

The purpose of this guidance is to clarify grantee responsibilities regarding evaluation.

The main goal of the Learn and Serve America evaluation effort is to generate evidence of the impact of service-learning on students, schools or universities, and communities. The impact of a service-learning project can be vast and hard to capture. Therefore, we are asking grantees to focus their evidence-gathering on the performance measures they selected in their applications. Specifically:

- What evidence can a grantee produce to show that *schools or universities* are institutionalizing service-learning?
- What evidence can a grantee produce to show that service-learning is affecting *students* in at least one of these three areas: academic engagement, civic engagement, or resilience?
- What evidence can a grantee produce to show that a *community* need is being addressed through service-learning?

We are providing pre and post surveys to help grantees generate evidence of service-learning's impact on students, schools, and universities. The surveys can be printed from the website http://www.servicelearning.org/nslc/lisa_page/index.php.

These surveys are optional, but it is mandatory for grantees to gather evidence of the impact of their programs in some way (e.g., a grantee may add service-learning questions to an existing K-12 state assessment system). The web page will soon include recommendations for other surveys, along with scales and items that may help grantees customize their own surveys. Grantees must negotiate with their program officer before using surveys other than those recommended by Learn and Serve America.

The survey we are offering for university institutionalization (which may also be used by K-12 programs) is based on Furco's institutionalization rubric.

Under participant development, we are offering three sets of surveys (civic engagement, academic engagement, and resilience). Each set has a "pre" version for students in grades 6-12, a "post" version for students in grades 6-12, and a version for students in grades 3-5 that can be used both before and after the program. Grantees may choose *one* set based their performance measure selection.

The data collection process is up to grantees themselves. They may focus data collection at the subgrantee level or centralize it at the grantee level. Grantees may survey samples of their participants or attempt to survey 100% of their participants. Those who use sampling must use a reasonable process after negotiating with their program officer. After surveys are collected and analyzed, grantees must report findings in their progress reports using the following schedule:

- End of Year One: Report findings in the progress report and describe how the program will be adjusted to address concerns
- After Years Two and Three: Findings will be considered among other factors by LSA in making decisions about continuation applications.