

**California Service-Learning District Partnerships:
Statewide Summary Report of Local Evaluations
2008 - 2009**

**Exploring the Effectiveness of Service Learning Projects
Prepared for the California Department of Education,
CalServe Initiative**

Consult For Education

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Acknowledgements

Prepared for the California Department of Education, CalServe Initiative by:

Consult For Education

Sasha Neumann

Statewide Evaluation Consultant

Special thanks to the Evaluation Advisory Committee:

Marge Crichton

John Durand

Veray Wickham

Don Hill

CalServe Initiative Evaluation Project Lead

Michael Brugh

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Executive Summary

Introduction

Service-learning is an instructional strategy that ties the achievement of state content standards to students conducting service to their community. Service-learning, as defined by the Corporation for National and Community Service (CNCS), is a teaching strategy which engages students in active learning using higher-order, critical-thinking skills and emphasizes the ethics of citizenship and active, civic participation¹. Through Service-learning, students learn and apply their classroom instruction to their broader life experience via service projects: community gardens, testing for lead contamination or addressing issues in town politics. The California Service-Learning (CalServe) Initiative provided funding through the California Department of Education for 21 partnerships across the state, serving students grades K-12².

In an effort to improve the sustainability of service-learning as an effective teaching methodology in schools, California's CalServe Initiative funds 21 partnerships to support high quality service-learning in K-12 schools³. Partnerships receive funding on 3-year grant cycles: the first 3-year cycle is developmental and the second 3-year cycle is sustainable. Developmental partnerships focus on developing a broad base of support for service-learning, educating school boards and community agencies as well as training teachers, students, and parents in the benefits and aspects of the Eight Service-

¹ **The Federal Definition of Service-Learning** The federal definition of service-learning as stated in Title 42, *United States Code* (annotated), Volume 10401-12700, Title 42, Section 12511, Chapter 23 (1995) is as follows: The term "service-learning" means a method-- a. Under which students or participants learn and develop through active participation in thoughtfully-organized service that: (i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; (iii) helps foster civic responsibility; and b. that-- (i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (ii) provides structured time for the students or participants to reflect on the service experience.

² The California Department of Education's CalServe Initiative funds local education agencies (LEAs) to implement and create sustainable Service-learning Programs across the state of California. Learn and Serve America offers grants to promote Service-learning instructional strategies in grades kindergarten through higher education. All of these programs are funded by the Corporation for National and Community Service in Washington, D.C., and were made possible by the National and Community Service Trust Act of 1993.

³ "Through funding provided by the Corporation for National and Community Service, Learn and Serve America (a federal agency) to the California Department of Education's, CalServe Initiative grants are provided to local educational agencies across the state of California" (California Department of Education, 2009)

Learning Standards for Quality Practice⁴. Thirteen developmental partnerships were funded in the 2008 – 2009 school year. The goal of sustainable partnerships is to have service-learning intertwined with policy and practice, and built into the capacity of the district, so that the methodology continues to be sustainable long after the funding ceases. Eight sustainable partnerships were funded at the time this report was written.

This statewide report was guided by the data received from teacher information forms completed by 31 partnerships, student tracking sheets which included information on 1,025 individual students, and Zoomerang.com surveys which included 35 questions completed by 31 teachers. All of which were designed to explore the extent to which local programs achieved the established two overarching statewide goals for service-learning: (1) linking service-learning to the California Academic Content Standards to improve student academic achievement; (2) implementing high quality service-learning projects as defined by the 8 Service-Learning Standards for Quality Practice⁵.

Summary of Findings

Twenty-one partnerships were asked to voluntarily report on three classrooms, preferably one per grade span. Twelve partnerships submitted 31 surveys providing data on 31 classrooms and/or projects. According to the surveys, approximately 1,650 students participated in service learning projects, and 1,025 individual students were academically assessed on the student tracking sheets. For each of the 31 surveys, teachers selected two academic standards supported by the service-learning project and tracked one method for achievement of student proficiency in regards to that chosen standard. Academic achievement data is titled Link to Curriculum in the 8 Service-Learning Standards for Quality Practice.

	Partnership Districts		Case-Study Classrooms				Student Information			
	CalServe District Partnerships	District Partnerships that submitted evaluation reports	Service-learning case-study classrooms/projects in the 12 reporting district partnerships	Service-learning case-study classrooms/projects reporting academic findings	Service-learning case-study classrooms/projects reporting 8 Service Learning Standards for Quality Practice findings	Case-study classrooms achieving 5 out of 8 Service Learning Standards for most or all of the time	K-12 students participating in service-learning in the 12 reporting district partnership	K-12 students participating in 28 case-study reporting classrooms/projects in Academics	Case-study students achieving or exceeding academic proficiency on first identified California Academic Content Standards	Case-study students achieving or exceeding academic proficiency on second identified California Academic Content Standards
Number (n)	21	12	31	28	31	26	87,591	1025	925	910
Percent		57.14%		90.32%	100.00%	83.87%		1.17%	90.24%	88.78%

⁴ Meaningful service; link to curriculum; reflection; youth voice; diversity; partnerships; progress monitoring; duration and intensity are the 8 Service-learning Standards for Quality Practice. (National Youth Leadership Council, 2009)

⁵ Recently published these standards enable practitioners and participants to check for high quality project implementation. (National Youth Leadership Council, 2008)

Overall, the data from the surveys suggests the majority of partnerships are conducting high quality service-learning projects that help students achieve a standards based education. Surveys indicated that 87% of the service-learning projects met five or more of the 8 Service-learning Standards for Quality Practice most of the time.

Out of the 31 surveys completed, 28 (90%) offered data to support achievement in standards proficiency. Survey results indicate 90.24% of the students achieved the first academic content standard. Correspondingly, 88.78% of the students achieved proficiency on the second academic content standard. For a sample of tracking sheets, please see Appendix B. On average nearly 90% of students achieved the academic standards delivered through their participation in service-learning projects.

These findings suggest that the instructional strategy of service-learning when implemented in a high quality manner can have a positive impact on student academic achievement.

Recommendations

CalServe supports and encourages the production of quality evaluations documenting the progress funded partnerships are achieving. The following recommendations are suggested:

Recommendation 1: State level data collection surveys should be completed by the teacher in the presence of a Service-learning Coordinator or Evaluator that has a solid understanding of the survey process.

Recommendation 2: Limit questions guiding the evaluation to two: 1) Does the project qualify as meeting the 8 service-learning standards for quality practice? And 2) How many students are meeting the standards?

Recommendation 3: The teacher survey should consist of a project description section, 8 service-learning standards for quality practice, academic content standards, and student achievement only.

Recommendation 4: Introduce a secondary student component of the survey to increase reliability of results.

Recommendation 5: Select two standards to which all projects are expected to align.

Recommendation 6: Partnerships need to receive quality professional development training in the areas of Progress Monitoring and Project Duration & Intensity.

Background

Since the 2005 – 2006 evaluative statewide report co-authored by Andy Furco and Barbara Granicher, no efforts have received funding to produce a statewide report⁶. The format for this evaluative report was taken from a simplified version of their work. The survey was introduced in early February and partnerships were invited to participate at that time. Unlike the previous report, which relied on statewide training, participation of regional evaluation leads, and numerous other personnel support, this report relied on technology, one conference presentation session and one teleconference to train and coordinate survey submissions.

To find out more on the background of this report or the CalServe program please refer to the introduction located in the Executive Summary.

Process

Exploring the Effectiveness of Service-learning Projects is the statewide evaluation process conducted on behalf of 2008-09 CalServe Developmental and Sustainable Partnerships. It is in fact a final evaluation for the 21 partnerships receiving funding in this 3-year grant cycle. As explained at the CalServe Institute, this evaluation process collects data that will help teachers, schools, LEAs and the State. Please see the Manual (Appendix A) used for introducing the survey and training the partnerships. This evaluation consists of a 35 question survey on Zoomerang.com. Please see the screen prints (Appendix C) for details of questions. The first half of the questions on the survey provide straight forward, qualitative questions, requesting project and partnership descriptions. The next 8 questions align the 8 Service-Learning Standards for Quality Practice with a Likert Type Scale and may require some conversation between the teacher sponsoring the project and the contact sponsoring the evaluation process. Finally, the last 10 questions ask for the Standards, Assessment Methods and percentage of Students Proficient and require the use of a Tracking Sheet, located in the Manual (Appendix A), to complete. A sample of a completed tracking sheet is available as Appendix B.

The evaluation process was introduced in January 28, 2009 and an email was sent to the CalServe partnership coordinators requesting that they to select teachers to participate in the evaluation process. A Teacher Identification form was developed and collected this information (Appendix A). A reminder email was sent (2/11/09) prior to the February CalServe Conference. At the conference, individual coaching sessions were available to the partnerships. One training session was held by evaluator on using

⁶ This report collected data from 25 partnerships surveying 58 classrooms with 2,274 students attaining 82% standards achievement. (Furco & Granicher, California Service-Learning District Partnerships: Statewide Summary Report of Local Evaluations 2005 - 2006, 2006)

service-learning to meet content standards and one technical assistance session was held on Exploring the Effectiveness of Service-learning Projects (see Appendix A, B, and C for training materials). Eighteen attendees representing 15 of the 21 partnerships were in attendance.

During the latter half of February and March, partnerships were encouraged to select 3 projects and begin completing the Student Tracking Sheet, (see Manual in Appendix A). Emails were sent on March 4, 11, 20, 27, and 30. On March 31, a webinar was held to review all materials and answer remaining questions; 14 partnerships were in attendance at the webinar. Tips for accomplishing successful survey completions were sent out twice, and two additional reminders were sent between the Webinar on March 31 and the survey close date of May 31. One last reminder was directed to anyone who had not yet submitted results, to submit ASAP with a read receipt request on May 21. As of May 31, nine of the 21 partnerships had responded. Several more reports were submitted after the June 1 extension date.

Findings

Academic achievement falls under the heading of Link to Curriculum in the 8 Service-Learning Standards for Quality Practice. Twenty-one partnerships were asked to voluntarily report on three classrooms, preferably one per grade span. Twelve partnerships submitted 31 surveys providing data on 31 classrooms and/or projects. At the time this report was written, only 27 surveys had been submitted and only 26 provided academic data, so most of the charts and graphs were created based on this data. Five more entries were submitted after the June 1 deadline: Mariposa, Long Beach and Cajon Valley Unified School Districts added one each and West Contra Costa added two. Unfortunately, these five late surveys offered no academic data. The author chose to leave the tables based on the original 26 surveys as they still provide a graphic illustration of the data.

Data indicates that approximately 1,650 students participated in service learning projects associated with this evaluation. Academic data was provided for 1,025 students through the completed Student Tracking Sheets. Participants were asked to select a range for how many students delivered the service and participated in the learning during the project cycle. A few of the projects included all students in a grade level.

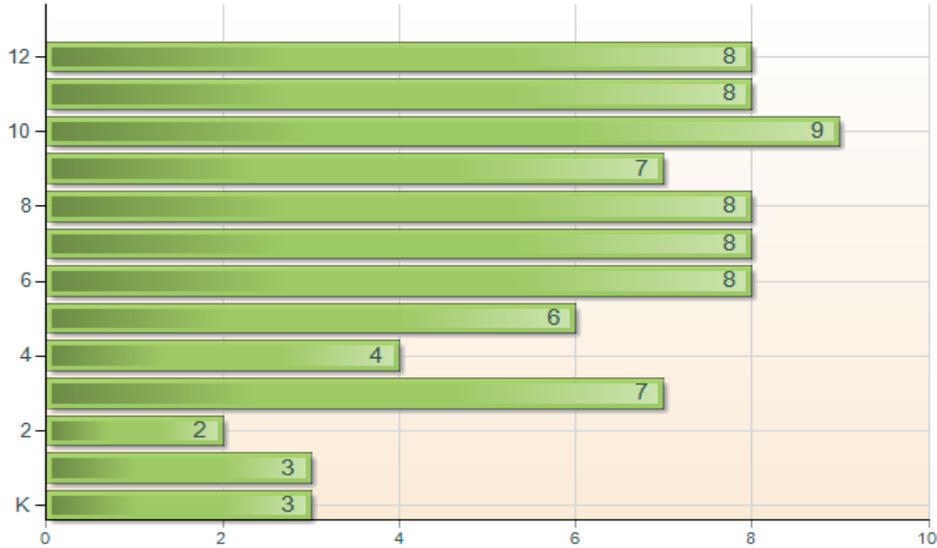
Student Participation

All grade spans were well represented in the completed surveys. Participants were asked to check all grade levels that applied to the projects as many of the currently funded CalServe partnerships have alternative learning environments with multi-age classrooms: 17 classrooms in the K- 4 grade span, 28 classrooms in the 5 – 8 grade span,

and 30 classrooms in the 9 – 12 grade span. It should be noted that, there is an overlap in entries and collaboration between the grades.

Table 1. Grade Level(s) and /or Course(s) Involved in Service-Learning Project.

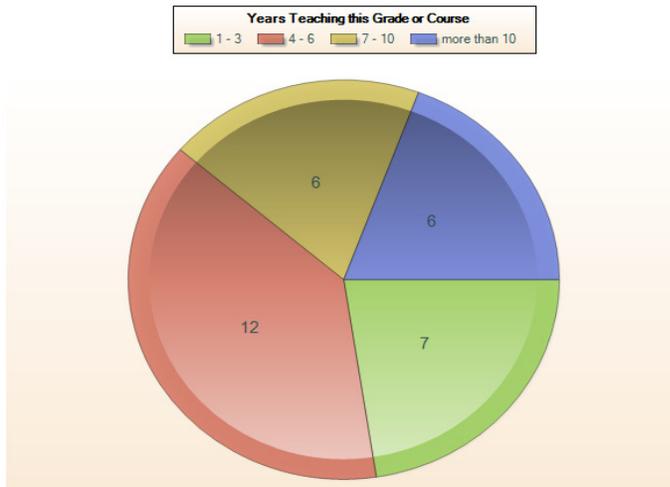
Grade Level(s) and/or Course(s) Involved in Service-Learning Project. (Click all that apply as there may be multi age classrooms. Include Course Names under "Other".)



Controls

Two factors were used as controls in this survey: teacher experience in subject area or at grade level and teacher experience using service-learning as a methodology. In the field of teacher training, teachers are viewed as professionals when they have achieved more than 6 years of teaching experience at a grade level or in a subject area.

Table 2. Years Teaching this Grade or Course



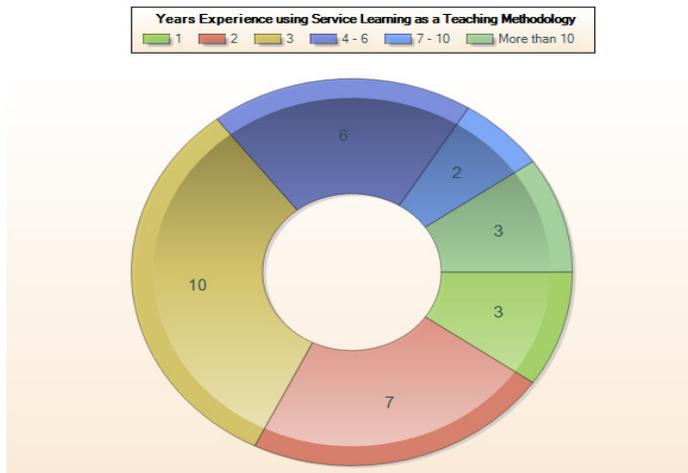
Two questions guided this section of the survey: Was the survey unnecessarily biased? Were we inadvertently selecting for professional teachers? As illustrated in Table 2 above, 7 teachers had 1 – 3 years teaching experience; 12 teachers had 4 – 6 years teaching experience; 6 teachers had 7 – 10 years teaching experience; and 6 teachers had more than 10 years teaching experience. National surveys show that half of all new teachers leave the profession within their first five years of teaching, and those teachers that remain possess advanced skills for ensuring students attain content standards⁷. Based on the control, 19 (61%) of our 31 teachers have 1 – 6 years teaching experience. This is in accordance with national averages, since 50% leave by the first five years. Approximately 12 (39%) of our 31 teachers could be considered professionals.

A survey question was added to track the years of experience teachers possessed at using service-learning as a methodology to better understand the experience level in service-learning. The results indicate a variety of experience with service-learning as a teaching methodology: 3 teachers were new to service-learning; 7 teachers were using the methodology for a second year; 10 were using the methodology for a third year; 6 teachers possess 4 – 6 years of experience with service-learning implementation; 2 teachers had used it 7 – 10 years; and 3 teachers had been using the methodology for 10 years or more. In total, 20 of the 31 participants report 1 – 3 years of using service-learning as a teaching methodology; six reported average amounts of use with 4 – 6 years; only five reported more than 7 years of experience working with the methodology; and only three reported being new to service-learning as a methodology. These results indicate that teachers participating in the evaluation have

⁷ It is estimated that within five years—the average time it takes for teachers to maximize their students' learning—half of all new teachers will have exited the profession.

varied experience with a higher percentage towards less experience than more experience in using service-learning as a methodology.

Table 3. Years of Experience using Service-Learning as a Teaching Methodology



Assessing 8 Service-Learning Standards for Quality Practice

In order to substantiate results on academic proficiency, those results must be linked to the use of the service-learning methodology. If results are due to teaching methodology then methodology must have been implemented in a high quality manner. Therefore, by using the 8 service-learning standards for quality practice, service-learning methodology was implemented as a quality practice producing said academic results. Participants were asked to use a likert-type system to rate their projects on their alignment with the 8 nationally recognized K - 12 Service-Learning Standards for Quality Practice (National Youth Leadership Council, 2008). K - 12 Service-Learning Standards for Quality Practice answers are based on conversations with the Service-Learning Coordinator or LEA evaluator or based on the Coordinator's perspective as gained from "Dipstick"⁸ type questions.

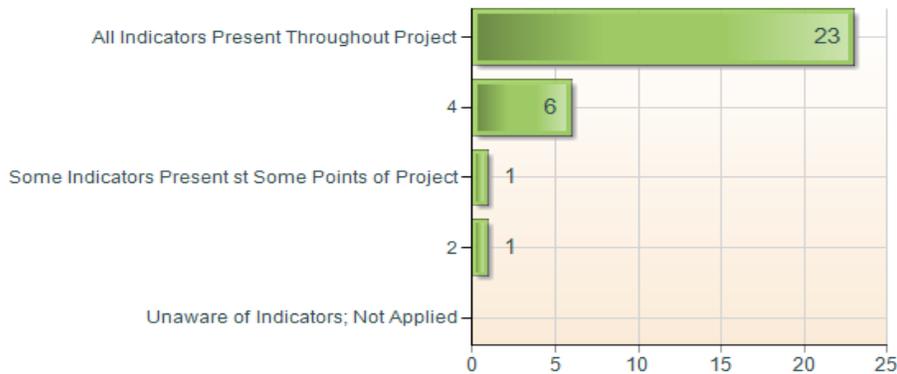
Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities. Indicators: 1. Service-learning experiences are appropriate to participant ages and developmental abilities. 2. Service-learning addresses issues that are personally relevant to the participants. 3. Service-learning provides participants with interesting and engaging service activities. 4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed. 5. Service-

⁸ Dipstick is an evaluation tool created in the 1990's to assess teacher strengths in service-learning implementation. (YSCAL, 2007)

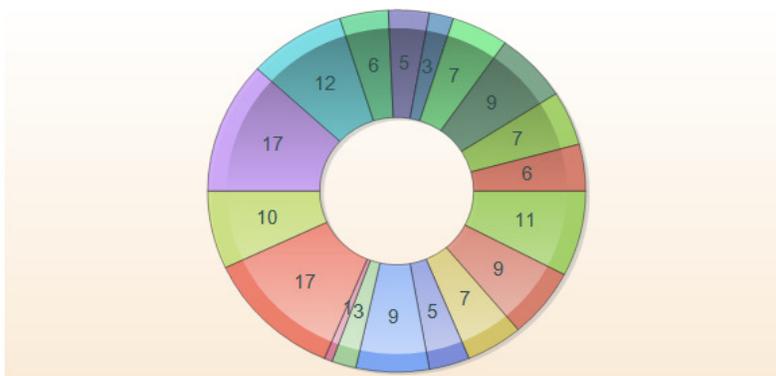
learning leads to attainable and visible outcomes that are valued by those being served. (National Youth Leadership Council, 2008)

Table 4. Meaningful Service



Twenty three of the 31 teacher participants indicated high levels of meaningful service throughout the project and were in alignment with providing projects that offered meaningful service to the students involved. Six respondents reported implementing most of the indicators of meaningful service most of the time. One participant reported only some indicators present at some points of the project, and one more reported few of the indicators in use little of the time. Service-learning projects supported by CalServe funding result in meaningful service indicators being present most or all of the time in 29 (94%) of the 31 teachers surveyed. Calserve funded partnerships have provided exceptional training in this area.

Table 5. Which Community Needs are Addressed Through your Service-Learning Project?

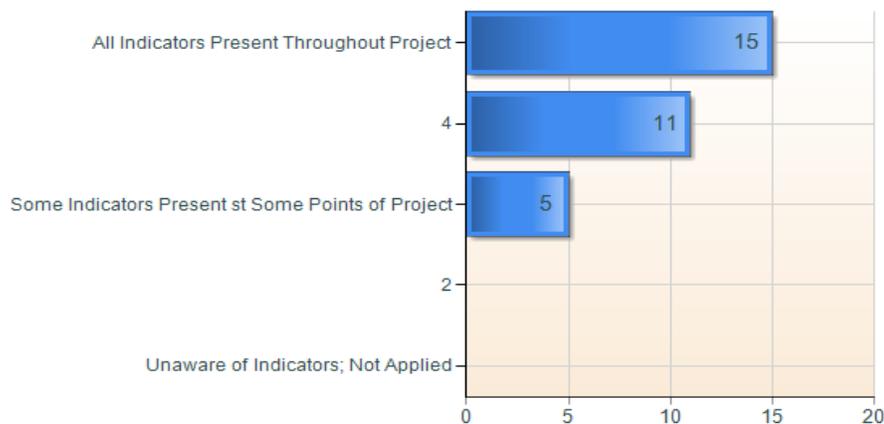


Meaningful service is evaluated by another survey question which asked what community needs were addressed through the service-learning project. Survey respondents could select more than one need. Every community need that was listed on the survey received at least one response. The most popular need addressed was *Community Building* with 17 of the 31 participants reporting this. 17 of the 31 respondents also addressed the need of *Education* with their project. *Creating Experiences for Others* was the next most popular selection with 12 participants reporting their projects meeting this need. *Environment* was another popular topic receiving 11 responses.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards. Indicators: 1. Service-learning has clearly articulated learning goals. 2. Service-learning is aligned with the academic and/or programmatic curriculum. 3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another. 4. Service-learning that takes place in schools is formally recognized in school board policies and student records. (National Youth Leadership Council, 2008)

Table 6. Link to Curriculum



Fifteen of the 31 respondents reported using all indicators linking the project to the curriculum all of the time. Eleven of the 26 respondents reported most indicators of *Link to Curriculum* being present throughout the majority of the project. Five respondents admitted to some indicators only being present some of the time. Further support of links to curriculum can be found in the achievement of standards results explained in the following section.

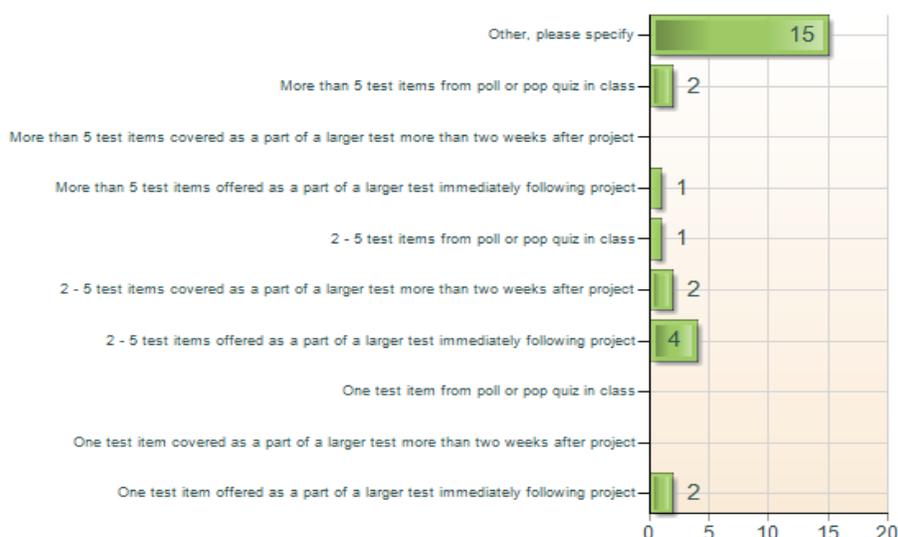
Link to Curriculum Expanded

In the following section, the 8 Service-Learning Standards for Quality Practice, survey participants were asked to define two Content Standards with which their project most

closely aligned⁹. When possible, survey participants were encouraged to choose a service-learning standard that is also a benchmark for their district¹⁰. If their district had a student assessment program, participants were requested to select content standards that are covered through the program. Participants were asked for the full description for both standards including subject, grades, topics and specific standard descriptions with appropriate number or letter classifications. Twenty-nine of the standards chosen were English/ Language Arts, 9 related to Science content standards and 3 related to Science process standards, 5 of the standards were based in the Social Sciences, and 4 were related to art and architecture.

Table 7. Content Standard #1 Method of Assessment.

Focusing on Content Standard #1, how would you classify your Method of Assessment, if Authentic Assessment was used, click other and fill in the blank?



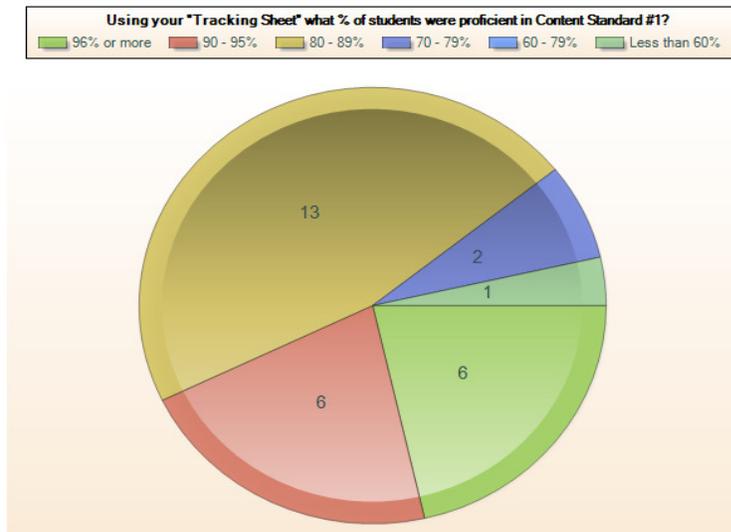
Survey participants reported on a variety of methods to measure proficiency of student achievement including traditional and authentic assessments, (see Appendix D for a list of assessments used). Fifteen of the survey participants chose authentic assessments to report the results of their first content standard. Two teachers provided more than five test items from a class poll or pop quiz, and one provided 2 – 5 test items on a class poll or pop quiz. Some teachers offered larger tests immediately following the project; one teacher provided more than 5 test items; 4 teachers provided 2 – 5 test items; and one teacher provided one test item as a portion of a larger test. Two teachers used 2 – 5

⁹ For a list of Content Standards they were asked to visit <http://www.cde.ca.gov/be/st/ss/index.asp>. (California State Board of Education, 2009)

¹⁰ For a sample of district benchmarks they were asked to visit http://www.kusd.edu/departments/instructional_services/standards_and_benchmarks.html. (Kenosha , 2009)

test items more than two weeks after the project was completed. Their students achieved below 60%, and looking at their responses to other items it is apparent that the project lacked other Service-Learning Standards such as Duration and Intensity.

Table 8. Percent Proficiency based on Content Standard #1

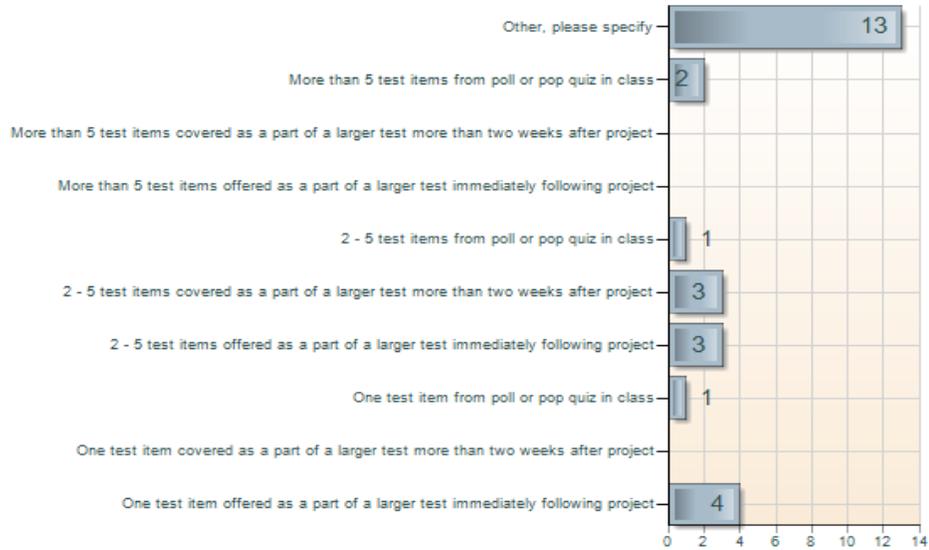


The data obtained from these surveys yields results on academic learning that is consistent with prior reports conducted on behalf of the California Department of Education. Six out of 28 survey participants reported students achieving a proficiency of 96% or higher regarding their first content standard. Six others reported 90%-95% of their students achieving academic standard #1. In total, 12 (43%) of the 28 reported 90% or more of their students achieving academic proficiency. An additional 13 of the 28 reached 80%-90% student achievement. Twenty-five (89%) of the 28 survey participants achieved student academic standards with their first choice of content standards. Out of the 1,025 students whose data was submitted, 925 achieved the academic standard with proficiency, resulting in 90.24% attainment of standards.

Only 3 of the survey participants failed to achieve proficiency with 80% or more of their students. One out of 25 fell far below proficiency, and it should be noted that this participant hosted a project with 25 students aligned to an art standard, please see Appendix D for details.

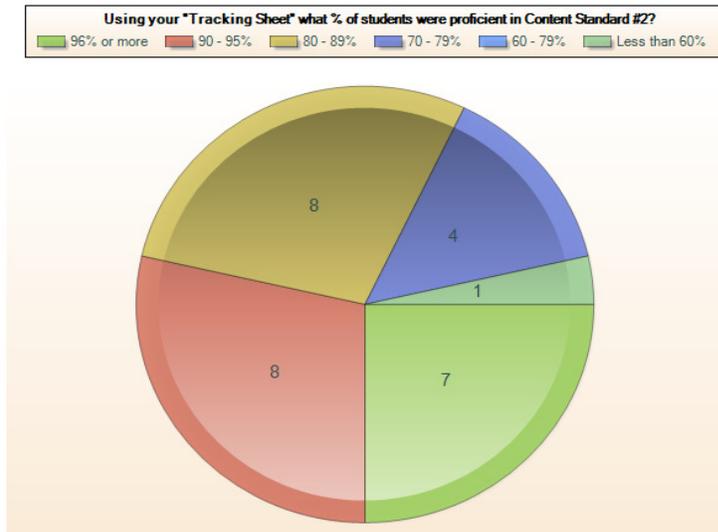
Table 9. Content Standard #2 Method of Assessment.

Focusing on Content Standard #2, how would you classify your Method of Assessment, if Authentic Assessment was used, click other and fill in the blank?



Thirteen (46%) of the 28 survey participants reported using authentic assessment methods for assessing student proficiency for their second content standard. Two classes offered more than 5 test items from a class poll or pop quiz in class; one offered 2 – 5 test items from a class poll or pop quiz in class; and one teacher offered a one test item from a class poll or pop quiz. Three teachers tested with 2 – 5 test items immediately following the project and three more tested 2 – 5 test items more than 2 weeks after the projects' completion. Four offered a one test item as a part of a larger test immediately following the project. Please see Appendix D for a list of assessments used.

Table 10. Percent Proficiency for Standard #2



It appears that the results on Table 8 compliment those for Table 10. Only two more participants presented results that provide evidence that students are *highly* proficient on standard #2, yet a few scored lower as well. Seven (25%) of 28 participants achieved 96% proficiency or greater, and an additional 8 achieved 90% or greater. That indicates that over 50% or 15 of the 28 projects produced academic results leading to the success of 90% or more of their students. Eight more projects yielded 80% proficiency of the second academic standard.

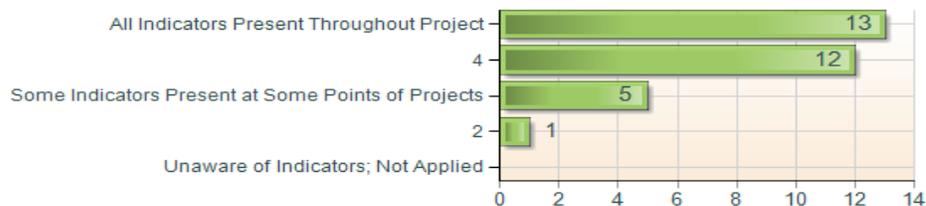
Only one out of 28 fell far below proficiency, and it should be noted that this was a Project Learning Tree curriculum implemented across the elementary grades, final results included only one classroom reporting on 30 students. The teacher completing this survey explained that her entire district performs far below basic in this area as well, please see Appendix D for details. Coupling this low, district-wide performance with the fact that students were tested more than 2 weeks after the project's completion, lends some insight as to how students may have fallen far below proficiency. Also, the survey presented no method to check for all 8 Quality Standards for all teachers involved in nearly 12 K – 5 classes executing the project, so final results only counted one classroom or 30 students.

Out of the 31 surveys completed, 28 (90.32%) offered data to support standards proficiency. Based on 28 projects involving 1,025 students, 925 achieved the first academic standard with proficiency, resulting in 90.24% attainment of standards. Out of 1,025 students tested on the second academic standard, 910 students (88.87%) achieved proficiency. Based on this study, averages of 90% of students achieve academic proficiency when service-learning is the method of instruction. These results strongly suggest that service-learning provides an effective teaching methodology for standards implementation in the classroom.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society. Indicators: 1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes. 2. Service-learning reflection occurs before, during, and after the service experience. 3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions. 4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens. 5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life. (National Youth Leadership Council, 2008)

Table 11. Reflection

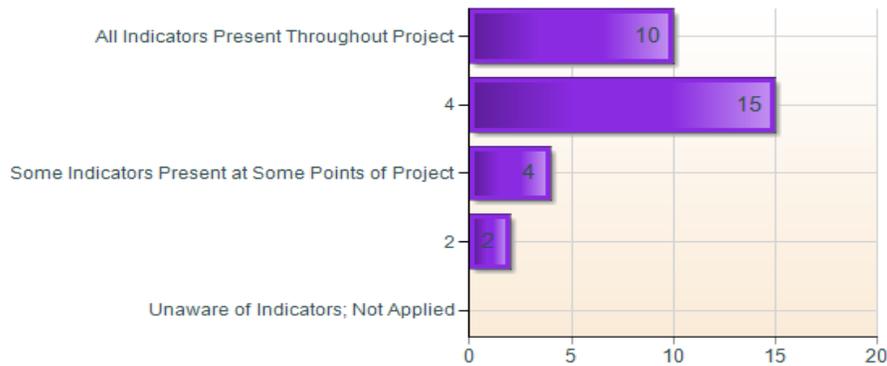


The results in the area of Reflection indicate that thirteen of the 31 respondents reported implementation of all indicators of reflection in use consistently throughout project duration. Twelve of the 31 reported using most of the reflection indicators most of the time, five of the 31 reported using only some of the indicators of reflection only some of the time and one of the 31 survey participants, reported using few of the indicators little of the time.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants. Indicators: 1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives. 2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making. 3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service. 4. Service-learning encourages participants to recognize and overcome stereotypes. (National Youth Leadership Council, 2008)

Table 12. Diversity

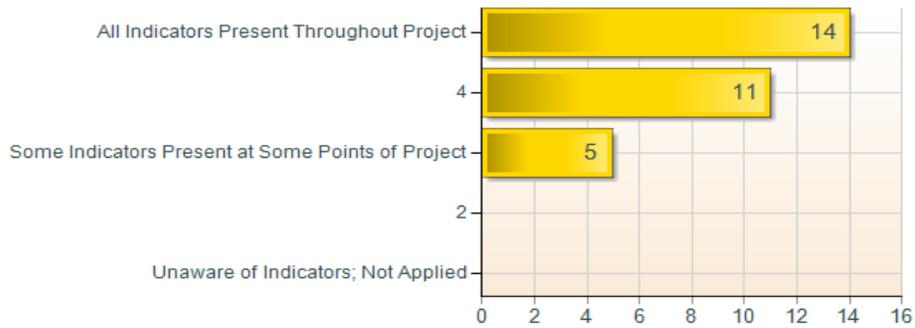


Based on the distribution in responses, diversity presents itself as a possible area for improvement. Ten of the 31 projects report all of the indicators of diversity being present throughout the project. Fifteen of the 31 classrooms purportedly use most of the indicators of diversity most of the time during the project. Entering an area of weakness, four of the 31 teachers report only some of the indicators of diversity being present some of the time. Surprisingly two of the 31 used a few of the diversity indicators a little of the time during the project. Despite some variation in responses, teachers still report using most diversity indicators for a majority of the time in 25 (80%) of the 31 projects.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults. Indicators: 1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes. 2. Service-learning involves youth in the decision-making process throughout the service-learning experiences. 3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas. 4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making. 5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience. (National Youth Leadership Council, 2008)

Table 13. Youth Voice

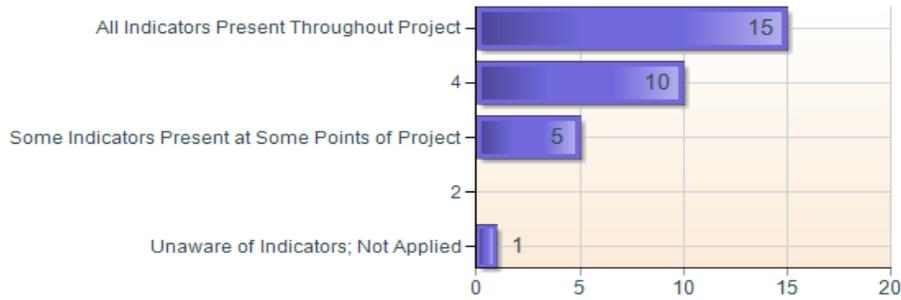


Youth Voice is very strong among partnerships; 100% of the respondents are using at least some of the indicators at some points of the projects. Note, only 30 of the 31 projects responded to this question on the survey. According to the data, no one is unaware of the indicators. Fourteen out of 30 report all indicators of youth voice are present throughout the project. An additional 11 of the 30 are using most indicators of youth voice throughout most of the project. Only 5 of the 30 are using some of the indicators only some of the time. Twenty-five (83%) of the 30 classrooms/projects reporting on the use of youth voice indicators are using a majority of the indicators throughout the project.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs. Indicators: 1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses. 2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress. 3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs. 4. Service-learning partners collaboratively develop and implement action plans to meet specified goals. 5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources. (National Youth Leadership Council, 2008)

Table 14. Partnerships

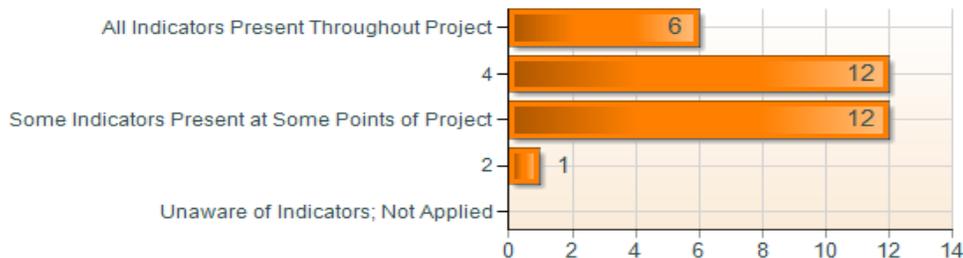


Nearly half of the partnerships, 15 of 31, are implementing the indicators for strong partnerships consistently throughout their projects. Ten of the 31 were using most of the indicators most of the time. Five of the 31 were only using some of the partnership indicators some of the time. Only one participant is unaware of this standard of quality. Twenty-five (80%) of the 31 participants are using indicators for Partnerships on a regular basis throughout their projects.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability. Indicators: 1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience. 2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience. 3. Service-learning participants use evidence to improve service-learning experiences. 4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained. (National Youth Leadership Council, 2008)

Table 15. Progress Monitoring

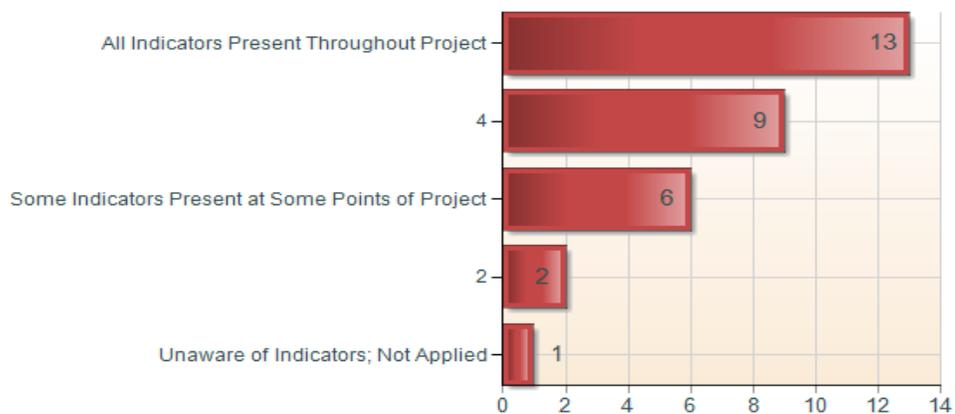


Progress monitoring also includes process monitoring or checking for understanding and evaluating the program as it progresses. Only 6 of the 31 teachers implemented all of the indicators all of the time. 12 of the 31 were implementing most of the indicators most of the time. Nearly 40% or 12 of the 31 participants used some of the indicators at some point in their project. Overall, 18 (58%) of the 31 classrooms actively monitored progress throughout the project. Process monitoring is one of the lowest performing indicators yet. Professional development entailing use of rubrics and feedback loops could be improved in this area.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes. Indicators: 1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. 2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months. 3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes. (National Youth Leadership Council, 2008)

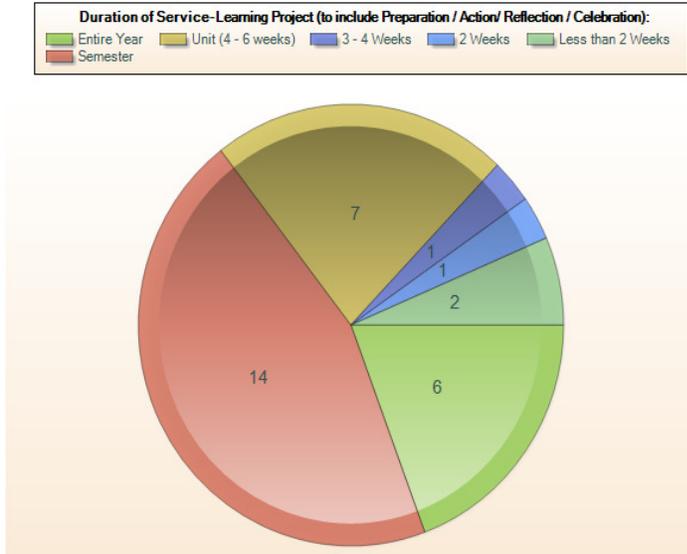
Table 16. Duration and Intensity



Duration and intensity is one of the 8 Service-Learning Standards for Quality Practice that presents the largest area for improvement. As indicated in Appendix D Data Table, 13 of 31 classrooms/projects are using most of these indicators most of the time, this self evaluation is supported by the evidence provided by respondents answering the following two questions: The first is about the length of the project. And the second question collected data on the percent of student attendance during project days which helps provide data on the project's intensity. Nearly 22 (71%) of the 31 projects used most of the indicators for duration and intensity most of the time. One was

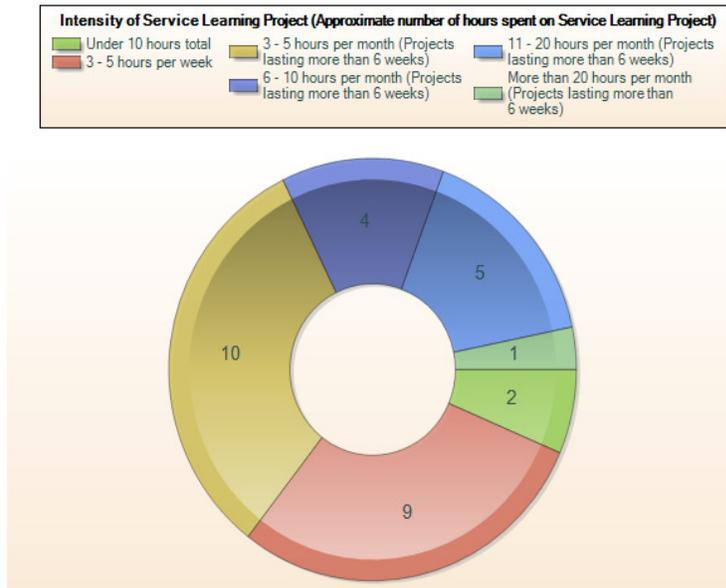
unaware of the indicator and two used few of the indicators sparsely throughout the project. Six of the 31 were using some of the indicators some of the time.

Table 17. Length of Project



Seven of the projects took place over a 4 - 6 week period and fourteen more stretched the entire semester. Six out of 31 projects were conducted over the course of a year. National research suggests that service-learning is more effective when used as a methodology throughout the duration of a course as opposed to only using it to accomplish one short term project. Based on this criterion, 27 (87%) of the 31 projects were approaching an effective duration. Recent research has shown that projects must be of sufficient duration, typically at least a semester or 70 hours long, to have an impact on students (Billig, Root, and Jesse 2005; Spring, Dietz, and Grimm 2006). The 70 hours include preparing, planning, creating, executing, reflecting and presenting results. Fewer hours simply does not provide the students enough time to tackle difficult issues or to gain a deep enough understanding to make the education endure.

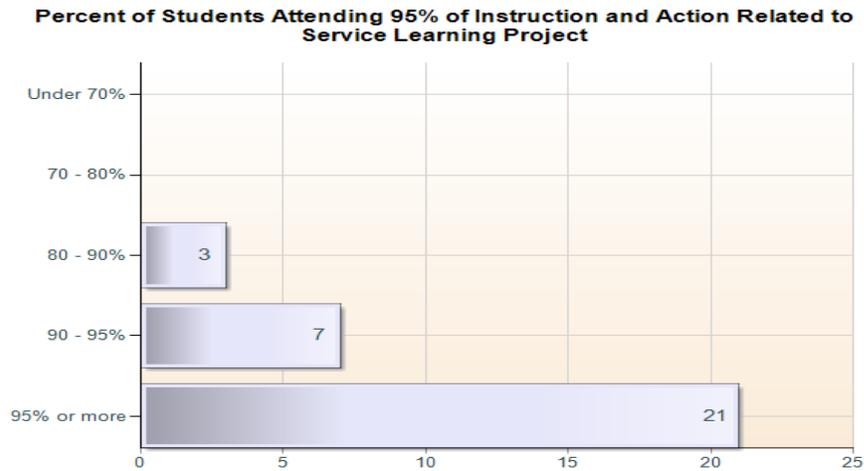
Table 18. Intensity of Projects



To offer significance, the answers on intensity of projects really must be correlated with the answers on duration. Ten projects provided 3 – 5 hours per month over a number of months; these projects could be stronger to gain full academic benefits. Four projects offered 6 – 10 hours per month which is probably enough time as long as instruction is high quality and the duration was an entire semester. Nine projects offered 3- 5 hours per week and a five more offered 10 – 20 hours per month providing 6 weeks or more of experience. 18 (58%) of the 31 projects offered significant intensity of instruction. Projects need to be 70 hours long for students to gain full academic benefit.

The following questions correlate with the initial self evaluation of Duration and Intensity offering significance to the outcome. The first is about the length of the project. And the second question collected data on the percent of student attendance during project days which helps provide data on the project's intensity. Results of the survey showed 70% of teachers implemented most of these indicators most of the time. The question focusing on duration showed 87% of the teachers focus on service-learning projects for 4 – 6 weeks, a semester or an entire year. Finally, the question on intensity brought to light that most instructors do not spend enough time with the methodology for maximum impact; only 58% were using sufficient class time focused on the methodology. When the results of the two support questions are averaged, the result is a 72% rate of effective Duration and Intensity. This result offers significance to the self evaluation result of 70% and strongly suggest that professional development is needed in this area.

Table 19. Attendance



All participants (100%) were in 80% attendance or higher on days related to service-learning instruction and action.

Summary

Overall, currently funded partnerships for CalServe show strong implementation of the Quality Standards of Service-learning most of the time throughout the project: 92% Meaningful Service, 80% Diversity, 80% Partnerships, 81% Reflection, 84% Link to Curriculum, 83% Youth Voice and 70% Duration & Intensity. Overall, 18 (58%) of the 31 classrooms actively monitor progress throughout the project. This is one of the lowest performing indicators yet. Professional development entailing use of rubrics and feedback loops could be provide to support improvement in this area.

Service-learning provides an effective teaching methodology for standards implementation in the classroom. Based on the results of the surveys, students achieved 90% academic proficiency when service-learning is the method of instruction.

Despite some variation in responses, teachers still report using most diversity indicators for a majority of the time: 25 (80%) of the 31 projects. Twenty-five (83%) of the 30 classrooms/projects are using youth voice indicators a majority of the time throughout the project. See Table 13, Youth Voice, noting that only 30 of the 31 classrooms responded to this item on the survey. Twenty-five (80%) of the 31 participants are using indicators for Partnerships on a regular basis throughout their projects.

Overall, 18 (58%) of the 31 classrooms actively monitor progress throughout the project. This is one of the lowest performing indicators yet. Professional development entailing use of rubrics and feedback loops could be provided to support improvement in this area.

When averaged together the results of the two questions supporting *Length* and *Intensity* from Tables 17 and 18, the result is a 72% rate of effective Duration and Intensity. This result offers significance to the self evaluation result of 70% and confirms that professional development is needed in this area.

During this initial survey, only 11 of the 26 funded partnerships contributed input to this survey, yet when results are compared to previous studies conducted on behalf of CalServe, the results are similar. This study involved 1,025 students and yielded nearly 90% proficiency in the achievement of standards. In general, all survey results are in alignment with national results that might be expected from similar questions conducted in numerous other surveys¹¹.

Conclusions and Recommendations

Out of the 31 surveys completed, 28 (90%) offered data to support achievement in standards proficiency. Survey results indicate 925 (90.24%) of the 1,025 students, reported on individual tracking sheets, achieved the first academic content standards. In regards to the second academic standard, 910 (88.78%) of the 1,025 students achieved proficiency as reported on individual tracking sheets. For a sample of tracking sheets, please see Appendix B. On average nearly 90% of students achieved their academic standards as a result of participation in service-learning projects.

These findings suggest that the instructional strategy of service-learning when implemented based on the 8 Service-Learning Standards for Quality Practice can have a positive impact on student academic achievement.

As CalServe strives to produce quality evaluations of the progress funded partnerships are making, the following recommendations are suggested:

Recommendation 1: Surveys should be completed by the teacher in the presence of a Service-learning Coordinator or Evaluator that has been introduced to the survey process.

Partnerships who completed the surveys on time and used the correct formats conducted the survey as a group. This provided the trained Coordinator or Evaluator with the opportunity to clarify questions that arose as teachers were completing the survey. Secondly, it was reported that if the coordinator or evaluator could not solve the issue, group problem solving did. Email correspondence confirmed that this was the most effective means for completing the survey and producing coherent results.

¹¹ Granicher and Furco found an 82.9% rate of standards attainment when surveying 2,744 students (Furco & Granicher, California Service-Learning District Partnerships: Statewide Summary Report of Local Evaluations 2005 - 2006, 2006).

Recommendation 2: Limit questions guiding evaluation to two: 1) Does the project qualify as meeting the 8 service-learning standards for quality practice? And 2) How many students are meeting the standards?

Many of the survey questions offered ranges for the answers. Hard data would be more useful, so future surveys should involve comment lines instead of drop down menus. Back browser should be enabled allowing users to scroll thru windows. Also, the choice to click all that apply returns user to the top of the page following each selection, so these should be on their own pages.

Recommendation 3: Teacher survey should consist of three sections: project description, 8 service-learning standards for quality practice, and student achievement.

Some evidence such as attendance may prove more useful if we tracked what the overall student attendance was as compared with attendance during service-learning projects. Perhaps the questions on teacher's use of service-learning as a methodology and years experience in subject area could be eliminated because they do not offer insight into discrepant results. There needs to be a more definitive method to track grade levels involved in a project because allowing participants to check all that apply resulted in relatively useless results. Question 16, requesting the type of project being conducted, appears insignificant and may need to be eliminated.

Recommendation 4: Select two standards to which all projects are expected to align.

There must be a more effective method for correlating data from the two standards into quantitative answers. Perhaps content standard #1 should relate to English/Language Arts and the second content standard could relate to a course specific content standard. This would enable the evaluation to show some usefulness in the use of service-learning to cut across the curriculum. Improvements could be made in training teachers how to prepare quality assessments to test for student content standards achievement and reporting.

Recommendation 5: Introduce a secondary student component of the survey to increase reliability of results.

A simple method to increase the validity of the data would be to evaluate students and teachers on the 8 quality standards. Students could be asked to report their own performance on academic achievement, or if two global statewide standards were selected, students could be directly tested for proficiency on those standards. This action would definitely increase the validity and reliability of the evaluation.

Recommendation 6: Partnerships need to receive quality professional development training in the areas of Progress Monitoring and Project Duration & Intensity.

The weakest one of the 8 quality standards was Progress Monitoring with only 50% reporting its use most of the time. These low results could be attributed to the fact that the 8 Quality Standards were adopted in 2008, and the vocabulary is not widely understood by partnerships.

Data suggests that projects offered average amounts of intensity. Two projects provided under 10 hours total time. Teachers need to be trained on the significance of duration and intensity in a project.

More resources should be aimed at monitoring the quality standards because many of the results may be naturally inflated as people are likely to raise scores on personal assessments if they feel a negative assessment might jeopardize funding. Three or more indicators are being averaged as participants score themselves on these likert-type scales. Perhaps a more specific manner for reporting that will not take too much additional time should be explored.

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Appendix A: Manual

CalServe Partnerships Case Study Process 2009

Exploring the Effectiveness of Service-learning

Conducted by

Sasha Neumann

January 2009 – June 2009

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Overview

As a funded CalServe Partnership in the grant cycle of 2008 – 2009 school year, you are requested to take part in a local evaluation process that will feed into a statewide evaluation process. You will be asked to collect specific data from up to three of your Partnership's service-learning projects. At the outset, we will need to know who the Evaluation Lead will be for each Partnership. This is often the CalServe Partnership Coordinator, if not, simply let Sasha Neumann know by emailing her directly at sneumann@ttusd.org.

Through this process teachers will realize how service-learning projects result in student proficiency of State Content Standards. The evaluation seeks to collect data that compliments research being conducted nationally in service-learning. As explained so eloquently by Shelley Billig of RMC, "Without fidelity to quality, service-learning does not live up to its promise of positive outcomes; but with quality, significant impacts on participants have been found in the areas of academic performance, civic engagement and responsibility, personal and social skills, career aspirations, reduction of risky behaviors, and more..." (Billig, 2008).

Often when participating in processes collaboratively it is useful to share common terminology. Most appropriate for our uses in this evaluation is to understand assessment, evaluation and progress monitoring. *Assessment* (is) the process of gathering information in order to make an evaluation. An *evaluation* is a decision or judgment about whether an effort is successful and to what extent that effort has or has not met a goal. (NSLC, 2008) As Service Learners seek to attain the newly established "[K-12 Service-Learning Standards for Quality Practice](#)", they conduct, *progress monitoring* as an essential component of implementing high quality projects. Therefore, service-learning engages participants (adult and youth) in an ongoing process to assess the quality of implementation and *evaluate* the *progress toward meeting* specified goals. The results of these activities are used for program improvement and to support sustainability." (NYLC, 2008) In this effort, we expect many Partnerships are already conducting similar evaluations, so hopefully the only additional work will be to complete an online survey.

Some of you may still be wondering, why take part in a state wide evaluation, if we are conducting similar evaluations of our own. Evaluation provides a helpful perspective to aid the improvement and increase the amount of effective instruction. This evaluation seeks to support national findings in the effectiveness of service-learning. Information learned fosters future growth of Partnerships and the service-learning methodology. It will provide us with a platform from which to jump, and an expectation to eventually attain or exceed.

This evaluation aims to benefit teachers, schools, Local Education Agencies (LEA), and state and national organizations. Teachers realize how high quality service-learning projects help their students to attain standards. Schools gain confidence in supporting service-learning as a methodology as they see data of standards achievement and student engagement. LEAs support service-learning policy with confidence as they see how local data supports national research, and the state positions to pass findings and accomplishments on to the US Department of Education and the Corporation for National and Community Service, Learn and Serve America. On a practical level, when we know more of what is happening in the field; the State gains a clearer perspective on how to support Partnerships more effectively.

What are we asking of you, the Partnerships? 5 Steps

1. Select three teachers; preferably one per grade span.
2. Each teacher chooses two standards for the project being evaluated.
3. For each standard, choose one method of assessment, one traditional assessment and one authentic assessment. Measure student proficiency of standards through selected method.
4. Each teacher completes Tracking Sheet.
5. Complete the online 35 questions survey (insert URL).

Selecting Teachers

When select your three teachers, please where possible, choose one per grade span (especially in K-12 school districts). Choose experienced teachers whose projects strive to achieve the [K-12 Service-Learning Standards for Quality Practice](#), not teachers who are new to service-learning. A successful method of finding teachers may be to host a celebration meeting as a part of your next site advocate meeting to attract teachers and discuss successful projects. Or simply ask teachers to report out the most successful projects at their sites which most closely align with the new Service-Learning Standards.

Choosing Standards

Guide those teachers to choose two [California State Content Standards](#) that most directly align with the project. Whenever possible choose, Standards which are also district [benchmarks](#). Focus on only two content standards for the purpose of this evaluation. Many more standards may be aligned with the project, and it would be too cumbersome to account for more than two. Evaluation leads may need to coach teachers on narrowing down to only two content standards. It is also effective to have teachers coach one another; the evaluation lead convenes a meeting with the three case study teachers and coaches the teacher least confident with the process while the other two teachers help each other at the same time.

Choosing Student Assessments

Most likely at the same meeting, have each teacher choose a Method of Assessment to test each student's proficiency of each content standard. Each assessments may be a form of Traditional Assessment or test item, or could be an [Authentic Assessment](#) or a performance result of the Service-Learning Project.

To choose the most appropriate traditional assessment, find out if your district offers a district or school wide test that includes questions on your selected standards. If so, please use these questions to track achievement. Additionally, see if your district has district wide proficiency for a test item this data can be used to compare to the classroom data. Most teachers assess their students using a test based on the standards. These items can be used to illustrate proficiency. Here are examples of Traditional Assessments:

- Use two questions from a geology test that align with 9 – 12 Science, California Geology 9.b. (text books and software usually do this for teacher).
- Use Language Arts test focused solely on punctuation use.
- Offer a pop quiz focused only on test items aligned with 2 standards in focus.
- Poll the class: ask students to raise their hand if they agree with the answer and jot down the number who answer correctly.
- Include the test items on a "practice" final exam.

If for any reason attaining these test items proves difficult, try one of these suggestions:

Authentic Assessment provides an opportunity where, "Students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills," as defined by [Jon Mueller](#). An outcome of your service-learning project would be the most appropriate and most easily available authentic assessment. Some samples of Authentic Assessment include:

- If the standard is Punctuation Use in Language Arts and the students published a class book, did each child punctuate his/her page correctly?
- If the standard is Graphing in Math and the students created graphs of calories collected during Canned Food Drive, did each child create an accurate graph?
- If the standard is California Geology 9.b in Science and the students created brochures on Earth Quake Safety, did each child portray accurate facts in his/her contribution? Can each child explain the brochure accurately?

Student Tracking Form

The last step which will take place in May or when projects have been completed is to account for student proficiency. Use the Student Tracking Form (Tracking Sheet) to provide basic information to CalServe. This tracking sheet will be central to teachers' understanding of how and why standards were met. If anomalies are seen in data from

the online survey, these tracking sheets may offer basic insight as to why since they show more detailed information about the class and project.

Complete the Online Survey of Student Achievement

Finally, your three teachers will complete the Online Survey. It includes a total of 35 questions. The survey includes 17 Ordered Category Variables, where survey takers will select from a list of items. 8 Likert type items help the survey taker to rate the Quality of his/her project as it aligns with the 8 Standards for Quality Service-Learning Projects. There are 7 Qualitative questions with space for personalized responses. Lastly there are 3 Probing Questions looking for further detail about district student assessment systems.

Before completing the final survey you can familiarize yourself with the online survey process. A Word Version of survey will also be available early March.

The final version of the Online Survey will be available March through May. You or your teachers may enter your final data, anytime during the month. I often find it useful to meet with teachers to complete the survey together, on your own computers. Finding a common time to complete the evaluations can lead to collegiality, and you can be present to answer questions.

Please feel free to contact me with questions and concerns. A Webinar teleconference will be held at the end of March. Contact Sasha Neumann at sneumann@ttusd.org. Phone or text message at (530) 308-5431. Copies of documents available at [YSCAL](#)'s website under Institute Presentations 2009.

Background

An essential perspective on evaluation lays the foundation for ***Exploring the Effectiveness of Service-learning***. As with many classroom philosophies, ideally learning occurs in this order, "Safety, Fun, Learning". Knowing how many CalServe Partnerships feel about evaluation, I am compelled to start by providing an element of Safety, that you understand why the evaluation is being conducted.

Evaluation began as a helpful perspective to aid the improvement and increase the amount of effective instruction. As defined by NSLC evaluation and assessment work hand in hand to create this picture for improvement, "**Assessment** The process of gathering information in order to make an evaluation. An *evaluation* is a decision or judgment about whether an effort is successful and to what extent that effort has or has not met a goal."

We as humans are often evaluation averse: meaning we see the dark sides of evaluation first. Evaluation takes time and may be used to find fault. Remember Service-Learning as a methodology has evaluation built in as an essential standard of "Progress Monitoring", thus Service-Learning offers constant growth and improvement. This evaluation is being conducted in an effort to collect information that may be used to support National findings in the effectiveness of Service-Learning. State consultants at CalServe will use these results to see what type of support can be offered in the future to help CalServe Partnerships achieve more immediate success.

Please remember, as Service Learners, the evaluation conducted will be used to foster future growth. Perceive this evaluation in "color" not "black and white". When we view educational evaluation in "black and white", we forget to see all of the potential and the small steps to success; rather we notice fear, stress and anxiety. If we view it in "color" we remember to include an element of fun, creativity and renewal. Remember evaluation provides a cycle for growth. What is education without evaluation? Evaluation provides us with a platform from which to jump and an expectation to eventually attain or exceed.

As we attempt to quantify the impacts of Service-Learning, please be patient as you reflect on this quote from Albert Einstein, "Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted." We continue attempting to quantify the impacts of meaningful and effective instruction. With every process, we seek to reach our destination of achieving that goal.

The greatest attribute of this particular study is that the common results collected from partnerships create a picture of Service-Learning for the State. Regardless of weather or not the results support National Research, we will have a better idea on how to proceed. Universal evaluations like this one allow us to align broader research being

conducted. Our intention is that this process will be useful to teachers, administrators, boards, and coordinators.

In an effort to walk the talk in keeping evaluation in “color,” I have aligned this presentation of materials with the theme of Alice in Wonderland. Themes that have light or positive emotional ties can make information more enjoyable and easier to digest. This is the intention; not to “dumb down” the process, but to make the journey more agreeable and poignant.

Timeline

Dear CalServe Coordinators,

We are excited to introduce our Case Study process of 2009. This should prove to be enjoyable and to provide meaningful insight as to how Service-learning Projects directly aligns with standards and helps students to achieve benchmarks for the district. Please identify 3 teachers, preferably one per grade span, and send their names and contact information, especially phone and email. Include a brief description of the service project if available. Please include potential academic content areas and date for project completion to sneumann@ttusd.org by February 6th, 2009.

Sample time line for CalServe partnership Case Study process:

- Identify 3 teachers for case study
 - (preferably elementary, middle and high school)
February 6th
 - Teachers attending the Institute may bring ideas and standards helpful in project planning to the Case Study Workshop: *Evaluation: Using Service-Learning Case Studies to Assess Academic Content Standards* on 2/11, Session 7 11:15 -12:30, Workshop 6.
- Send 3 teacher Case Study participants and workshop attendee names to Sasha
February 6th
- Optional afternoon meeting with interested Regional Leads and Coordinators to have input on forms recommended for use by Case Study Advisory Board. Contact Sasha with interest. February 10th
- Attend Case Study Session at Institute
February 11th
- ~~Interactive Case Study Form (Introduced at Institute)
February 20th~~
 - Interactive Case Study Form was included in first 17 questions of survey.
- ~~Teacher Interviews of 8 HQSL Standards
March 6th~~
 - If you prefer, you may still conduct this survey using this portion of the online survey.
- Conference Call with Coordinators and/or Evaluators
May 1st
- Project Documentation:
 - Photos of Project in Action, Instruction Underway
Ongoing
 - Samples of Student Work & Tracking Sheets
May 15th

Send project documentation to: Sasha Neumann. P.O. Box 8113, Truckee, CA 96162 no later than May 30th, 2009. Complete *Exploring the Effectiveness of Service-learning Projects* survey online.

Teacher Identification Form

Please identify 3 teachers, preferably one per grade span, and send their names and contact information, especially phone and email. Include a brief description of the service project if available. Please include potential academic content areas and date for project completion to sneumann@ttusd.org by February 6th, 2009.

Teacher Name	Grade(s)	Course
Email	Phone	Address
Project Title	Dates	Description
Teacher Name	Grade(s)	Course
Email	Phone	Address
Project Title	Dates	Description
Teacher Name	Grade(s)	Course
Email	Phone	Address
Project Title	Dates	Description

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The following articles or websites were reviewed in the development of this evaluation process.

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<http://www.kusd.edu/departments/instructional_services/standards_and_benchmarks.html>

Appendix B: Teacher Information and Student Academic Achievement (example)

Case Study Teacher Information:

Jacoby Creek School

Please identify 3 teachers, preferably one per grade span, and send their names and contact information, especially phone and email. Include a brief description of the service project if available. Please include potential academic content areas and date for project completion to sneumann@ttusd.org by February 6th, 2009.

Teacher Name	Grade(s)	Course
Bill Trewartha	5	Science
Email	Phone	Address
longhike@hotmail.com	(707) 822-4896	1617 Old Arcata Rd., Bayside, CA 95524
Project Title	Dates	Description
Watershed Restoration/Salmon-in-the-Classroom	Jan 15 – Apr 6	Understanding water that affect local watersheds. Watershed restoration, and raising and releasing salmon at Blue Lake Hatchery.
Teacher Name	Grade(s)	Course
Sarah Holmes	8	Language Arts
Email	Phone	Address
sholmes@humboldt.k12.ca.us	(707) 822-4896	1617 Old Arcata Rd., Bayside, CA 95524
Project Title	Dates	Description
Buddy Books	Feb. 23 – May 8	8 th grade students buddy with Kindergartners at the beginning of the year and mentor/teach. During final trimester 8 th graders write and illustrate a children’s book and dedicate it to their buddies.
Teacher Name	Grade(s)	Course
Chelsea Benson	7	Service-learning Activity Class

Email	Phone	Address
benson.chelsea@gmail.com	(707) 822-4896	1617 Old Arcata Rd., Bayside, CA 95524
Project Title	Dates	Description
Jacoby Creek School Watershed Restoration	Aug. 26 – Nov 7 2009	Learning about watershed health and its affect on habitat. Restoring Jacoby Creek's own Nature Area by invasive plant removal and gaining an understanding of non-point pollution and land use.

CalServe Partnerships Service-learning Case Study Process

Tracking Sheet for Case Study

CalServe Partnership District Name: **Jacoby Creek Charter School District**

School Name: **Jacoby Creek School**

Case Study Teacher Name: **Bill Trewartha**

e-mail address: **longhike@hotmail.com**

Phone: **(707) 822-4896**

Dates of Project:: from **Jan. 15,2009** to **April 6, 2009**

of Hours of SL Project Instruction: 11 # of Hours of Action/Service 60

Student #	Proficiency in Standards			# of Days Absent During SL Project	Grade for SL Project	Grade in Course
	#1 (1/0)	#2 (1/0)	Civ. Eng. Optional (1/0)			
1	8	9		Teacher declined to track –	85	Not available yet
2	9	10			100	
3	9	8.5			95	
4	9	8.5			70	
5	9	10			100	
6	9	10			100	
7	9	8			75	

8	6.5	8.5			75	
9	9	10			90	
10	8	10			100	
11	9.5	7.5			70	
12	8	10			90	
13	9	10			100	
14	8	9			85	
15	9	0			75	
16	0	8			90	
17	8.5	0			90	
18	2	5			75	
19	6	0			75	
20	8	7.5			85	
21	9	95			100	
22	7.5	8.5			75	
23	7.5	5			75	

**** Tracking absentee rates would be very labor intensive as many days and numerous assignments/tasks were involved in evaluation for grades.**

CalServe Partnerships Service-learning Case Study Process

Tracking Sheet for Case Study

CalServe Partnership District Name: **Jacoby Creek Charter School District**

School Name: **Jacoby Creek School**

Case Study Teacher Name: **Sarah Holmes**

e-mail address: **sholmes@humboldt.k12.ca.us**

Phone: **(707) 822-4896**

Dates of Project:: from **Feb. 23, 2009 to May 8, 2009** (Buddy Book portion)

of Hours of SL Project Instruction: 104 # of Hours of Action/Service: 50 per student

(excludes 1 hr. per week w/buddies Oct-June)

Student #	Proficiency in Standards			# of Days Absent During SL Project	Grade for SL Project	Grade in Course
	#1 (1/0)	#2 (1/0)	Civ. Eng. Optional (1/0)			
<u>CLASS 1</u>				Teacher declined to track –		
1	100	100		**	A	Not available yet.
2	100	100			A	
3	100	100			A	
4	100	100			A	
5	100	100			A	
6	100	100			A	
7	100	100			A	
8	100	100			A	
9	100	100			A	
10	100	100			A	
11	100	100			A	
12	100	100			A	
13	100	100			A	

14	100	100			A	
15	100	100			A	
16	100	100			A	
17	100	100			A	
18	100	100			A	
19	100	100			A	
20	100	100			A	
21	100	100			A	

**** Tracking absentee rates would be very labor intensive as many days and numerous assignments/tasks were involved in evaluation for grades.**

Continued from Sarah Holmes (Buddy Project)—Class 2

Student #	Proficiency in Standards			# of Days Absent During SL Project	Grade for SL Project	Grade in Course
	#1 (1/0)	#2 (1/0)	Civ. Eng. Optional (1/0)			
<u>CLASS 2</u>				Teacher declined to track –		
1	100	100			A	Not available yet.

				**		
2	100	100			A	
3	100	100			A	
4	100	100			A	
5	100	100			A	
6	100	100			A	
7	100	100			A	
8	100	100			A	
9	100	100			A	
10	100	100			A	
11	100	100			A	
12	100	100			A	
13	100	100			A	
14	100	100			A	
15	100	100			A	
16	100	100			A	
17	100	100			A	
18	100	100			A	
19	100	100			A	
20	100	100			A	
21	100	100			A	

**** Tracking absentee rates would be very labor intensive as many days and numerous assignments/tasks were involved in evaluation for grades.**

CalServe Partnerships Service-learning Case Study Process

Tracking Sheet for Case Study

CalServe Partnership District Name: **Jacoby Creek Charter School District**

School Name: **Jacoby Creek School**

Case Study Teacher Name: **Chelsea Benson**

e-mail address: **benson.chelsea@gmail.com**

Phone: **(707) 822-4896**

Dates of Project:: from **Aug. 26, 2008** to **Nov. 22, 2008**

of Hours of SL Project Instruction: 44 # of Hours of Action/Service 320

Student #	Proficiency in Standards	# of Days	Grade	Grade in Course
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Appendix C: Zoomerang Survey Screen Prints

Contact Sasha Neumann at sneumann@ttusd.org.

The screenshot shows a web browser window with the title "Online Surveys | Zoomerang - Mozilla Firefox". The address bar contains the URL "http://www.zoomerang.com/Survey/survey-intro.zg?p=WEB228VYVH2JIT". The main content area features the following text:

Exploring the Effectiveness of Service Learning Projects

Thank you for participating in our survey. Feel free to visit anytime between now and May. If the survey is updated, you can expect an email with the most recent link. If you would like to receive a copy of this survey in Word format or any other materials associated with evaluation process, please download from YSCALS 2009 Institute Presentations at <http://yscal.org/cm/Programs/Institute/2009/Media.html> look for presentation titled *Evaluation: Using Service-Learning Case Studies to Assess Academic Content Standards* or email me to send you a copy at sneumann@ttusd.org.

Please send any recommendations, comments or feedback directly to me at sneumann@ttusd.org. My aim is to create valuable and useful data for the CalServe partnership.

START SURVEY!

At the bottom, there is a logo for "POWERED BY zoomerang" and a footer with the following text:

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Exploring the Effectiveness of Service Learning Projects

[Question Title]



California Department of
EDUCATION

Welcome to [Exploring the Effectiveness of Service Learning Projects](#). This survey is the final step in the evaluation being conducted on behalf of CalServe Developmental and Sustainable Partnerships 2009. As explained at the CalServe Institute, this evaluation process collects data that will help teachers, schools, LEAs and the State. If you would like to receive a copy of this survey in Word format, please download from YSCALs 2009 Institute Presentations at <http://yscal.org/cm/Programs/Institute/2009/Media.html> *Evaluation: Using Service-Learning Case Studies to Assess Academic Content Standards* or email me to send you a copy at sneumann@ttusd.org.

On the following pages of the survey you will find 35 questions. The first half are straight forward, mostly qualitative questions, requesting project and partnership descriptions. The next 8 questions align the Quality Standards for Service Learning with a Likert Type Scale and may require some conversation between teacher sponsoring project and contact sponsoring the evaluation process. Finally the last 10 questions require the use of your "Tracking Sheet" to complete as these ask for the Standards, Assessment Methods and % Students Proficient. The "Tracking Sheet" is available to download from the YSCAL site listed above.

Thank you for taking the time to complete this important survey. Your efforts will pay off as Quality Service Learning Projects can be tracked and assessed for alignment with National research efforts. Through the process teachers realize how Quality Service-Learning Projects are helping their students to attain Content Standards. Schools gain confidence in supporting Service Learning as a methodology when they see data of Content Standard achievement and associated student engagement. LEAs support Service-Learning Policy more confidently as they see how local data supports national research, and the State will be in a position to pass what they have learned and accomplished onto the Federal Department of Education and Corporation for National and Community Service. On a practical level, when we know more of what is happening in the field, the State will gain a clearer perspective on how to support partnerships more effectively.

Please use the comment box at the end of the survey or for more immediate response, email me directly at sneumann@ttusd.org to provide comments and feedback on how we might make the survey more user friendly or what training or technical assistance you would appreciate from CalServe. On behalf of the California Department of Education, CalServe, and your local LEA Service Learning Coordinator, we greatly appreciate the time and experience you have shared through completing this survey. Your input is greatly valued.

[Question Title]



Exploring the Effectiveness of Service Learning Projects

Questions marked with an asterisk (*) are mandatory.

Case Study General Information



1 * Select Partnership Name from list.

2 Person Conducting Service Learning Project (Usually the teacher's information).

Name	<input type="text"/>
School/Organization	<input type="text"/>
Mailing Address	<input type="text"/>
City, State, Zip	<input type="text"/>
Phone (555) 123-4567	<input type="text"/>
Email Contact	<input type="text"/>



Exploring the Effectiveness of Service Learning Projects

Questions marked with an asterisk (*) are mandatory.

Background Information: Lead Teacher

- 3 * Grade Level(s) and/or Course(s) Involved in Service-Learning Project.
(Click all that apply as there may be multi age classrooms. Include Course Names under "Other".)

 K 1 2 3 4 5 6 7 8 9 10 11 12 Other, please specify

- 4 * Years Teaching this Grade or Course

- 5 * Years Experience using Service Learning as a Teaching Methodology



Exploring the Effectiveness of Service Learning Projects

Questions marked with an asterisk (*) are mandatory.

Case Study Project Description

6 Date Project was Initiated

Date

7 Number of Students

8 Date Project was Completed

Date

9 Percent of Students Attending 95% of Instruction and Action Related to Service Learning Project

10 * Duration of Service-Learning Project (to include Preparation / Action/ Reflection / Celebration):

11 * Intensity of Service Learning Project (Approximate number of hours spent on Service Learning Project)



Exploring the Effectiveness of Service Learning Projects

Service Learning Project Assessment

12 Was there a pre assessment of student achievement for the Standards being delivered?

13 Does the district have an electronic student assessment program?

14 Name / Type

15 If yes, can this system be used to do a comparison study with the case study?

Exploring the Effectiveness of Service Learning Projects

Questions marked with an asterisk (*) are mandatory.

Service Learning Project Description

- 16 * Choose which of the following best describes the type of project you are conducting.

- 17 * Please select all that apply.

Which Community Needs are addressed through your Service-Learning Project?

- Environment
- Conservation
- Campus Beautification
- Renewable Resources
- Preservation
- Safety
- Drug and Alcohol Education / Prevention
- Community Building
- Skill Building
- Education
- Creating Experiences for Others
- Peace
- Hunger
- Homelessness
- Health and Well-being
- Social Justice
- Rights
- Other, please specify



Exploring the Effectiveness of Service Learning Projects

K - 12 Service-Learning Standards for Quality Practice

Answer based on your personal conversations with Service-Learning Coordinator or use the Coordinator's perspective as gained from "Dipstick" evaluations.

18 Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Unaware of Indicators; Not Applied	Some Indicators Present at Some Points of Project	All Indicators Present Throughout Project
1	2	3
4	5	

19 Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Unaware of Indicators; Not Applied	Some Indicators Present at Some Points of Project	All Indicators Present Throughout Project
1	2	3
4	5	

20 Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Unaware of Indicators; Not Applied	Some Indicators Present at Some Points of Protect	All Indicators Present Throughout Protect		
1	2	3	4	5

21 Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Unaware of Indicators; Not Applied	Some Indicators Present at Some Points of Protect	All Indicators Present Throughout Protect		
1	2	3	4	5

22 Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Unaware of Indicators; Not Applied	Some Indicators Present at Some Points of Protect	All Indicators Present Throughout Protect		
1	2	3	4	5

23 Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Unaware of Indicators; Not Applied	Some Indicators Present/ Some Points of Protect	All Indicators Present Throughout Protect		
1	2	3	4	5

24 Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Unaware of Indicators; Not Applied	Some Indicators Present/ Some Points of Protect	All Indicators Present Throughout Protect		
1	2	3	4	5

25 Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Unaware of Indicators; Not Applied	Some Indicators Present/ Some Points of Protect	All Indicators Present Throughout Protect		
1	2	3	4	5



Exploring the Effectiveness of Service Learning Projects

Content Standards, Methods of Assessment, and % Student Proficiency

For a further explanation of Methods of Assessment or to download a copy of the "Tracking Sheet" please visit <http://yscal.org/crm/Programs/Institute/2009/Media.html> and look for *Evaluation: Using Service-Learning Case Studies to Assess Academic Content Standards*.

- 26 Please define 2 Content Standards with which your project most closely aligns. For a list of Content Standards, please visit <http://www.cde.ca.gov/be/st/ss/index.asp>.

When possible please choose a standard that is also a benchmark for your district. For a sample of district benchmarks visit http://www.kusd.edu/departments/instructional_services/standards_and_benchmarks.html.

If your district has student assessment program, please select Content Standards that are covered through the program.

Please include the full description for both standards including subject, grades, topics and specific standard description including appropriate number or letter classifications.

- 27 Focusing on Content Standard #1, how would you classify your Method of Assessment, if Authentic Assessment was used, click other and fill in the blank?

- One test item offered as a part of a larger test immediately following project
- One test item covered as a part of a larger test more than two weeks after project
- One test item from poll or pop quiz in class
- 2 - 5 test items offered as a part of a larger test immediately following project
- 2 - 5 test items covered as a part of a larger test more than two weeks after project
- 2 - 5 test items from poll or pop quiz in class
- More than 5 test items offered as a part of a larger test immediately following project
- More than 5 test items covered as a part of a larger test more than two weeks after project
- More than 5 test items from poll or pop quiz in class
- Other, please specify

28 Using your "Tracking Sheet" what % of students were proficient in Content Standard #1?

29 Focusing on Content Standard #2, how would you classify your Method of Assessment, if Authentic Assessment was used, click other and fill in the blank?

- One test item offered as a part of a larger test immediately following project
- One test item covered as a part of a larger test more than two weeks after project
- One test item from poll or pop quiz in class
- 2 - 5 test items offered as a part of a larger test immediately following project
- 2 - 5 test items covered as a part of a larger test more than two weeks after project
- 2 - 5 test items from poll or pop quiz in class
- More than 5 test items offered as a part of a larger test immediately following project
- More than 5 test items covered as a part of a larger test more than two weeks after project
- More than 5 test items from poll or pop quiz in class
- Other, please specify

30 Using your "Tracking Sheet" what % of students were proficient in Content Standard #2?

31 If your district has a method for assessing student performance on specific standards please explain how your students compare to the district average.



For more information on Service Learning contact your Service Learning
Regional Lead at <http://www.cde.ca.gov/ci/cr/slr/regionalleads.asp>



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Appendix D: Final Data Table of Results

Partnership	Name	School/Org	# of students	Student num	Attendance	Duration	Intensity
W heatland	Elma Antrazy	W heatland Schoo l400	10	10 - 500	90 - 95 %	Sem ester	6 - 10 hours
Cajon Valley	Warren Kelen	Conita Elementary / C2a5	50	0 - 100	95 % or more	Sem ester	3 - 5 hours
Rocklin Un	Meadrisa Will	Rocklin Elementary	70	60 - 80	95 % or more	less than 2	Weeks 10 hours
Rocklin Un	Cynthia Smith	Rocklin Elementary	25	20 - 30	95 % or more	Entire Year	3 - 5 hours
San Joaquin	Michelle G. Anderson	San Joaquin High School	35	30 - 40	95 % or more	Entire Year	3 - 5 hours
San Joaquin	Deon Crow	San Joaquin High School	15	100 - 150	95 % or more	Sem ester	3 - 5 hours
San Joaquin	Michelle Guzman	San Joaquin High School	7	60 - 80	90 - 95 %	Unit (4 - 6 weeks)	hours
San Joaquin	Clifford E. H. H. H.	San Joaquin High School	5	1 - 10	90 - 95 %	Sem ester	3 - 5 hours
San Joaquin	Solomon Foster	San Joaquin High School	35	30 - 40	95 % or more	Sem ester	3 - 5 hours
Eureka City	Rodriguez	Eureka City Schools	5	20 - 30	95 % or more	2 Weeks	3 - 5 hours
Eureka City	Kristine Christie	Eureka City High School	25	20 - 30	90 - 95 %	Entire Year	3 - 5 hours

