the VCR to record any TV pieces that run. Collecting these materials will help you recruit for next year's project and thank your partners.

SAY THANKS. Be sure to thank reporters for good coverage. Like all of us, newspeople appreciate kudos for a job well done.

IS YOUR PROJECT NEWSWORTHY?

Although the King Holiday is generally a slow news day, other events will be competing for the media's attention. Here are some ways to make your project more newsworthy:

LOCAL INTEREST. Pick a project that is of great concern in your community. You have a better chance of making the news if you can show that your project will be of interest to local readers, viewers, and listeners.

DIRECT TIE-IN TO DR. KING. When you discuss your project with reporters or editors, emphasize how it ties in with Dr. King, stressing themes like justice, equality, and especially the concept of service.

TIMING. Timing is everything when it comes to attracting coverage, especially from TV. The best time to stage your events, or invite press to them, is between 9:00 a.m. and 2:00 p.m. The later it gets, the less chance there is that stations will have time to roll a camera crew, edit the coverage, and get a story on the evening news. After 3:00 p.m., TV coverage is usually lost unless you have breaking news. Newspaper reporters also need time to research and write their stories.

CELEBRITIES. You are more likely to get media attention if you involve well-known people in your kick-off event or actual service project. Possibilities include local athletes, news anchors or weather reporters, elected officials, and business people.

INTERESTING VISUALS. For a TV reporter or a newspaper photographer, the "look" of your project is very important. TV cameras and newspaper photographers like sites where they see people in action. Anything that involves children usually makes for good visuals, but be sure to get permission from their parents ahead of time.

"The greatest birthday gift my husband could receive is if people of all racial and ethnic backgrounds celebrated the holiday by performing individual acts of kindness through service to others."

— Coretta Scott King

FOLLOWING UP

Even after your event has ended, you still have a little more work to do. The tips below will help ensure that future events are even better than the one you just completed.

WRITE THANK-YOU NOTES. A successful service project requires the collective efforts of many people. Be sure to show your appreciation by writing thank-you notes to donors, partners, team leaders, volunteers, speakers, members of the media, and any others who may have contributed time, goods, or money to your service project.

DEBRIEF YOUR PARTNERS. Organizers, sponsors, and key participants should meet soon after the event to discuss the project's strengths and weaknesses. Be sure to seek input from the host site and to conduct a comprehensive review of the volunteers' service-day evaluations.

SPREAD THE WORD. Submit press releases, articles, photos, and other information about your completed event to your local newspaper and to the Corporation for National and Community Service. Be sure to post the information on your website and have it available for your partner organizations to post on theirs.

KEEP IN TOUCH. Send copies of news stories and video coverage to sponsors and partners. This will help illustrate the impact and exposure of your service project, and may encourage continued participation in King Day of Service and other community service events. Add your partners to your mailing list and keep in touch with them throughout the year.

PROJECT SNAPSHOTS

BUILDING PARTNERSHIPS

Each year, the city of Bloomington, Indiana celebrates the Martin Luther King, Jr. Day of Service by bringing community organizations together to plan and undertake service projects that address the city's diverse needs. Area schools, colleges and universities, social service agencies, communities of faith, and other organizations partner with the City to develop a range of service projects like graffiti removal, food preparation at local shelters, and facilities renovation in schools and community spaces.

In addition to assisting with project planning, the city of Bloomington helps partner organizations recruit volunteers by publicizing the Day's activities through public service announcements in local newspapers and publications, community fliers, and updates to the City's website. These partnerships not only ensure that the City's "A Day On! Not A Day Off!" activities are a success, but they strengthen the capacity of volunteer organizations by recruiting new volunteers to engage in community service opportunities throughout the year.

The MLK Day of Service is a great opportunity to partner with area schools, faith-based organizations and others to further common goals including volunteer recruitment and greater awareness of community needs. The tips below can help you think about partnership ideas and opportunities:

- Engage community partners who can assist with project planning, fundraising, publicity, and volunteer recruitment
- Schedule regular planning meetings or conference calls, and assign clear roles and responsibilities
- Recognize project partners and sponsors at service activities and in publicity leading up to the Day
- Reconvene following the Day to discuss successes and areas for improvement
- Thank project partners and sponsors

STRENGTHENING COMMUNITIES

Each year, the District of Columbia Jewish Community Center (DCJCC) brings together youth, families, and individuals of all faiths to celebrate Martin Luther King, Jr. Day through service projects that emphasize Dr. King's teachings about community. To celebrate the Day, volunteers of all ages are trained in carpentry and painting skills and are deployed throughout the city to help renovate and repair community shelters, schools, and low-income homes. Project leaders facilitate discussion on the causes of poverty and homelessness, the value of volunteer service, and the importance of coming together to help others. Service projects like job skills training and tutoring are also offered so that individuals who are unable to perform physically demanding tasks can take part in the Day of Service.

Dr. King believed in the power of individuals to work together to alleviate poverty and strengthen their communities. Service projects that bring individuals of all ages and backgrounds together to improve their communities are a great way to honor and share Dr. King's teachings. Consider the project ideas below:

- Work with a local Housing Authority or Parks and Recreation Services to identify homes and community spaces in need of renovation and repair
- Partner with local schools to identify improvement projects for students and families, such as painting or playground clean-up
- Offer job skills training sessions to help individuals prepare for interviews and entry into the workforce
- Organize a clothing drive to collect business attire for individuals in need

UNITING ACROSS FAITHS

Founded in 1995, Destiny Church is a non-denominational religious institution located in Chicago's northwest suburbs. An area rich with racial and religious diversity, Destiny Church observes the Martin Luther King, Jr. Holiday by bringing different faith communities together to celebrate and address Dr. King's vision. Each year, a community march kicks off the Day's activities, followed by service projects and discussion groups that engage individuals of all faiths in issues of tolerance and unity. Recently, the church added a youth service component to the King celebration. With a goal to bring together youth across faiths, the church created a program to educate and more deeply engage area youth in the celebration of Dr. King's legacy through cross-denominational, multi-racial, and multi-ethnic youth service teams. During an eight-week period leading up to the King Holiday, these students meet after school for structured lessons and discussion around the life and teachings of Dr. King. Topics include racial diversity, religious tolerance, and the significance of community service. In addition, they organize service projects that take place on the King Holiday, and commit to an additional 100 hours of volunteer service throughout the year.

The Martin Luther King, Jr. Day of Service is an opportune time to engage in community-wide discussions and service projects that address the racial, ethnic, and religious divides that persist in this country. Here are some ideas for your community:

- Hold a non-denominational prayer breakfast and invite area faith and other community leaders to speak followed by a service project
- Incorporate Dr. King's messages of tolerance and unity into sermons, and youth lessons and use them as the basis for planning a community project
- Partner with area churches and congregations to engage in "service after the service"
- Organize a service project, or provide information about service opportunities on MLK Day and throughout the year

BRIDGING BARRIERS

With more than 40,000 volunteers and 600 service projects in 2004, the Greater Philadelphia Martin Luther King Day of Service is the largest King Day of Service event in the nation. Launched in 1996, the event is organized each year through a partnership between The Citizenship Project, and the United Way of Southeastern Pennsylvania. Together, these organizations work with schools, faith-based and community organizations, businesses, AmeriCorps programs and many others in the seven county Philadelphia region to overcome barriers and meet community needs through service.

From school renovation to legal clinics and reading coach training, service projects are as diverse as the individuals and communities they serve. Service teams are organized to match volunteers with new people and places, so that individuals serve with others whom they may otherwise not interact. Working side-by-side to achieve and reflect on common goals, volunteers embrace Dr. King's teachings and make a positive impact on the community and each other. With sustainable citizen action as a goal, many projects launched on King Day continue throughout the year.

Below are tips on how to incorporate Dr. King's messages of diversity and tolerance into your service project:

- Identify activities that engage volunteers of all ages
- Organize service teams that bring together diverse organizations and individuals
- Incorporate educational activities that explore the life and teachings of Dr. King
- Lead meaningful team reflection following service projects

HELPING THOSE IN NEED

Keeping up with regular chores and housekeeping can be a challenge for elderly citizens living at home. For many, ordinary projects like mowing the lawn or trimming overgrown shrubs and tree branches are simply too difficult to do alone. For this reason, the Los Angeles Conservation Corps (LACC) celebrates the Martin Luther King, Jr. Day of Service by assisting elderly residents with maintenance and housekeeping projects around their homes. While the LACC provides opportunities for youth to serve the community throughout the year, the MLK Holiday is an opportune time to recruit new volunteers and help neighbors in need.

MLK Day of Service events kick-off one week prior to the holiday with activities and education programs exploring Dr. King's life and the values he taught through example taking place throughout the week. On the King Holiday, volunteers are deployed in teams across the city to perform services such as lawn maintenance, tree trimming, and basic clean-up activities around the homes of needy elderly residents. At each site, teams discuss issues of social justice and reflect on the week's lessons.

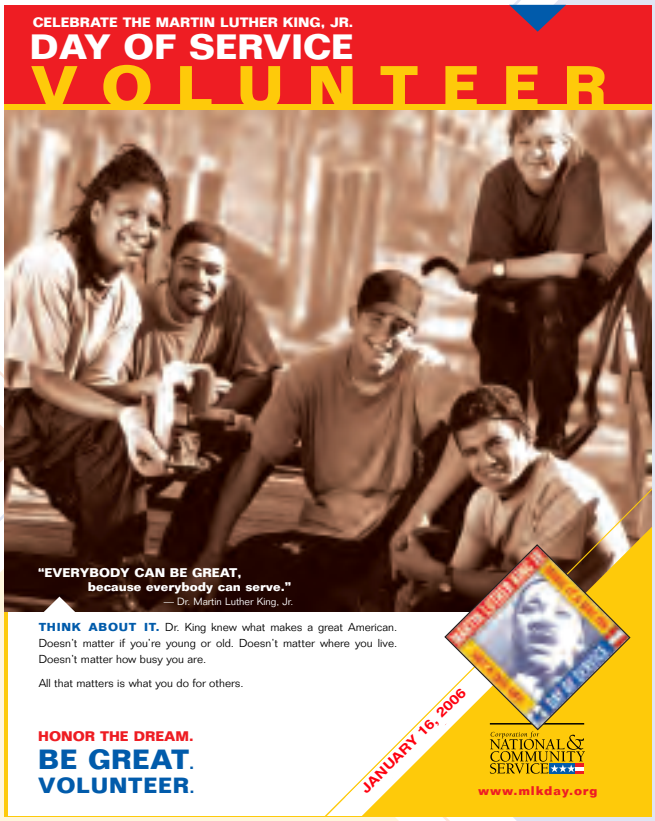
Whether mowing the lawn, delivering groceries, or simply spending time together, service projects can make a big difference helping elderly neighbors in need. Consider the project ideas below:

- Work with a local Housing Authority to identify elderly residents in need of assistance with small maintenance or repair projects in or around their homes
- Partner with local home improvement or hardware stores that can provide supplies and expertise
- Visit with residents of local nursing homes or assisted living communities to offer companionship and activities
- Organize a neighborhood watch or visiting program to check-in on elderly neighbors

PROJECT CHECKLIST

- Set specific goals
- Build partnerships
- Choose appropriate sites
- Recruit volunteers and team leaders
- Develop a media plan
- Secure adequate transportation and supplies
- Arrange for security if needed
- Choose a kickoff site and design a kickoff event
- Assign volunteers and team leaders to work sites
- Confirm speakers, media, transportation, and security for the event
- Evaluate the service project and volunteer service experience
- Clean up the site
- Celebrate your success
- Conduct follow-up activities and send thank-you letters

Go to www.mlkday.gov to download one of the ads below



VISIT
www.mlkday.gov

for the electronic version of this toolkit and...

- King Day of Service logo
- Media advisory template
- Press release template
- Reflection activity resources
- Photo tips
- Team leader tips
- Service-learning tips
- Accessibility information
- Button, T-shirt, and banner order form
- The latest updates on resources and partners for the King Day of Service

Corporation for
NATIONAL & COMMUNITY SERVICE

Martin Luther King, Jr. Day of Service

SERVICE-LEARNING CURRICULUM

A Guidebook for Schools, Organizations & Parents

Created and Authored by:

Davida Hopkins-Parham, Executive Assistant to the Vice President for Academic Affairs, CSUF
Jeannie Kim-Han, Acting Director, CSUF Center for Internships & Service-Learning
Marcina Riley, Student Assistant, CSUF Center for Internships & Service-Learning
Melissa Runcie, Senior Program Coordinator, Orange County AmeriCorps Alliance
Julie Stokes, Ph.D., Associate Professor and Director of the CSUF African American Resource Center

California State University, Fullerton

CAL STATE FULLERTON
Center for Internships & Service-Learning

ORANGE COUNTY AMERICORPS ALLIANCE
Citizens Actively Serving and Enriching Youth

Corporation for NATIONAL & COMMUNITY SERVICE

SERVICE-LEARNING CURRICULUM
TABLE OF CONTENTS

Introduction

Why We Serve 1

Curriculum Guide Overview 1

Suggestions for Making the Curriculum Work For You 2

Quotes of Dr. Martin Luther King, Jr. 3

Values and Vocabulary Words 4

Timeline of the Life of Dr. Martin Luther King, Jr. 5

Section I: Historical Sketches

Biography of Martin Luther King, Jr. 10

Upbringing 14

Ideas and Philosophy 16

Youth Edition: Biography of Martin Luther King, Jr. 17

Youth Edition: Childhood and Upbringing 20

Youth Edition: Ideas of Dr. Martin Luther King, Jr. 22

Speeches of Dr. Martin Luther King, Jr. 23

Actions of Dr. Martin Luther King, Jr. 31

Section II: MLK Learning Toolkit

Coloring Worksheets 34

Drawing Activities 37

Writing Activities 39

Comprehension Activities 43

Puzzles and Mazes 78

Discussion Questions 60

CAL STATE FULLERTON Center for Internships & Service-Learning

ORANGE COUNTY AMERICORPS ALLIANCE Citizens Actively Serving and Enriching Youth

Corporation for NATIONAL & COMMUNITY SERVICE

Section III: MLK Reflection Toolkit

A Few Words About Reflection 61

Facilitating Reflection Activities 61

Reflecting on Service 62

Reflecting on MLK Values 63

Section IV: Resources

Bibliography 64

Children's Books 64

Websites 64

2008-2009 Grant Year

Section Four:
My Grant

SERVICE-LEARNING
SUB-GRANTEE
RESOURCE GUIDE

Utah State Office of Education
Learn and Serve K-12
Application for Funding

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

SUMMARY

Funds Available:
$105,000 for school districts.
$20,000 for individual schools and classrooms.

Eligibility:
Any K-12 classroom, school, or district willing to partner with community organizations to connect classroom curriculum with service in the community.

Application Deadline:
5:00 pm *(MST)* Friday, September 5, 2008

Special Conditions:
Recipients must meet a 50% local match of *total project* costs.

INTRODUCTION

The Corporation for National and Community Service, created by the National and Community Service Trust Act of 1993, is intended to provide funds, training, and assistance to states and communities for the development and expansion of service opportunities for young people.

A portion of this act created Learn and Serve America whose purpose, among other things, is to provide direct and indirect support to K-12 schools to establish, expand, implement, or facilitate service learning programs or projects.

Through Learn and Serve America, the Utah State Office of Education will provide approximately $125,000 in sub-grants to local districts, schools, and classrooms for service learning programs. These funds will be dispersed from two categories: district wide grants and individual school/classroom grants.

UTAH'S VISION

Utah will continue to be a state where local volunteer service is a valued and expected responsibility of its citizens, and where service improves the quality of life in a community.

The **State Service Plan**, created as a result from cooperative efforts by volunteer organizations in the state, is focused on elevating volunteerism by increasing the effectiveness of volunteers in Utah.

State Service Plan partners, including the Utah State Office of Education, will reach Utah's goals by incorporating the goals established by the Corporation for National and Community Service:

- Mobilize more volunteers
- Serve at-risk youth and connect them with service opportunities
- Engage students in communities
- Use baby boomers' experience

Learn and Serve grant applications that connect to the State and National Corporation service goals will be given funding priority.

ELIGIBILITY

Any Utah school district, individual public or charter school, or individual public or charter classroom teacher is eligible for a service learning grant through the Learn and Serve America funding managed by the Utah State Office of Education.

FUNDS AVAILABLE

District grants may be awarded in amounts up to $15,000. Individual school grants may be awarded up to $2,500. Individual classroom grants may be awarded up to $1,000. Amounts outside this range must be negotiated with the State Office of Education Service learning Specialist(s).

Award amounts will be granted in proportion to the number of students being served, while considering the quality of the proposed project. Funds awarded may differ from funds requested based on the relation of total funds requested to total funds available.

The funding period for sub-grants is October 1 to June 30. Award notification is by October 3, 2008. Two (2) Financial Status Reports are required and are due January 31 and July 31. Extension of grant funds may be possible and will only be granted by written request after the award is made.

NOTIFICATION OF AWARDS

Proposals being awarded funding will receive an informal email notification of grant award within one month after the application deadline. Formal written notification of approval through the State C-20 document indicating the award amount will follow.

MATCHING FUNDS REQUIREMENT

Each sub-grantee is required to obtain a 50% match of *total project costs*. For example, a $1,000 grant award requires $1,000 of local match, for a total project cost of $2,000. A "local match certification" form is required to be submitted with each reimbursement request documenting how the local match is met.

A local match may be in-kind or cash donations considered reasonable and necessary to meet the service learning project goals and objectives.

REIMBURSEMENTS

Service learning funds will be distributed through a reimbursement process only. Districts shall submit to the Utah State Office of Education service learning specialist a "Reimbursement Request from Utah School Districts & Agencies" form and a local match certification form before receiving reimbursement for project expenditures.

District level Service Learning Specialists are responsible for reviewing reimbursement claims and documentation to ensure expenses are allowable per funding guidelines. Reimbursement of funds may be delayed or not approved if local match requirements are not being met.

FUNDING GUIDELINES

Service learning funds are to be used:

- As seed money for originating new service learning projects that will become self sustaining with local support.
- To expand service learning capacity by reaching the largest possible number of student participants.
- Only to supplement, not supplant, state and local public funds expended for services of the type assisted under this grant in the previous year.
- For the expense of in-service for staff and community partners, teacher substitute pay, planning time, travel and conference expenses, duplication of materials, purchase of professional books, publications, supplies (unique to the program), program management in district level programs, and transportation to service sites.

Service Learning funds may NOT be used:

- To purchase capital outlay items; e.g., computers, trees, T-shirts, etc., without specific approval of granting office.
- To assist, promote, or deter union organizing.
- To impair existing contracts for services or collective bargaining agreements.
- For student group activities; e.g., student assemblies, parties, etc., or for salaries or stipends for student participants.
- To replace expenditures for professional growth opportunities provided under a labor contract by a school district.
- To provide religious instruction, conduct worship services, or engage in any form of proselytizing.
- To engage in any form of political activity.
- For international travel or projects where the primary beneficiaries of a project reside outside of the United States.

GRANT PROPOSAL EXPECTATIONS

Utah's Learn and Serve America K-12 sub-grants will support local school-based service learning programs that correlate projects with the State and National corporate service goals by:

- Selecting students from disadvantaged backgrounds, making up 50% of the total student participants.
- Working with community partners to identify community needs and create solutions to address those needs.
- Connecting projects to the Utah State Office of Education core curriculum standards and objectives so the *learning* part of service learning is emphasized.
- Utilizing baby boomers' experience by creating cooperative work between students and adult volunteers.
- Providing opportunities for student reflection and evaluation on the effectiveness of the service in providing results.
- Engaging in service on or around Martin Luther King Day in conjunction with the National Corporation's Days of Service.

In addition, projects that address the issue of homeland security will receive funding priority *(see program evaluation below)*.

PROGRAM EVALUATION

Sub-grantees are expected to participate in a national evaluation effort created by the Corporation for National and Community Service. The designated reporting tool, LASSIE, will require sub-grantees to report on participant numbers, participant characteristics, project activities, and project accomplishments.

In addition, each sub-grantee must report results in the following two areas using the specified measurement tool:

1. Participant Development: Increase in K-12 student's civic skills by involving 30,000 students statewide in service learning activities.

   Measurement Tool: Each sub-grantee will be required to administer a pre- and post- civic engagement survey to each student participant. This survey tool is located on the USOE service learning website.

2. Strengthening Communities: 10% increase statewide in ongoing partnerships with community-based organizations.

   Measurement Tool: Each sub-grantee will be required to report the community partnerships created as a result of the service learning project. This will be reported by email to the USOE service learning specialist(s) at the conclusion of the project.

The State Office of Education has designated as a performance measure a 20% increase in projects relating to Homeland Security. As a result, grant applications with projects addressing the topic of homeland security will be given funding priority.

TECHNICAL ASSISTANCE

Technical assistance will be provided by the Utah State Office of Education Service Learning specialist and outside contracted resources as necessary. It is required of each sub-grantee to attend one (1) grant writing or service learning focused training and two (2) additional grant assistance sessions during the grant year. Topics for grant assistance training sessions may include, but are not limited to, financial management procedures, reflection activities, data collection and reporting of activities, and any other topic addressing sub-grantee needs.

Sub-grantees will also receive monthly service learning communications providing implementation and monitoring tips, addressing questions and concerns presented by other sub-grantees, and sharing successful projects across the state.

APPLICATION INSTRUCTIONS

To be considered eligible, the following technical review criteria must be met:

- The appropriate application (district, school, or classroom) from the USOE website is used: http://www.usoe.k12.ut.us/curr/servicelearning
- The application is submitted electronically through email attachment:

BY: 5:00 p.m. Friday, September 5, 2008

TO: Alan Griffin

alan.griffin@schools.utah.gov

- All questions on the application are complete and accurate.
- No items are budgeted for: capital outlay, student group activities, or salaries/stipends for student participants; to replace expenditures for professional growth opportunities provided under a labor contract; to provide religious worship instruction, conduct services, or engage in any form of proselytizing; or to engage in any form of political activity.
- The application includes a 50% local match of *total program costs*.
- Support for the State and National Corporation service learning goals is demonstrated.
- Grant funds requested do not supplant state or local funds.
- Grant amounts fall within set parameters or have been approved by the Utah State Office of Education Service Learning Specialist.
- The application is free of attachments, appendices, or other materials (video or audio). Page limits, if noted, have not been exceeded.

Please direct additional questions regarding these grant provisions to:

Alan Griffin
Service Learning Specialist
alan.griffin@schools.utah.gov
801.538.7783

LONG-TERM PROGRAM GOALS

The Utah State Office of Education intends to expand effective service learning programs in Utah by:

- Providing training, delivering technical assistance, and acting as a resource to others interested in service learning.
- Developing comprehensive programs that can be replicated at other sites.
- Building a statewide network of service learning programs, activities, information, and opportunities for youth service.
- Encouraging Learn and Serve K-12 school programs to develop partnerships and coordinate and collaborate with other service programs and organizations in Utah.
- Assuring that Learn and Serve K –12 school programs are matched with Core Curriculum standards and objectives in all curricular areas.
- Supporting the State and National Corporation service goals and objectives.

EFFECTIVE SERVICE LEARNING PRINCIPLES

Effective service learning efforts:

- Strengthen service and academic learning while connecting the school community in new and positive ways.
- Integrate systematic formative and summative evaluation.
- Is understood and supported as an integral element in the life of a school and its community.
- Include training, orientation, and staff development on the philosophy and methodology of service learning that best ensures that program quality and continuity are maintained.

Model Service Learning:

- Provides concrete opportunities for youth to learn new skills, to think critically and to test new roles in an environment that encourages risk-taking and rewards competence.
- Involves student participation in planning and reflection and skilled adult guidance and supervision.
- Recognizes youth efforts by those served, including their peers, the school, and the community.
- Makes a meaningful contribution to the community.

DEFINITIONS

Grantee is defined as the original grant recipient from the Learn and Serve America organization. Grantee in this document refers to the Utah State Office of Education.

National Service Programs means other service stream programs supported by the community National Service including: AmeriCorp, AmeriCorps VISTA, National Senior Service Corps, Foster Grandparent, and Retired Senior Volunteer Programs (RSVP). For more information contact the Utah Commission on volunteers at (801) 764-0704 or the Utah National Service office at (801) 524-5411.

Participant means any K-12 youth performing a community service in conjunction with other academic core curriculum.

Service Learning (also known as Academic Service Learning) means a method:

- Of providing students with opportunities to enhance newly acquired skills and knowledge through application to life situations in their own communities.
- That fosters a sense of caring for others in one's community.
- By which students actively participate in thoughtfully organized service experiences which meet actual community needs.
- That involves structured time for a student to think, talk, or write about the service experience.

Service Opportunity means a program or project enabling participants to use newly acquired skills and knowledge to perform meaningful and constructive service in agencies, institutions, and situations where the application of dedicated human talent may help meet human, educational, linguistic, public safety, and environmental community needs, especially relating to poverty.

Sub-Grantee refers to all recipients of grants awarded from the grantee. Sub-grantee in this document refers to districts, schools, or classrooms receiving funds from the Utah State Office of Education

ONLINE RESOURCES

Utah State Office of Education Service learning website:
http://www.usoe.k12.ut.us/curr/servicelearning

Corporation for National and Community Service:
http://nationalservice.org/

Learn and Serve America:
http://learnandserve.org

National Service Learning Clearinghouse (reference materials):
http://www.servicelearning.org/

Utah State Office of Education
Learn and Serve K-12
Application Addendum

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7761

Application Addendum

We anticipate that as you gain student voice, your service-learning program will diverge from the original, approved application. Minor changes are understandable – and expected – and will not require an addendum. Substantial changes that might have an impact on budget allocations or program outcomes should be documented and approved by the Utah State Office of Education Service-Learning Specialist. Use this form to document changes and submit to Alan Griffin at alan.griffin@schools.utah.gov. Electronic copy located at http://www.schools.utah.gov/curr/lifeskills/ASL.htm.

Original Application Narrative:

Proposed Changes to Narrative:

USOE Specialist Comments:

Approved: **Date:**

Utah State Office of Education
Learn and Serve K-12
Memorandum of Understanding

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

This document serves as a contract between the Utah State Office of Education/Learn and Serve and its sub-grantees. It outlines the purpose of the grant, the responsibilities of each party involved, and the term of the agreement.

GRANT PURPOSE

The main purpose(s) of Learn and Serve funds is to: fund new service-learning projects that will become self sustaining with local support; expand program capacity by reaching out to the greatest number of student participants especially those representing disadvantaged populations; provide in-service training for staff and community partners; and/or to purchase supplies unique to the program.

RESPONSIBILITIES

Utah State Office of Education:

- Notify grant recipients of award by October 3.
- Oversee financial and grants management of sub-grantees
- Process reimbursements as timely as possible.
- Provide optional resources and materials for tracking participants.
- Provide full disclosure of grant provisions.
- Provide service-learning assistance to sub-grantees through monthly emails, two (2) site-visits, and additional assistance as needed.

Grant Recipient:

- Attend two (2) grant assistance training sessions during the grant year (sub-grantee meetings, teleconferences, off-site training, site-visits, or other assistance methods as approved by the Utah State Office of Education Service Learning Specialist.
- Complete two (2) Financial Status Reports due to the Utah State Office of Education Service Learning Specialist January 31st and June 30th and complete one project progress report due January 31st.
- Fulfill a 50% in-kind or cash donation match for *total* project costs documented through a local match certification form and submitted to the Utah State Office of Education Service Learning Specialist.
- Track student participants.
- Administer a civic engagement pre- and post- survey to all student participants.
- Complete the online LASSIE form upon completion of project.
- Submit to the Utah State Office of Education Service Learning Specialist the number of partnerships formed upon completion of project.
- Not make changes to the program objectives or budget without written approval from the Utah State Office of Education Service Learning Specialist.

TERMS OF AGREEMENT

This agreement will be in effect from October 1, 2008 through June 30, 2009.

Sub-Grantee: _____ **USOE:** _____

Date: _____ **Date:** _____

2008-2009 Grant Year

Section Five: Reporting Guidelines

SERVICE-LEARNING
SUB-GRANTEE
RESOURCE GUIDE

Utah State Office of Education
Learn and Serve K-12
Site Visit #1 Check List

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

Name: **Date:**

Email: **School:**

Phone: **District:**

- **Grant Award: $**
- **Memorandum of Understanding:**
  - Reimbursement procedures
    - *Local match certification form*
  - Reporting requirements
    - *Financial Status Reports due January 31 and June 30*
    - *Program Progress Report due January 31*
    - *LASSIE report due June 30*
    - *Partnerships formed*
  - Tracking student participants
    - *Pre- and post- civic engagement survey*
    - *Sign-in sheets/rolls or other preferred tracking method*
  - Training
    - *Attendance at two (2) grant assistance sessions*
    - *Monthly newsletters*
  - Grant provisions
    - *Learn and Serve America*
    - *Utah State Office of Education*
- **Questions:**

Utah State Office of Education
Learn and Serve K-12
Site Visit #2 Check-List

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

Name: **Date:**

Email: **School:**

Phone: **District:**

- **Program Progress:**

  Assistance from service-learning specialist(s)

- **Budget Review:**

  Expenditures compared against program budget

  Local match certification form/Supporting Documentation

- **Participant tracking:**

  Collect Pre- civic engagement survey

  Administration plan for Post- civic engagement survey

  Sign-in sheets/rolls or other preferred tracking method

- **Reporting requirements:**

  Review January 31 Financial Status Report

  Review January 31Program Progress Report

  Financial Status Report due June 30

  LASSIE report due June 30

  Formed partnerships report due June 30

- **Questions:**

Utah State Office of Education
Learn and Serve K-12
Program Progress Report

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

Name: **Date:**

Email: **School:**

Phone: **District:**

For this program progress report write a <u>brief</u> narrative on the activities implemented during this reporting period. When complete, submit the document by way of email attachment to: *alan.griffin@schools.utah.gov*

CHALLENGES: Describe the challenges you have been facing in the planning and implementation of your program, how you are addressing those challenges, and how the Utah State Office of Education can be of assistance.

TRAINING AND TECHNICAL ASSISTANCE: Describe the training activities you have either conducted or attended in terms of learning objectives, desired outcomes, and number of participants.

PARTNERSHIPS: Describe progress made in development of partnerships with other programs, organizations, or businesses. Describe the quality of these partnerships.

SUSTAINABILITY: Describe your efforts to ensure continuation of the program beyond the funding period.

EVALUATION: Describe evaluations conducted on your program, such as student reflection or the impacts of service-learning activities on the community.

SUCCESS STORIES: Share significant stories, events, or other activities demonstrating program accomplishments.

OTHER: Provide additional information as appropriate.

Utah State Office of Education
Learn and Serve K-12
Financial Progress Report

School/Classroom Due:
January 31: reporting for 10/1-12/31 and
July 31: reporting for 1/1-6/30

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

Name: **Date:**

Email: **School:**

Phone: **District:**

Document the amount budgeted for both the Grant and Local shares using the information from the grant proposal. Document the amount expended to date in each of the object class categories for both the Grant and Local shares. When complete, submit by email attachment to: *alan.griffin@schools.utah.gov*

Object Class Category	Grant Share Budgeted	Grant Share Expended	Local Share Budgeted	Local Share Expended
A. Purchased Professional and Technical Services				
B. In-service Activities				
C. Supplies and Materials				
D. Equipment				
E. Evaluation Costs				
F. Travel and Transportation				
T O T A L S				

I certify the above information is accurate and correct and supporting documentation is readily available upon request:

Signature: **Date:**

Utah State Office of Education
Learn and Serve K-12
Financial Progress Report

District Due:
January 31: reporting for 10/1-12/31 and
July 31: reporting for 1/1-6/30

PO Box 144200
Salt Lake City, UT 84114
(P) 801.538.7783
(F) 801.538.7588

Name: **Date:**

Email: **School:**

Phone: **District:**

Document the amount budgeted for both the Grant and Local shares using the information from the grant proposal. Document the amount expended to date in each of the object class categories for both the Grant and Local shares. When complete, submit document by way of email attachment to: *alan.griffin@schools.utah.gov*

Object Class Category	Grant Share Budgeted	Grant Share Expended	Local Share Budgeted	Local Share Expended
A. Salaries/Stipends				
B. Employee Benefits				
C. Purchased Professional and Technical Services				
D. In-service Activities				
E. Supplies and Materials				
F. Equipment				
G. Evaluation Costs				
H. Travel and Transportation				
I. Indirect Costs				
T O T A L S				

I certify the above information is accurate and correct and supporting documentation is readily available upon request:

Signature: **Date:**

LASSIE Quick Start Guide

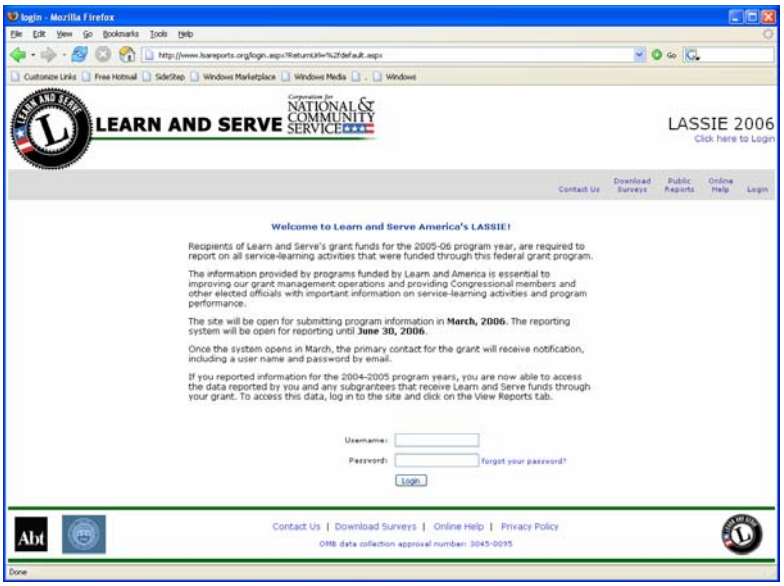
Welcome to LASSIE – the online program reporting system for grantees and subgrantees of Learn and Serve America. If you would like more information on the Learn and Serve America program, please visit www.nationalservice.gov.

To begin you'll need:

- A username and password. If you are a grantee, these were sent to you from the Corporation. If you are a subgrantee, you received them from your grantee. If you did not receive these, please contact the source of your LSA grant, or call the LASSIE hotline at 866-337-8751.

- A computer with an internet connection. This system is compatible with Macs and PC's, and with any browser including Internet Explorer, Netscape, and Firefox.

Step One: Logging On

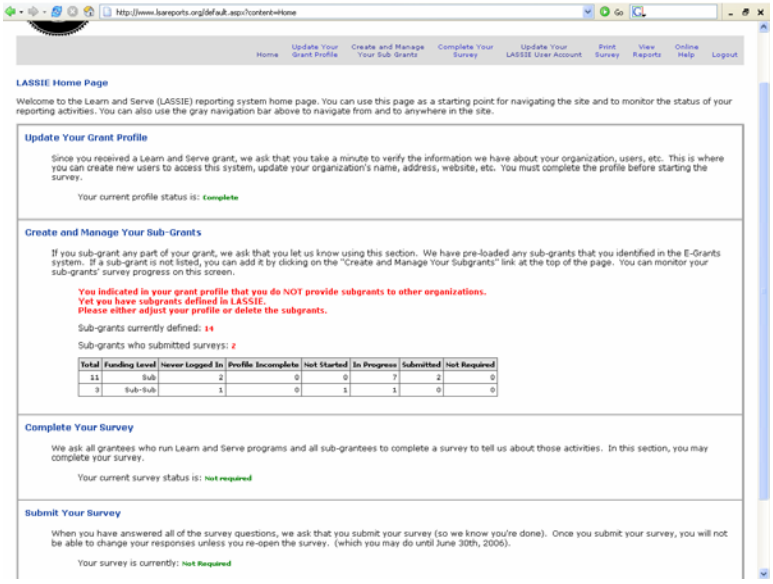


Go to www.lsareports.org and click on the Login button in the upper right hand corner of the screen.

Enter the Username and Password in the areas provided.

Click on the **Login** button.

Step Two: The Home Page

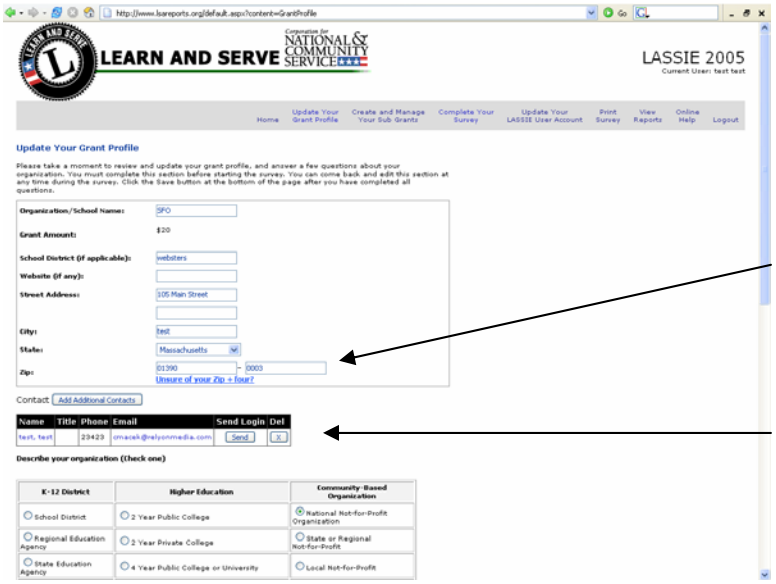


After you log in you will be taken to the "Home" page. The four boxes correspond to the steps that users will take in completing their reports: Update Your Grant Profile, Create and Manage Your Sub-grants, Complete Your Survey and Submit Your Survey

You can navigate the LASSIE site by clicking on any one of the four headings, or by using the menus in the gray navigation bar at the top of this and every page.

The first step in completing the report is to update your own grant profile. Click on **Update Your Grant Profile**

Step Three: Updating Your Profile

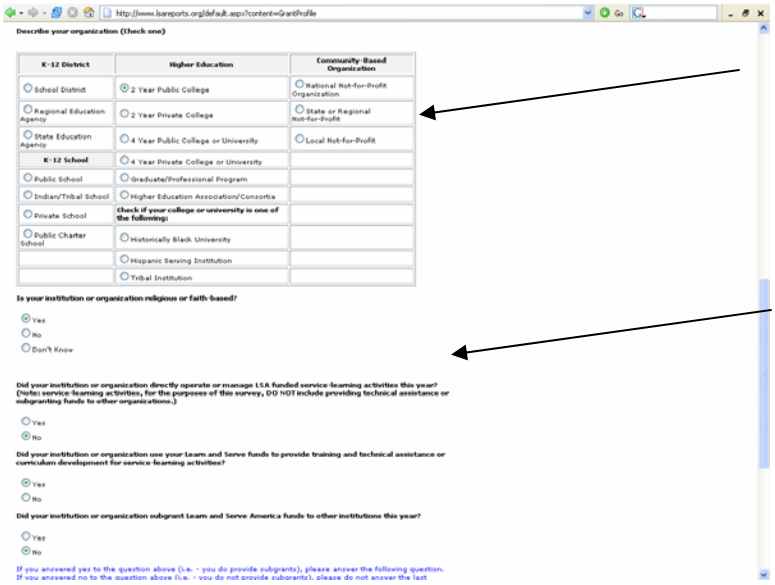


Review your organization's contact information and make any necessary changes. Please make sure that your nine-digit zip code is listed. If you do not know your nine-digit zip code, a link has been provided so that you can look it up using the US Postal Service website.

Below your organization's contact information you will see a table containing the contact person on record for the grant. If you want others to have access to this site, add their contact information here by clicking on the **Add Additional Contacts** button.

After you enter their contact information click **Save**. The new contact name will now appear in this list. To send the person an email with their login information, click the **Send** button under the Send Login column. An email will be automatically generated for that contact.

Step Four: Complete your Grant Profile

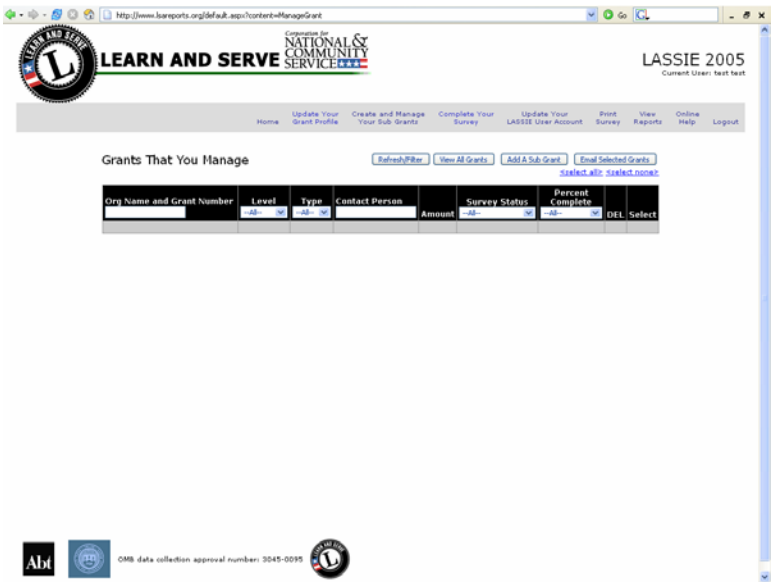


You may need to scroll down to see the table with a list of organizational types. Click on the button that best describes your organization.

Now answer four "yes" or "no" questions about whether or not your organization is: 1) faith-based; 2) directly operating LSA funded activities this year (Answer NO if you only offer technical assistance or make grants to other organizations. Answer YES if your institution needs to report on any activities between July 1 and June 30 that involve service-learning participants); 3) offering LSA funded technical assistance or curriculum development; 4) providing subgrants to other organizations. If you do make subgrants answer the technical assistance questions.

When you have completed this profile page, click **Save Profile**. You will then be taken back to the site's home page. Please note that you **must** update your profile page before you can complete a survey. You may edit your Grant Profile at any time.

Step Five: Create and Manage Subgrants



(Skip this step if you do not make subgrants)

If you make subgrants to other organizations, you can manage your subgrantees by clicking on the **Create and Manage Your Subgrants** link.

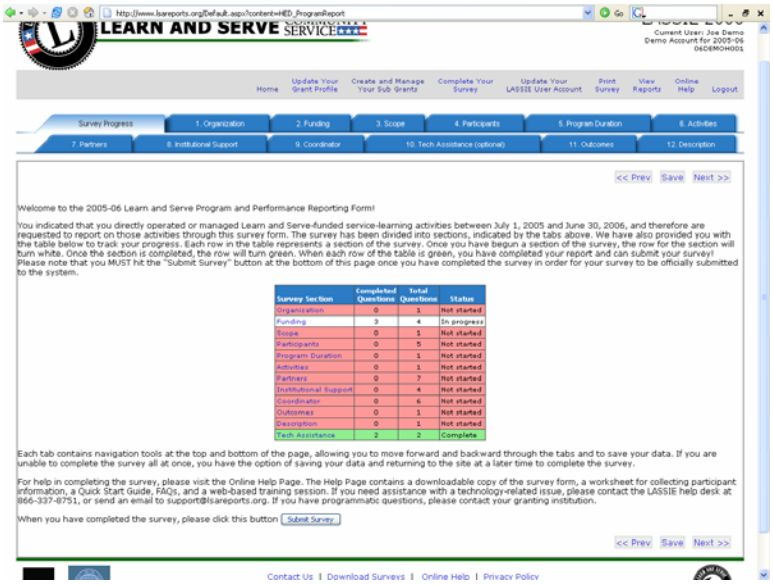
Any subgrants that have already been reported to LSA are listed. You can update or delete any of the subgrantees listed up until the subgratnee logs on and completes their own grant profile. You can also add other subgrants by clicking the **Add a Subgrant** button.

On this page you can also manage your subgrants by –

- Searching by grant name, type or level
- Checking on their completion status
- Sending email to selected subgrantees

Step Six: Complete My Survey

If you run programs, you can go to the survey by clicking on the "**Complete Your Survey**" link.



All programs that run Learn and Serve funded programs and activities (those activities that include service-learners) are required to complete this section. The survey is broken into 12 tabbed sections. The survey progress area will help you keep track of how many of the sections you've completed.

If you did not receive your grant funds directly from Learn and Service and indicated that you do not directly run any service-learning programs, you will only need to complete sections 1,2,10,11,and 12. Tabs for the other sections will automatically be grayed out.

Before you start your survey, you may want to check the "Frequently Asked Questions" area of the Help page for guidance on how to deal with missing information and other survey-related questions.

Feel free to answer sections out of order or click **Save** and come back later. You can also print a copy of the survey with your answers at any time by clicking on the **Print Survey** button in the gray bar at the top of the page.

Step Seven: Submit My Survey

When you have completed all of the questions click on the **Submit Survey** button. You're done!

Help

The online help page includes a number of resources, including:

- Frequently Asked Questions
- A copy of this Quick Start Guide
- Links to an online training video
- Worksheets that can be distributed to collect information on participants and service activities at the classroom level
- Who to contact with questions

For help about survey questions or who should be completing a report contact your grantor.

If you are having technical difficulties, or a problem navigating the site, call 866-337-8751 or email support@lsareports.org.

Grant Organization:
Grant Number:
Date:

Organization-Specific Questions
The following questions are about your institution/organization. **Be sure to save the report periodically (after every few questions) as you fill it out so you don't lose data.**

1. Are you reporting on an individual school or a school district?

- Individual School
- School District

2. What grade levels does your school/district include?

Lowest grade	Highest grade

3. What percentage of your school/district's students qualify for free/reduced lunch? %

Funding Sources

4. 2005- 2006 Learn and Serve Grant Amount:

5. Is the current grant the first Learn and Serve America grant that your school/district has received?

- Yes, this is the first grant
- No, we have received prior grants
- Don't know

6. What are the other (non-Learn and Serve) sources of funding for your service-learning initiatives or programs this year? (check all that apply)

- State service-learning funds (non LSA)
- Other state grant or program funds
- General agency operating funds
- Foundation grants
- Other
- Community/private contributions (for example, United Way)
- Corporate grants
- Other Corporation for National and Community Service grants
- Other federal funds (e.g., Safe and Drug-Free Schools, 21st Century)
- Don't know

7. What is your total 2005-2006 estimated budget for service learning from all sources (including cash, your LSA grant, and all non Learn and Serve grants)? Do not include in-kind contributions. $

IMPORTANT: The questions in this section refer only to programs and activities

that are funded in whole or part by Learn and Serve America funds during the 2005-2006 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
click here for examples

8. What best describes the scope of LSA funded service-learning activities at your organization during the 2005-2006 program year? Check the one response that best describes activities at your organization.

- School-wide (i.e., involving all students)
- Discipline-wide (i.e., all social studies classes)
- Grade-wide (i.e., involving all the classes or students in a grade)
- Multiple classrooms (but not grade or discipline-wide)
- Single classroom
- Co-curricular
- Don't Know
- Other (specify)

Service Learning Participants

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2005-2006 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
click here for examples

9. In this section we are interested in the people who are in your LSA service learning programs and activities.

Please provide demographic information on those youth who participated as service-learners in Learn and Serve-supported activities from July 1, 2005 to June 30, 2006. NOTE: For the purpose of this survey, service-learning participants are youth, between the ages of 5 and 17, who are involved in service-learning programs or activities on a regular basis. A service-learning program or activity should engage these participants in learning activities, assessment and reflection, and direct or indirect service to beneficiaries. Youth engaged in one-time volunteer activities should not be counted as service-learning participants; please record these volunteers under Question 13 and 14.

Please provide the following information on LSA program participants:

LSA Funded Service-Learning Participants	Estimated Number
Total number of individual **service-learners** in LSA supported activities/programs at your organization	_____

Grade Level of all LSA service-learning participants	Estimated Number
Kindergarten	_____
1st grade	_____

2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	
10th grade	
11th grade	
12th grade	
School Dropout	
Grade Unknown	

Ethnic background of all LSA service-learning participants	Estimated Number
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

Racial background of all LSA service-learning participants	Estimated Number
American Indian/Alaska Native	
Asian	
Black or African-American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race Unknown	

Gender	Estimated Number
Male	
Female	

Disadvantaged Youth Participants and Beneficiaries

10. Approximately how many disadvantaged youth provided community service through your LSA supported service activities during the 2005-2006 program year?

Estimated Number ☐ Don't Know

11. Did any of your LSA supported activities provide services to disadvantaged youth during the 2005-2006 program year?

◯ Yes ◯ No ◯ Don't Know

(If Yes, proceed to 11a. If No or Don't Know, proceed to 12)

11a. Approximately how many of the youth beneficiaries of your LSA supported activities belong to the following populations (categories are not exclusive):

	Estimated Number	Don't Know
Economically disadvantaged youth		☐
Foster children		☐
Adjudicated youth		☐
Children of incarcerated parents		☐
Students who are disabled/in special education		☐

11b. Approximately how many disadvantaged K-12 youth were mentored through your LSA supported service-learning activities?

Estimated Number ☐ Don't Know ☐ Do not have mentoring activities

11c. Approximately how many disadvantaged K-12 youth were tutored through your LSA supported service-learning activities?

Estimated Number ☐ Don't Know ☐ Do not have tutoring activities

Teacher/Staff Participation in Service-Learning

12. How many teachers and staff were involved in teaching, leading, and operating LSA funded service-learning programs in your school/district this year? Number (part- and full-time combined)

Additional Volunteers

13. Approximately how many K-12 youth volunteers (defined as youth 5-17 years old) were involved in LSA supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular program **participants** reported above.

Estimated number of other youth volunteers: ☐ Don't Know

14. Approximately how many adult volunteers (defined as 18 or older) were involved in LSA supported service-related activities (i.e. one-time volunteers or volunteers recruited

for service-learning activities). Do not include program staff.
Estimated number of adult volunteers: _____ ☐ Don't Know

14a. Approximately how many of these adult volunteers are Baby Boomers (defined as individuals born between 1945 and 1965, or between the ages of 41 and 61)?
Estimated Number of Baby Boomer volunteers: _____ ☐ Don't Know

Service-Learning/Participant Experience

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2005-2006 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
click here for examples

15. In this question we are trying to get information about the duration of the LSA programs and activities in your school/district and the amount of time students are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of program participants and **average hours** of preparation and service.

Instructions for completing table on service hours
1. First, estimate the number of service-learning participants who were in service-learning programs of the durations listed in the table below from July 1, 2005 to June 30, 2006. If you have more than one activity or program, please combine them in reporting participant numbers and hours. The total number of participants for all durations should equal the total number of participants reported in question 9.

2. Next, for each of the project durations, calculate the average hours of preparation for the service and formal reflection per participant during or after the service and enter that figure in column 3. 3. Finally, enter the average number of hours of service for a participant. Enter that figure in column 4.

- Preparation activities might include conducting background research, collecting data, attending trainings, assembling materials, rehearsing parts, and meeting to plan project activities during and after class.
- Formal reflection activities might include classroom discussions, keeping a journal, writing an essay or a poem, and making a class presentation.
- Service might include a variety of activities, including the following: providing direct service to individuals (tutoring, assisting at a human services agency, working in a classroom, etc.); service projects addressing a community need (for example, cleaning a park, raising money for a local program, monitoring local water quality), or education and advocacy efforts such as presenting a play on a community issue, organizing or testifying at a public hearing, or preparing educational materials (brochures, posters, etc.) on a local issue.

Example 1. The "Plant a Tree Project" lasted 2 months and involved 60 students (see 'a' in the table below). The average student in this project spent 8 hours engaged in preparation for the service and in formal reflection activities during and after the service (see 'b'). The service activity itself took approximately 2 hours per student (see 'c').

Example 2: The senior Civics Class is organized around a core service-learning program. It meets one hour, two days a week for one semester, and has 25 students (see 'd'). Each student in this class spent 63 hours engaged in service-learning preparation for the service and formal reflection during and after the service (see 'e'). The service activity itself was 10 hours (see 'f'). (Calculation: 2 hours of class + 1 hour of preparation + .5 hours of formal reflection x 18 weeks = 63 hours per student; 10 hours of service per

student).

EXAMPLES

Duration	Do Not Run this Type of Program	Number of Participants	Average Hours of Preparation and/or Formal Reflection per Participant	Average Hours of Service per Participant	Don't Know
Programs and activities that last 2 months or less including summer programs		a. 60	b. 8	c. 2	
Programs and activities that last for most or all of one semester or term (or about half the school year)		d. 25	e. 63	f. 10	
Programs and activities that last for most or all of the whole school year					

PLEASE FILL IN

Duration	Do Not Run this Type of Program	Number of Participants	Average Hours of Preparation and/or Formal Reflection per Participant	Average Hours of Service per Participant	Don't Know
Programs and activities that last 2 months or less including summer programs	☐				☐
Programs and activities that last for most or all of one semester or term (or about half the school year)	☐				☐
Programs and activities that last for most or all of the whole school year	☐				☐

16. For each of the following service categories, fill in the percentage of your LSA-supported service-learning activities and/or programs that fall into the category. Then, for each category, please check up to three of the most common types of service being conducted.

Health/Nutrition	% of activities/programs	

☐ Health Education	☐ Elder Care/ Nursing Home Programs	☐ HIV/AIDS Services
☐ Maternal/Child Health Services	☐ In-Home Care/ Respite	☐ Immunization
☐ Teen Pregnancy/Parenting Skills	☐ Hospice/Terminally Ill Care	☐ Blood Drive
☐ Substance Abuse Prevention/Rehabilitation	☐ Hunger/Food Distribution/Collection	☐ Other Health/Nutrition
☐ Disabilities Programs		

Education _____ **% of activities/programs**		
☐ Pre-Elementary Day Care	☐ Vocational Education	☐ Head Start/School Preparedness
☐ Tutoring & Child Literacy - Elementary	☐ Adult Education and Literacy	☐ Historical Preservation/Education
☐ Tutoring & Child Literacy - Middle School/High School	☐ Special Education	☐ Cultural Heritage
☐ After School Programs	☐ ESL/ESOL	☐ Library Services
☐ GED Programs/Dropout Prevention	☐ Computer Literacy	☐ Other Education

Environmental _____ **% of activities/programs**		
☐ Waste Reduction/ Recycling	☐ Energy Conservation	☐ Community Restoration/Clean Up
☐ Environmental Awareness	☐ Wildlife, Park Protection/ Restoration	☐ Water Protection/Restoration
☐ Other Environment		

Homeland Security _____ **% of activities/programs**	
☐ Disaster Preparedness/Response	☐ Other Homeland Security

Public Safety _____ **% of activities/programs**		
☐ Public Safety Education	☐ Victim/Witness Assistance	☐ Pedestrian/ Bike Safety
☐ Fire/Accident Prevention	☐ Community Policing/Neighborhood Watch	☐ Water safety
☐ Crime Awareness/Crime Avoidance	☐ Juvenile Justice/ Gang Prevention	☐ Animal Care/ Humane Society
☐ Conflict Resolution/Mediation	☐ Other Public Safety	

Housing _____ **% of activities/programs**		

☐ Housing Rehabilitation/Construction	☐ Independent Living	☐ Transitional Housing
☐ Housing Referrals/Relocation	☐ Tenant Organizing	☐ Other Housing

Human Needs - General _____ **% of activities/programs**		
☐ Adult Day Care/Senior Center	☐ Mentoring Youth	☐ Cultural/ Arts/ Performance Programs
☐ Companionship/Outreach	☐ Foster Care	☐ Other Human Needs Services
☐ Thrift Store/ Clothing Distribution	☐ Coaching a Team	

Community and Economic Development _____ **% of activities/programs**		
☐ Consumer Education	☐ Transportation Services	☐ Technology Access
☐ Food Production/Community Gardens/Farming	☐ Job Development/Placement	☐ Social Services Planning/Delivery
☐ Community Revitalization	☐ Microenterprise	☐ Civic/Community Organizing
☐ Other Community Development		

Community/Program Partners

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2005-2006 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
click here for examples

17. Approximately how many community partners (community agencies, local government, businesses, universities, etc.) were formally involved in managing and/or planning LSA supported service-learning activities with the school/district during this year - for example, serving on advisory boards or planning projects.

A partner is an external school, agency or other organization that cooperates (e.g., shares information), coordinates (e.g., helps plan a program) or collaborates (e.g. shares a leadership role) with an LSA grantee or subgrantee in carrying out LSA funded service-learning activities and programs.

A service learning placement site is an external school, agency or other organization that provides service learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

Total number of **partner** agencies/organizations: ☐ Don't Know

If you provided a value for Question 17, please complete 17a through 20. If you do not provide a value for 17, no values will be saved for 17a through 20.

17a. How many of the above partner agencies/organizations are faith based? ☐ Don't Know

18. Of the total number of partners referenced above:

a. How many were regularly and actively involved in planning and/or managing LSA funded service-learning? ☐ Don't Know

b. How many were periodically involved in planning and/or managing LSA funded service-learning? ☐ Don't Know

c. How many advised on LSA funded service-learning but were not directly involved in planning or managing LSA funded service-learning? ☐ Don't Know

d. How many served only as a service-learning placement site?

☐ Don't Know

19. Does your service-learning program have an advisory board?

○ Yes ○ No ○ Don't Know

If YES, then: How many partner organizations are represented on the advisory board?

20. How many **new** community partnerships were formed as a result of your current LSA funding?

Collaboration with Other Corporation Programs

21. With which, if any, of the following Corporation for National and Community Service-sponsored programs does your LSA program collaborate? (Check all that apply)

☐ AmeriCorps	☐ Senior Corps (Foster Grandparents, Senior Companions, RSVP)
☐ AmeriCorps*VISTA	☐ None
☐ Don't Know	

22. How many of the following types of program volunteers were involved in coordinating service-learning programs and activities on a regular or on-going basis at your institution?

AmeriCorps	Senior Corps (SaYes Volunteer)
AmeriCorps*VISTA	☐ None
☐ Don't Know	

23. To what extent are the following characteristics present in the Learn and Serve-funded service-learning initiatives and programs in your institution/organization?

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
a. Service activities are of sustained or significant duration (e.g. more than 40 hours per participant per year).	○	○	○	○	○	○
b. Service projects have clear and specific learning objectives.	○	○	○	○	○	○
c. Program staff (teachers, faculty, program coordinators, etc.) work with participants to draw the connections between the service that participants are providing and what they should be learning.	○	○	○	○	○	○
d. The service that students perform has a strong connection to the curriculum they are studying.	○	○	○	○	○	○
e. The relationship between service and civic participation, responsibility, skills and concepts are made explicit.	○	○	○	○	○	○
f. Project participants are given organized time to reflect on their service.	○	○	○	○	○	○
g. Participants have a leadership role in all phases of a project, including making decisions about the development of the project as well as its execution.	○	○	○	○	○	○
h. Projects are based in strong						

partnerships with community groups that include mutually agreed upon goals, roles and responsibilities.	○	○	○	○	○	○
i. Both learning and service are emphasized in all projects.	○	○	○	○	○	○

III. Questions About Institutional Support for Service-Learning
These questions are about all service-learning in your organization (e.g. regular, on-going service learning).

24. How long have there been organized service-learning activities at your institution (e.g. regular, on-going service learning)?

- ○ One year or less
- ○ Two to five years
- ○ Six years or more
- ○ Don't Know

25. Please indicate which policies listed below are in place in your institution. For each type of policy, please indicate Yes, No, or Don't Know.

	Yes	No	Don't Know
a. Service-learning is recognized by the school/district as an improvement strategy in its strategic plan or improvement plan.	○	○	○
b. Service-learning is part of the board approved course curriculum in at least one subject in at least one grade in the school/district.	○	○	○
c. Service-learning is part of the board approved course curriculum in at least one subject in every grade in the school/district.	○	○	○
d. Service-learning is part of the board approved course curriculum in at least one course that is a required for graduation.	○	○	○
e. Service-learning participants are formally recognized through the Presidential Freedom Scholarship or the President's Volunteer Service Award.	○	○	○
f. Information about the President's Volunteer Service Award and other CNCS national service programs is provided to students	○	○	○

If you answered YES to question 25b then please answer this question. Otherwise skip to question 29.

26. If service-learning is part of the board approved course curriculum in one or more subjects for one or more grades, please indicate the subjects. Check all that apply.

☐ Social Studies	☐ Foreign Languages	☐ Vocational/Career Education
☐ Language Arts/English	☐ Art/Music/Theater	☐ Advisory Period
☐ Science	☐ Physical Education	☐ Gifted/Talented
☐ Math	☐ Health	☐ Elective
☐ Special Education	☐ Other	

27. During the past year, how many classes with service-learning activities in your school/district were created as a result of the Learn and Serve funds?

Estimated Number of programs ☐ Don't Know

28. During the past year, how many classes with service-learning activities were provided by your school/district overall?

Estimated Number of programs ☐ Don't Know

29. Indicate the extent to which the following policies/practices were present at your school/district over the past year:

	Never	**Rarely**	**Occasionally**	**Frequently**	**Always**	**Don't Know**
a. Service-learning is included in the school's/district's current professional development plans	○	○	○	○	○	○
b. The school/district has adopted and/or disseminated quality standards for service-learning (for example, the Essential Elements of Service-Learning)	○	○	○	○	○	○
c. Service-learning is included in new staff/teacher orientation	○	○	○	○	○	○
d. Service-learning is considered as one of the criteria for teacher/staff evaluations and/or in performance standards for teachers/staff	○	○	○	○	○	○
e. Students are involved in decision-making about the service-learning activities in						

the school/district, for example, through an advisory council or other formal planning or decision-making body	○	○	○	○	○	○
f. Parent and/or family volunteers help with service learning.	○	○	○	○	○	○

30. During the past year, to what extent were the following available at your institution? Please indicate how regularly or widely each type was available.

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
a. Financial support for planning, training, and implementation of service-learning projects or programs	○	○	○	○	○	○
b. Reduction in teaching load to allow time for service-learning program development or supervision	○	○	○	○	○	○
c. Technical assistance on planning or implementation of service-learning activities	○	○	○	○	○	○
d. Recognition or rewards for teachers/staff for quality service-learning practice	○	○	○	○	○	○

Service-Learning Coordinator:

31. Does the school/district have a full or part-time **service-learning coordinator** or staff person with responsibility for service-learning?

○ Yes ○ No ○ Don't Know

If you answered "No" or "Don't know" for question 31, please skip to question 37 (on the next tab) and do not answer question 32 thru 36.

32. If there is a service-learning coordinator for the school/district, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, teacher, etc.)? If more than one coordinator, please provide information on the primary coordinator.

○ Less than 1 year ○ 1-4 years ○ 5 years or more ○ Don't Know

33. Is the service learning coordinator a full time or part-time employee of the school/district?

Full-time Part-time Don't Know

34. Approximately what percentage of the coordinator's total job responsibilities is service-learning?

100%

75%

50%

25%

Less than 25%

Don't Know

35. Please select the answer that best describes the extent of training/professional development the service-learning coordinator has received.

No formal education/training/professional development related to service-learning

One workshop, conference, or training session

Multiple workshops/conferences/training sessions, OR one or more semesters of formal education (pre-service or in-service) focused on service-learning

A combination of a semester or more of formal education and multiple workshops/training sessions

Don't Know

36. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2005-2006 (including LSA funds):

Grants: ___%

Organization operating funds (non-grant): ___%

Don't Know

37. Based on your experience with Learn and Serve funded activities over the past year, assess the impact of these activities and programs on:

	Substantial negative impact	Moderate negative impact	No impact	Moderate positive impact	Substantial positive impact	Don't know
The general academic performance of service-learning participants						
The habits of participants (habits refer to such things as attendance, extracurricular activities, participation in class)						
The participants' civic engagement						

Efforts to make service-learning a permanent part of your institution	○	○	○	○	○	○
The organizations that were served	○	○	○	○	○	○

Program Description

38. Please provide a brief (100-150 word) description of one service-learning project or activity funded by the current LSA subgrant. In doing so, please make sure you answer the following questions: What is the purpose of the project? What are the academic or educational goals? Where and when does it take place? Who are the participants? Who are the beneficiaries of the service? What are the intended results? What did participants do in the project?

Technical Assistance Strengths and Needs

39. In which of the following areas do you believe your school/district is particularly strong and capable of providing technical assistance to other Learn and Serve programs? Please check all that apply.

Program Management	Program Content
☐ Program Design	☐ Curriculum/program design (specify subject area)
☐ Strategic Planning	☐ Development/Leadership
☐ Developing Community Partnerships	☐ Orientation
☐ Assessing community impact	☐ Reflection techniques
☐ Building Community/Institutional Support	☐ Youth voice/youth governance
☐ Service Site Recruitment	☐ Individual assessment strategies (portfolios, etc.)
☐ Volunteer/service site training	☐ Promotion and tenure
☐ Staff development/teacher education	☐ Other (specify)

☐ Managing/Overseeing Service Sites	☐ None
☐ Program evaluation strategies/Performance measurement	
☐ Financial/grant management	
☐ Marketing	
☐ Other (specify) _____	
☐ None	

40. In which of the following areas do you think your school/district is most in need of technical assistance or training? Please check the three highest priority areas for assistance.

Program Management	**Program Content**
☐ Program Design	☐ Curriculum/program design (specify subject _____ area)
☐ Strategic Planning	☐ Development/Leadership
☐ Developing Community Partnerships	☐ Orientation
☐ Assessing Community Impact	☐ Reflection techniques
☐ Building Community/Institutional Support	☐ Youth voice/youth governance
☐ Service Site Recruitment	☐ Individual assessment strategies (portfolios, etc.)
☐ Volunteer/service site training	☐ Promotion and tenure
☐ Staff development/teacher education	☐ Other (specify)
☐ Managing/Overseeing Service Sites	☐ None
☐ Program evaluation strategies/Performance measurement	
☐ Financial/grant management	
☐ Marketing	
☐ Other (specify)	
☐ None	

Service-Learning Program/ Activity Participant Tracking Tool
Higher Education

Date: _____

Name of Person completing form _____

Phone_____ Email_____

Name of Program or Activity _____

Total Number of Participants _____

LSA service-learning participants in this activity	**Estimated *Number***
Kindergarten	
1st grade	
2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	
10th grade	
11th grade	
12th grade	
School dropouts	
Grade Unknown	
Undergraduate student service-learners	
Graduate student service learners	
Faculty involved in teaching (if this is a course)	
Faculty members non-teaching or course specific	
Community members between 18-39 years old (born 1966-1988)	
Community members between 40-60 years old (born 1945-1965)	
Community members 61 or older (born before 1945)	

Ethnic background of LSA service-learning participants in this activity	**Estimated *Number of Students***	**Estimated *Number of Faculty/Staff***
Hispanic		
Non-Hispanic		
Ethnicity Unknown		

Racial background of LSA service-learning participants in this activity	**Estimated *Number of Students***	**Estimated *Number of Faculty/Staff***
American Indian/Alaska Native		
Asian		
Black or African-American		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		
Race Unknown		

If you have any questions about how to use this form please contact: (fill in) _____

Please return this form to: (fill in) _____

Gender of LSA service-learning participants in this activity	**Estimated *Number of Students***	**Estimated *Number of Faculty/Staff***
Male		
Female		

Disabled	**Estimated *Number***
Higher education students with disabilities	

Estimated number of disadvantaged youth *participating* in this service activity: _____

Approximately how many of the youth *beneficiaries* of this service activity belong to the following populations (a youth can belong to more than one)

Youth beneficiaries	**Estimated *Number***
Economically disadvantaged youth	
Foster children	
Adjudicated youth	
Children of incarcerated parents	
Students who are disabled/ in special education	

How many disadvantaged K-12 youth were *mentored* in this activity? _____

How many disadvantaged K-12 youth were *tutored* in this activity? _____

Number of staff involved in teaching, leading or running this program/activity: _____

Volunteers

Number of Additional Volunteers involved in this program/activity (not including the regular program participants counted above):

Youth Volunteers (5-17 years old) _____

Adult volunteers _____ How many of these adults are Baby Boomers (born between 1945-1965)? _____

Duration

What is the duration of this program/activity?

❍ 2 months or less including summer program
❍ Most or all of one term or semester
❍ Most or all of the whole school year

On average, how much time (in hours) does <u>each</u> participant spend:

a. on preparation and formal reflection for this service-learning program/activity?
   _____ number of hours
b. on service (not including preparation and reflection)
   _____ number of hours

If you have any questions about how to use this form please contact: (fill in) _____

Please return this form to: (fill in) _____

Service-Learning Activity
Check the primary focus of this LSA program/activity and then check the appropriate sub-categories (check all that apply):

Health/Nutrition _____

❍ Health Education	❍ Elder Care/ Nursing Home Programs	❍ HIV/AIDS Services
❍ Maternal/Child Health Services	❍ In-Home Care/ Respite	❍ Immunization
❍ Teen Pregnancy/ Parenting Skills	❍ Hospice/Terminally Ill Care	❍ Blood Drive
❍ Substance Abuse Prevention/Rehabilitation	❍ Hunger/Food Distribution/Collection	❍ Other Health/Nutrition
❍ Disabilities Programs		

Education _____

❍ Pre-Elementary Day Care	❍ Vocational Education	❍Head Start/School Preparedness
❍ Tutoring & Child Literacy – Elementary	❍ Adult Education and Literacy	❍ Historical Preservation/Education
❍ Tutoring and Child Literacy – Middle School/ High School	❍ Special Education	❍ Cultural Heritage
❍ After School Programs	❍ ESL / ESOL	❍ Library Services
❍ GED Programs/Dropout Prevention	❍ Computer Literacy	❍ Other Education

Environmental _____

❍ Waste Reduction/ Recycling	❍ Energy Conservation	❍ Community Restoration/Clean Up
❍ Environmental Awareness	❍ Wildlife, Park Protection/ Restoration	❍ Water Protection/Restoration
❍ Other Environment		

Homeland Security _____

❍ Disaster Preparedness/Response	❍ Other Homeland Security

Public Safety _____

❍ Public Safety Education	❍ Victim/Witness Assistance	❍ Pedestrian/ Bike Safety
❍ Fire/Accident Prevention	❍ Community Policing/Neighborhood Watch	❍ Water safety
❍ Crime Awareness/Crime Avoidance	❍ Juvenile Justice/ Gang Prevention	❍ Animal Care/ Humane Society
❍ Conflict Resolution/Mediation	❍ Other Public Safety	

Housing _____

❍ Housing Rehabilitation/ Construction	❍ Independent Living	❍ Transitional Housing
❍ Housing Referrals/Relocation	❍ Tenant Organizing	❍ Other Housing

Human Needs – General _____

❍ Adult Day Care/Senior Center	❍ Mentoring/Coaching	❍ Cultural/ Arts/ Performance Programs
❍ Companionship/Outreach	❍ Foster Care	❍ Other Human Needs Services
❍ Thrift Store/ Clothing Distribution	❍ Coaching a team	

Community and Economic Development _____

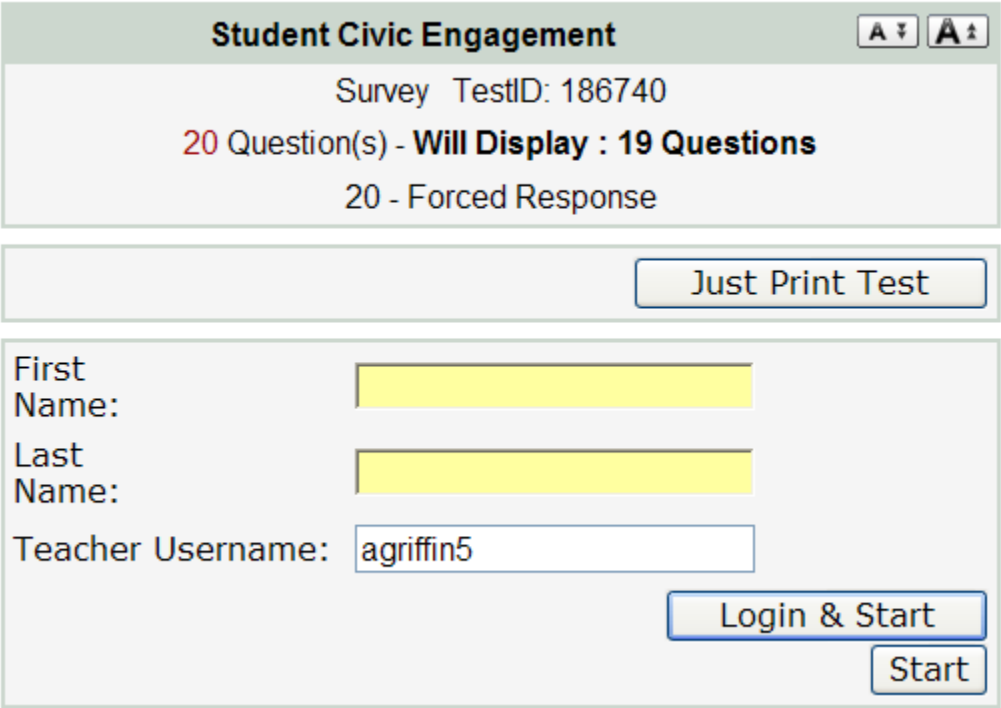
❍ Consumer Education	❍ Transportation Services	❍ Technology Access
❍ Food Production/Community Gardens/Farming	❍ Job Development/Placement	❍ Social Services Planning/ Delivery
❍ Community Revitalization	❍ Microenterprise	❍ Civic/ Community Organizing
❍ Other Community Development		

If you have any questions about how to use this form please contact: (fill in) _____

Please return this form to: (fill in) _____

Instructions for Civic Engagement Survey

1. Go to the Academic Service Learning page at http://www.schools.utah.gov/curr/lifeskills/ASL.htm
2. Open the pull down menu labeled "Civic Engagement Surveys" under "Resources"
3. For a survey for grades 3-5 select "LSA Elementary Survey 3-5";
   For a survey for grades 6-12 select "LSA Student Survey 6-12"
4. You will see the following entry screen:



4. In the "First Name:" blank type in the name of your school, and a number given to you by your teacher, like "Midland1" or "Midland2", etc.
5. In the "Last Name:" blank type in the name of your district, like "Jordan" or "Nebo"
6. Click on the "Login & Start" button and answer the questions on the survey.
7. Make sure to click on the "Submit" button. Your survey is now complete.

_____

Learn and Serve America

Student Civics Survey (Grades 3-5)

School: _____ **Teacher**: _____

What is today's date? _____

Are you a boy or a girl? **Boy** **Girl**

What grade are you in? _____

Directions:
For the next set of sentences, please check the box that shows how you feel.

For example, the first sentence is "I like to eat pizza." If you really hate to eat pizza, you would check the box above the words "Strongly Disagree." If you just do not like to eat pizza, check the box above the word "Disagree." If you sometimes like to eat pizza, check the box above the word "Agree." If you love to eat pizza, check the box above the words "Strongly Agree."

1. I like to eat pizza.

Strongly Disagree Disagree Agree Strongly Agree

2. I do things to help make my neighborhood or town a better place.

Strongly Disagree Disagree Agree Strongly Agree

3. If I have a problem, I can usually think of solutions.

Strongly Disagree Disagree Agree Strongly Agree

4. I know what to do to help make my neighborhood or town a better place.

Strongly Disagree Disagree Agree Strongly Agree

5. Students my age can do things to make the world better.

Strongly Disagree Disagree Agree Strongly Agree

6. I can make a difference in my neighborhood or town.

Strongly Disagree Disagree Agree Strongly Agree

7. I intend to volunteer throughout my entire life.

Strongly Disagree Disagree Agree Strongly Agree

8. I am good at leading a group project.

Strongly Disagree Disagree Agree Strongly Agree

9. I am good at speaking in front of groups of people.

Strongly Disagree Disagree Agree Strongly Agree

☺ **Thanks for filling out our survey!!**

_____

Civic Engagement Learn and Serve
Student Survey (Grades 6-12)

School : _____ Teacher :_____

1. **Today's date: _____**

2. **Are you a male or female?**

   ☐ Male ☐ Female

3. **Grade level: _____**

4. **How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**
   - ☐ White
   - ☐ Asian/Pacific Islander
   - ☐ Black/African American
   - ☐ American Indian/Alaskan Native
   - ☐ Hispanic/Latino
   - ☐ Other (specify):_____

5. **Have you ever been involved in any of the following? (CHECK ALL THAT APPLY.)**
   - ☐ Sports
   - ☐ Academic Club (for example, Math Club, Drama Club)
   - ☐ Service Club (e.g., Scouts, Key Club, 4H, Booster Club. This does not include "service-learning" projects.)
   - ☐ Student Leadership Group (for example, student council)
   - ☐ Other clubs
   - ☐ Job
   - ☐ None of the above

6. **Have you ever been a volunteer or provided community service? (CHECK ALL THAT APPLY.)**
   - ☐ Yes, in school before this year
   - ☐ Yes, with a youth organization
   - ☐ Yes, with my church
   - ☐ Yes, with my family
   - ☐ Yes, with my neighborhood
   - ☐ No

7. **What grades do you get, on average?**
   - ☐ Mostly A's
   - ☐ Mostly B's
   - ☐ Mostly C's
   - ☐ Mostly D's
   - ☐ Mostly F's

Your Place in the Community

8. Please think about the community as the *people, businesses, and neighborhoods around your school* and indicate how much you disagree or agree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I do things to make the community a better place.	☐	☐	☐	☐
b. I help to address problems in the community.	☐	☐	☐	☐
c. I try to encourage others to work on community problems.	☐	☐	☐	☐

About You

9. Please indicate how much you disagree or agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Students my age can do things to make the world better.	☐	☐	☐	☐
b. I can make a difference in my neighborhood or town.	☐	☐	☐	☐
c. I feel responsible for helping others.	☐	☐	☐	☐
d. I intend to volunteer throughout my whole life.	☐	☐	☐	☐

10. Please rate yourself. How good are you at each of the following things?

	Not Good At All	Fairly Good	Very Good	Excellent
a. Designing and implementing a community service project.	☐	☐	☐	☐
b. Finding resources to help me with a community project.	☐	☐	☐	☐
c. Leading a group project.	☐	☐	☐	☐
d. Understanding what other people are trying to say.	☐	☐	☐	☐
e. Getting others to listen to my ideas.	☐	☐	☐	☐
f. Speaking in front of groups of people.	☐	☐	☐	☐
g. Accomplishing goals.	☐	☐	☐	☐
h. Seeing consequences of actions.	☐	☐	☐	☐
i. Finding information to solve problems.	☐	☐	☐	☐
j. Solving problems.	☐	☐	☐	☐
k. Looking at media sources to find out about community problems.	☐	☐	☐	☐
l. Using what I learn in school to solve problems in the community.	☐	☐	☐	☐
m. Finding which government offices deal with which problems.	☐	☐	☐	☐

2008-2009 Grant Year

Section Six: Financial Management

SERVICE-LEARNING
SUB-GRANTEE
RESOURCE GUIDE

SPECIAL GRANT PROVISIONS

1. PURPOSES OF GRANT

Learn and Serve America: School-Based Program Grants are to assist in developing high-quality service-learning programs in elementary and secondary schools. Learn and Serve America supports school-based programs of Local Education Agencies (LEAs) and their community partners that provide youth with opportunities to learn and develop their own capabilities through service-learning. Service-learning is an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship. The goals of these Grants are to fund programs that:

a. Encourage elementary and secondary school teachers to create, develop, and offer service-learning opportunities for all school-age youth;

b. Educate teachers about service-learning and incorporate service-learning opportunities into classrooms to enhance academic learning;

c. Coordinate the work of adult volunteers in school;

d. Introduce young people to a broad range of careers and expose them to further education and training;

e. Hire service-learning coordinators to assist with identifying community partners and implementing school-based service-learning programs;

f. Provide the technical assistance and information to facilitate the training of teachers who want to use service-learning in their classrooms; and

g. Assist local partnerships in the planning, development, and execution of servicelearning projects.

2. USE OF FUNDS

a. Grant funds may be used for the following activities in accordance with the program's approved application and budget:

i. Implementing, operating, and expanding service-learning programs through grants to local partnerships which may include paying for the cost of the recruitment, training, supervision, placement, salaries, and benefits of servicelearning coordinators;

ii. Implementing, operating, and expanding school-based programs involving adult volunteers to use service-learning to improve the education of students, through grants to local partnerships; and

iii. Providing training and technical assistance to funded local partnerships.

b. Grant funds may not be used for international travel or projects where the primary beneficiaries of an activity are outside the United States.

3. IMPLEMENTATION OF PROGRAM DESIGN

Unless otherwise approved by the Corporation in accordance with clause 17 of the Learn and Serve America General Provisions, the Grantee agrees to implement the program design described in its approved application, including, but not limited to, the number and type of participants targeted in the application, targeted number of service hours, the service activities, and the management structure.

4. LOCAL PARTNERSHIPS

a. Implementing, Operating, or Expanding School-Based Service-learning Programs.

i. Partnerships that include a Local Education Agency (LEA) and one or more community partners are the only entities eligible to apply to grantmaking entities (GME) for sugrants in order to implement, operate, or expand school-based, service-learning programs.

ii. The partnership must include a public or private nonprofit organization that has demonstrated expertise in meeting educational, public safety, human, or environmental needs. In addition, the nonprofit organization must have been in existence for at least one year before applying for a subgrant and must make projects available to student participants.

iii. The partnership may include a for-profit business or private elementary or secondary school.

iv. Implementing, operating or expanding school-based service-learning programs, may include paying for the cost of the recruitment, training, supervision, placement, salaries and benefits of service-learning coordinators.

b. Implementing, operating, or expanding Adult Volunteer Programs. Partnerships that include a LEA and one or more public or private nonprofit organizations, other educational agencies, or for-profit businesses that coordinate and operate projects for student participants are the only entities eligible to apply to grantmaking entities for sub-grants in order to implement, operate, or expand adult volunteer programs.

c. Assurances. For School-Based Programs, as required by 45 C.F.R. 2516.410(d), the Grantee must assure that the LEA in a Local Partnership will serve as the fiscal agent.

5. TRAINING AND SUPERVISION

a. General. The Grantee must ensure that the program provides participants with the training, skills, knowledge, and supervision necessary to perform the tasks required in their assigned projects.

b. Service-learning. The Grantee must ensure that the program provides participants with an opportunity to reflect on their service-learning experiences. The Grantee must use service-learning experience to help participants achieve the skills and education needed for productive, active citizenship.

c. Supervision. The Grantee must ensure that the program provides participants with adequate supervision by qualified supervisors in accordance with the approved application.

d. Training/Orientation. The Grantee must conduct a training session for participants and program staff orienting them to the project and safety protocol.

6. PROGRAM PARTICIPANTS

Participants must be students. Participants will participate in projects carried out by LEA partnerships.

7. REPORTING REQUIREMENTS

a. Progress Reports. All Progress reports must be submitted through eGrants. Grantees
must submit timely Progress Reports in accordance with Corporation guidelines according to the following schedule:

Period Covering	Report Due
July 1 – June 30	July 31

b. Financial Status Reports. Grantees must complete and submit the Standard Form 269, "Financial Status Report" (FSR) in eGrants to report the status of all funds. Grantees must submit timely cumulative Financial Status Reports in accordance with Corporation guidelines according to the following schedule:

Period Covering	Report Due
July 1 - December 31	January 31
January 1 - June 30	July 31

Note: Subgrantee Financial Status and Progress Reports
The Corporation expects each Grantee to set its own subgrantee reporting requirements. Grantees are responsible for monitoring subgrantee activities and training needs, tracking progress toward objectives, and identifying challenges. Subgrantees must adhere to the reporting requirements outlined and communicated by its Grantee for the program year.

c. Final Financial Status Report. Grantees completing the final year of their Grant must submit, in lieu of the last FSR, a Final FSR that is cumulative over the entire Grant period. This FSR is due 90 days after the end date of the Grant.

d. Program Performance Report. Each Grantee is required to submit annual program performance data through the Learn and Serve System for Information Exchange (LASSIE) by June 30. Grantees are responsibility for ensuring the inclusion of Subgrantee survey information to complete the overall grant performance report.

8. FUNDING GUIDELINES

There are five basic requirements concerning funding for school-based service-learning programs:

a. The Corporation share of the total cost of carrying out a funded program may not exceed:

- **i. Ninety percent** for the first program year,
- **ii. Eighty percent** for the second program year,
- **iii. Seventy percent** for the third program year, and
- **iv. Fifty percent** for the fourth program year and any subsequent program year.

b. Each Grantee shall provide for the remaining share of the cost of carrying out a funded program through payments in cash or in-kind, and may provide for such sharethrough State, Local, or Federal sources other than funds made available under National Service Laws.

c. A Grantmaking Entity and Subgrantees carrying out the service-learning program, combined, may spend no more than 5 percent of the total grant funds on administrative costs for any fiscal year.

d. A Grantmaking Entity must spend between 10 and 15 percent of the total grant on planning and capacity-building through training, technical assistance, curriculum development, and coordination activities.
e. Stipends, allowances, post-service benefits, or other financial support may not be paid to any program participant except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation. This applies to both the federal and non-federal share of the cost of the program. Minor expenses for identification of service-learning participants or recognition of excellent or outstanding participant service, such as the President's Volunteer Service Awards are allowable.
f. The Corporation will make three-year grants subject to performance and annual appropriation.

16. MATCHING REQUIREMENTS

a. Matching Obligation. The Grantee must provide and account for the matching funds as agreed upon in the approved application and budget. All programs are encouraged to raise some funds from the private sector, i.e. non-federal funds.
b. Cash or In-Kind Match for Program Operating Costs. Contributions, including cash and third party in-kind, will be accepted as part of the Grantee's matching share for Program Operating Costs when such contributions meet all of the following criteria:

i. They are verifiable from Grantee records;
ii. They are not included as contributions for any other federally-assisted Program;
iii. They are necessary and reasonable for the proper and efficient accomplishment of Program objectives; and
iv. They are allowable under applicable cost principles.

c. Cost Share. As a general rule, the Corporation will treat cash or in-kind matching contribution that exceeds the required minimum as cost share. The Corporation encourages private sector support over-and-above the matching fund requirement.
d. Exception for Volunteer Community Service. Because the purpose of this Grant is to enable and stimulate volunteer community service, the Grantee may not include the value of direct community service performed by volunteers. However, the Grantee may include the value of volunteer services contributed to the organization for organizational functions such as accounting, audit, training of staff and Programs.
e. Administrative Costs. Administrative costs cannot exceed 5% of total Corporation funds actually expended. Administrative costs which exceed the Corporation's maximum administrative cost limit of 5% but which otherwise would have been allocable to the Grant, are allowable as the matching share under the Administrative costs budget line item. See clause 9, Administrative Costs.
f. Valuation. The value of Grantee and third-party contributions of services and property will be determined in accordance with applicable cost principles set forth in OMB Circulars A-21, A-87 and A-122, and the approved budget.

10 Great Ways to Meet Your Match

The basic rule of thumb is you can count most reasonable and necessary items that are used to meet the goals and objectives of the project. It is essential that every match is appropriately documented. Document the basis for determining the value of personal services, material equipment, meeting space or building use.

1. Staff time spent on service learning project. Include teacher, principal, or other school faculty and staff time spent on work related to the service learning project. Track time and use salary plus benefits as rate.

2. Classroom space used for service learning project. Pro-rate amount of time project is using classroom space and use the value provided by district. This can include value of utilities and maintenance.

3. Supplies necessary to run service learning program. Include photocopying, office supplies/materials, postage, AV equipment, phone, fax, and so forth. Use the rate you would pay for these services/materials.

4. Cash contributions. Include donations from students, parents, parent teacher organizations, community organizations, and local businesses.

5. Transportation. If provided at no cost to the project, you may count the costs of school bus as well as miles driven in personal vehicles. Use the state approved mileage rate of $.485 per mile traveled.

6. Donation of project supplies. Include items necessary to accomplish program goals and objectives. Examples: seeds, trees, film, masks, gloves, books, fabric, etc. Use the price you would pay to purchase the supplies.

7. Discounts provided by local vendors. Anything above and beyond what is normally given to the general public. Have the vendor note the discount directly on the invoice.

8. Grants or other funds that are obtained. Funds must be used to further the goals and objectives of the service-learning project. If funds from another federally funded program, must obtain permission from that program before counting it as a match.

9. Volunteer recognition items. Refreshments for celebrations, recognition certificates or other items used to acknowledge commitment. Use the price you would pay to purchase the items.

10. Professional volunteer time. Any volunteer time donated in accordance with one’s profession. Example: A nurse speaking to a class regarding the affects of aging prior to students beginning their intergenerational program at a local nursing home.

LOCAL IN-KIND CONTRIBUTION FORM

Grant Year: 2007-2008

School: **Date:**

District: **District/Charter School #:**

Each sub-grantee is responsible for fulfilling a 50% match requirement for *total project costs*. For example, a $1,000 grant award requires $1,000 of local match, for a total project cost of $2,000. This local match certification form is required to be submitted for EACH IN-KIND OR CASH CONTRIBUTION. Please submit these forms with each reimbursement request.

A local match may be in-kind or cash donations considered reasonable and necessary to meet the service-learning program goals and objectives. It is essential that every match is appropriately documented.

Expenditure Classification	Contribution Date	Description of Contribution/ Service and Purpose of Contribution/Service	How was value determined? *(Include documentation to support value determination, Ie: HR letter, price tags, invoices, etc)*	Total Value of Contribution
EXAMPLE	10/23/07	Guest speaker from Primary Children's hospital teaching about health issues for kids	4 hours @ salary of $18.00/hr	$72.00
A. Salaries				
B. Employee Benefits				
C. Professional & Technical Services				
D. Purchased Property Services				

Expenditure Classification	Contribution Date	Description of Contribution	How was value determined?	Total Value of Contribution
E. Other Purchased Services				
F. Travel & Monitoring				
G. Supplies & Materials				
H. Equipment				
I. Training & Technical Assistance				
J. Evaluation				
I. Other - Exclude Audit Costs				

I certify that the above information is correct and that receipts and/or other documentation, if applicable, can be provided if requested.

_____

Signature / Date

Office Use Only
o Fiscal Analyst
o ASL Specialist

Updated: 12/05/07

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTALS
LSA DISTRICT							

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTALS
LSA DISTRICT	1 2 / 6	2 – / 8	3 1 / 7	4 4.5 / 3.5	5 – / 8	6	7.5 / 32.5
7	8 – / 8	9 3 / 5	10 3 / 5	11 3 / 5	12 – / 8	13	9 / 31
14	15 2 / 6	16 1.25 / 6.75	17 – / 8	18 6 / 2	19 – / 8	20	9.25 / 30.75
21	22 – / 8	23 2.5 / 5.5	24 – / 8	25 – / 8	26 1 / 7	27	3.5 / 36.5
28	29 – / 8	30 2 / 6	31 – / 8				2 / 22

In-Kind or Cash Match Invoice

Utah State Office of Education – Learn and Serve Program

From:	To:

Contact		Invoice Date	

Date of Contribution	Description of Service or Donation	Fair Market Value	Line Total
Please note:		Total:	

I certify that the figures state above are accurate and to the best of my knowledge. I certify that this contribution meet grant provisions and was deemed necessary and meaningful to further our service-learning program. I understand further documentation may be provided upon request at a latter date. I will retain these documents for 3 years following the final report of for this grant.

Signature:

Date:

* SAMPLE ONLY *

In-Kind or Cash Match Invoice

Utah State Office of Education – Learn and Serve Program

From:	To:
Wasatch Community Gardens P.O. Box 2924 SLC, UT 84110-2924	Heather Culligan 250 E 500 So. SLC, UT 84114-4200

Contact	Laura Ploplys Judd	Invoice Date	10/11/2007

Date of Contribution	Description of Service or Donation	Fair Market Value	Line Total
10/9/2007	Laura spoke with class on garden issues & sustainability. Spent 1 hour each w/ 3 classes = 3 hrs.	3 hrs @ $12.00/hr	$36.00
10/10/2007	Susan Finlayson & Laura spent 6 hours helping set up compost systems & garden structure. 2 people x 6 hours = 12 hrs	12 hrs @ $12.00/hr	$144.00
Please note: All in-kind time donation by experts in the school/community garden area.		Total:	$180.00

I certify that the figures state above are accurate and to the best of my knowledge. I certify that this contribution meet grant provisions and was deemed necessary and meaningful to further our service-learning program. I understand further documentation may be provided upon request at a latter date. I will retain these documents for 3 years following the final report of for this grant.

Signature: Heather Culligan

Date: 10/12/2007