

Peer Exchange

Three panelists representing a State Education Agency, a grantee and the National Service Learning Clearinghouse speak about successful communication strategies. Often the most useful information comes from our colleagues in the field; those who have experienced the same challenges and obstacles as you. Each member of today's panel has developed a specialty related to the field of public relations, media and marketing.

Learn & Serve America Communicators Institute

The national Learn and Serve initiative

In 1989, President George H. W. Bush introduced the *Thousand Points of Light* initiative to promote volunteer service by citizens of all ages. In 1990, he signed a bipartisan bill to fund service-learning for K-12 schools as a part of the National and Community Service Trust Act, which provided funds to state education agencies through Learn and Serve America. Learn and Serve America programs integrate service into the daily academic life of students in all 50 states.

Learn and Serve Ohio

Learn and Serve Ohio supports service-learning programs that provide youth with opportunities to learn and develop by bringing together classroom instruction and community service.

Grants are awarded to local education agencies that engage students K-12 in opportunities to help communities address education, public safety, human and environmental needs. Funds are used to create new programs, replicate existing programs and provide training and development to staff, students and volunteers.

What is service-learning?

Service-learning integrates community service into the academic curriculum. It is a method by which students learn and develop through active participation in service experiences that meet identified community needs and:

-  Are coordinated in collaboration with the school and the community;
-  Provide structured time for students to reflect on their experiences;
-  Provide opportunities for students to use acquired skills and knowledge in "real-life" situations;
-  Enhance what is taught in school by extending student learning beyond the classroom; and
-  Help foster the development of a sense of caring for others.



How can I become involved?

Ohio Schools can apply for up to seven years of continuous funding, through different types of grants, for a total of \$133,000. With continued successful performance, a grantee initially can receive \$43,000 over a four-year-period. Upon completion of those four years, grantees have the potential to receive an additional \$90,000 for three additional years through a model program grant.

- ✓ Development Grants – Year 1 provides a \$3000 grant to involve all stakeholders in the development of a three-year plan to implement service-learning.
- ✓ Implementation Grants – Year 2 is a \$15,000 grant to begin implementing the three-year plan.
- ✓ Implementation/Adult Volunteer Grants – Year 3 is a \$15,000 grant to continue implementation of the three-year plan, with a focus on involving adult volunteers who participate in the planning and who serve side-by-side with students.
- ✓ Transition Grants – Year 4 is a \$10,000 grant that provides a transition year with reduced funding to focus on identifying funds to support the program locally.

Learn & Serve America Communicators Institute

Serving through Technology
Antwerp Local School
Antwerp Middle and High School

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Number of **Teachers** Involved: 4
Number of **Students** Involved: 18
Number of **Community Partners**: 3
Grade Level: 6-12
Areas of **Need** Addressed: Education, Human Services, Environment, Public Safety

Program Description:
The purpose of the Antwerp Learn and Serve America project is to connect students with the community via partnerships that link career technical education and experience. Students enrolled in Technology Applications I, II, III, and IV have a required service learning component built into the curriculum that involves learning to provide technical support and training for all K-12 students and staff members in addition to working with community members on various projects involving technology. Through these partnerships students will be engaged in services to the community that enrich academic learning, foster social awareness, and promote personal growth.

Curricular Connections:
We integrate service into science and technology. The Technology Applications courses have a built in service learning requirement of 10-20 hours depending upon the course level. Each student must be involved in one or more school/community projects outside their regular school hours such as the county-wide recycling program, inservice days, Internet Safety Awareness seminars and senior citizen/computer camps.

Example of what it looks like and the Template is Simple

- Catchy Title
- District & building
- Contact info
- Teacher, student, partners, grade level
- Description
- Curricular connections
- Digital pictures

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A GLIMPSE AT THE DATA

Participants

As you study the figures below, you will notice the continued effort on the part of the coordinators, students, and others that are a part of Learn and Serve Ohio. Even with funding restraints, Learn and Serve Ohio participants work hard to improve their community while increasing student achievement. Students in Learn and Serve Ohio continue to serve more beneficiaries per student with over 8 beneficiaries served on average per student—the highest ever for Learn and Serve Ohio students! Also noteworthy is that median number of student participants in our programs, which is more than twice the median for programs nationwide.

Finally, since 2002, Learn and Serve Ohio has received \$4,507,952 in grant funds from the Corporation for National and Community Service. During that time, the value of service time provided by our student participants is \$42,877,496! That is an 851% return on grant funds in supporting community needs while learning!

Number of students	Median Number of Participants per Program
2003..... 34,373	National: 120
2004..... 32,270	Learn and Serve Ohio: 275
2005..... 32,270	
2006..... 23,445	
2007..... 21,282	

Number of beneficiaries	Average Served Per Student
2003..... 100,608	2.93
2004..... 245,839	7.62
2005..... 140,740	4.68
2006..... 149,908	6.39
2007..... 172,315	8.45

Hours of service	Average Hours Per Student
2003..... 509,770	14.83
2004..... 514,595	15.94
2005..... 463,593	15.41
2006..... 293,274	12.51
2007..... 242,387	11.39



Hudson High School students roll up their pants and help keep the waterways clean.

Total value of service hours (total hours x value of volunteer time—\$18.77 according to Independent Sector 2006)

2003.....	\$8,181,808
2004.....	\$8,259,250
2005.....	\$8,136,057
2006.....	\$5,290,662
2007.....	\$4,549,604

Average value per participating student

2003.....	\$238
2004.....	\$256
2005.....	\$271
2006.....	\$225
2007.....	\$214

Gender Diversity



Racial Diversity	2004	2005	2006	2007
African American	10.43%	7.00%	6.90%	6.20%
Hispanic	4.18%	3.00%	3.40%	4.10%
Asian	1.10%	1.00%	1.30%	0.70%

Disabilities and disadvantages of participants¹

Special Needs: 4%
Economically disadvantaged: 23%

Diversity is another important aspect of the Learn and Serve Ohio programs. As shown above, gender of the student participants is almost evenly split in Learn and Serve Ohio programs, with 53% females and 47% males. Minority students make up 11% of the racial diversity of the Learn and Serve programs, mostly representing African-American, Hispanic, and Asian

A Look Back...

1980s: National service efforts are launched at the grassroots level, including the Campus Outreach Opportunity League (1984) and Campus Compact (1985), which help mobilize service programs in higher education; the National Association of Service and Conservation Corps (1985), which helps replicate youth corps in states and

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Programs

School Levels



While service-learning is often a "perfect fit" for many high school classes, we continue to reflect on ways to encourage and sustain implementation of service-learning programs at the elementary level. We need to find creative ways of including younger students in service-learning opportunities. The long-term benefits of service-learning may increase if the important values and attitudes from service-learning are established at an early age, which will require creative ways of including younger students in service-learning opportunities.

Areas of Service

Human Service	71%
Education	81%
Conservation/Environment	76%
Public Safety	41%
Homeland Security	22%
Community and Economic Development	54%
Health and Nutrition	73%
Housing	19%

Learn and Serve Ohio programs have committed their energies to a wide range of service areas across the state. While at the inception of Learn and Serve Ohio, most projects fell into four main categories, participants have made it clear that they will continue to research additional needs across the state, resulting in newer service areas: homeland security, community and economic development, health and nutrition, and housing.

Project History	2004	2005	2006	2007
New Project	5%	15%	32%	25%
Continuation of an Existing Project	63%	50%	32%	25%
Expansion of an Existing Project	32%	35%	36%	50%



Canton City School students and adults stand inside one of the local homes



Elementary students in Edison Local School District use math skills to total the money raised for United Way.

Project Scope	2007		
One classroom	0	School-wide	37%
Multiple classrooms	22%	District-wide	38%
Grade-wide	3%		

Length of Project ¹	2005	2006	2007
Two months or less:	38%	33%	49%
One Semester:	32%	34%	11%
Entire School Year:	30%	33%	39%

For the 2006-2007 school year, a majority of the projects are expansions of previous designs, which works towards program sustainability and capacity building. In fact, all of the Learn and Serve programs this year worked outside the "single classroom" approach. It is this constant collaboration and administrative support that will make Ohio one of the leading service-learning states.

Type of District	Percentage of Programs	Percentage of Student Participants
Urban	21%	4%
Suburban	13%	11%
Rural	41%	52%
Small Town	25%	32%

Once again, we have seen an increased service-learning efforts and impacts in the rural community. Rural school districts make up 41% of our 2006-2007 programs and account for 52% of service-learning students throughout Ohio. As the capacity for service-learning is sustained throughout the state, 75% of the programs are building- or district-wide; 59% of the programs have expanded their previous efforts; and nearly 40% of the programs are year-long initiatives. While we have good representation of urban districts in our programs, in looking to the future, Learn and Serve Ohio will evaluate how to make service-learning most effective in these urban school districts.

A Look Back...

1989: Wingspread Principles of Good Practice in Service-Learning written more than seventy organizations collaborate to produce the ten principles.

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SUCCESS THROUGH STUDENT'S EYES

On these next pages, you will read about just a few of the many ways students in Ohio have grown through their service-learning experiences. While many of these growths may not be measurable on paper, they are felt and witnessed by the students themselves, their mentors and advisors, and the community. It is this personal, social, and civic growth in Ohio's youth that will remain etched in their hearts and minds.

North Olmsted City Schools

Luis is a Hispanic student who volunteered at Rocky River Municipal Courts. During this experience, he learned how to communicate with adults in a professional way. He felt that this was an "amazing experience." He learned to appreciate his bilingual talents as he translated court proceedings from English to Spanish for some of the court's clients. Luis grew as a person through these experiences and provided a valuable service to a governmental agency, as well as to people in the community.

Hancock County Educational Service Center

Van Buren "Circle of Friends" Project at Van Buren Middle School was a very successful new project. This project paired middle school students in mentoring relationships with their peers that have a variety of mental and physical disabilities. Students assist their peers with academic needs as well as

A Look Back...

1998: Association of Supervision and Curriculum Development endorse the importance of linking service with learning.

developmentally appropriate social skills. This year-long project had students meet weekly to help build these skills. Most sessions took place in school during the school day, although some sessions were out in the community in a variety of social situations in order to practice skills. These relationships have brought a greater understanding and appreciation for diversity issues to the entire school.



Hudson City Schools

"I don't think one story could even begin to show one how much I gained from my experiences. I have lived in Hudson my whole life and never realized that 10 minutes away people were living in a different world. I feel like every week at Robinson Memorial was another jaw dropping experience. Through my service at the Child Abuse Advocacy Center I realized how difficult the world can be and how amazing it is for the kids to have someone to look up to and feel comfortable around. Even the small gifts of comfort (scarves, hats, books, stuffed animals) brought the biggest smiles to the smallest kids!!"

Hamilton City Schools

This year a need was identified by the Booker T. Washington Community Center, a center located in one of our social and economically deprived areas. The director asked that a mural be made reflecting the history of the center. The mural addressed the history and background of the community center and allowed for Hamilton students to learn about the residents in the community. Our Art Department and their students began researching the history and developed plans to create a mural. It was completed and dedicated in June. There were many discussions and reflections regarding the project, especially the sense of pride and accomplishment established in the students.

Antwerp Local School

At the end of the year each STS student was asked to complete a self-evaluation based on their participation in technology service activities through the Technology Applications classes. One of our students is from a very low-income background and entered the program as a shy nondescript student who appeared to be very sullen and withdrawn, but extremely respectful and serious. He has grown into an outstanding young man, working for the technology department the last three summers. He is well respected by the staff for the way he has learned to communicate and mentor with respect and humility. In his year-end reflection and evaluation he commented "I want to let you know that the STS program is by far the best program offered by the school. I have learned so much, not just about technology, but also about myself and my ability to contribute to others in a meaningful way. STS has helped me become a better person and leader."

Wayne Trace Local Schools

After an in-depth study of small engine operations within the Industrial Technology classroom, students suggested providing a service to the community to do tune-ups and minor repairs to lawn mowers and a variety of lawn care products. A partnership was developed with a local implement dealer and hardware store to provide tools and supplies as well as advice and

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Learn and Serve Ohio



- [Home](#)
- [What is Learn & Serve](#)
- [How to Apply](#)
- [Current Programs](#)
- [Program Managers](#)
- [Students](#)
- [Resource Center](#)
- [News & Events](#)
- [Contact Us](#)

Resource Center

ODE National and State Resources

[NATIONAL](#)
[OHIO](#)

NATIONAL

•New! **Safety in Ohio Through Service (SOS):**
Replicable Statewide Service-Learning Model for Homeland Security will integrate K-12 youth into the service-learning and volunteerism components of Ohio's broad and on-going homeland security efforts, building upon state and local collaborations through the Ohio Department of Education (ODE) and Learn and Serve Ohio. Building upon state and local partnerships with businesses, private schools, first responders, faith-based and community organizations, six Local Education Agencies (LEAs) will develop prototypes of homeland security related service-learning projects in Urban, Rural and Suburban populations. The results of these SOS projects are found in the following section, found by clicking on this link:
[SOS Modules](#)

Academy for Educational Development
AED is an independent, nonprofit organization committed to solving critical social problems in the U. S. and throughout the world and to building the capacity of individuals, communities, and institutions to become more self-sufficient. The major areas of focus include education, health, youth development and the environment.
www.aed.org

**Alliance for Service-Learning in Educational Reform
[Council for Chief State School Officers]**
The Alliance, which has promoted service-learning as an impetus for educational reform and policy advocacy, has published Standards of Quality for School-based Service-learning (1995) and other related standards for community-based service-learning.
www.ccsso.org

American Youth Policy Forum
The American Youth Policy Forum, a nonprofit, nonpartisan professional development organization based in Washington, DC, provides learning opportunities for policymakers, practitioners, and researchers working on youth and education issues at the national, state, and local levels. Among its service-learning publications is Finding Common Ground: Service-Learning and Education Reform, a survey of 28 leading school reform models.
www.aypf.org

America's Promise
This organization works with communities to develop programs that support youth to succeed. The...



Present On A Service-Learning Student Perspective At A School Board Or Other Public Meeting

Source: National Service-Learning Clearinghouse, May 2008

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



GOAL:

Use your story to show that service-learning programs make a difference. Present on service-learning to your student government, Chamber of Commerce, school board meeting, a school assembly, or other audience.

GETTING STARTED:

Think about your own service-learning experience. Your story can be an invaluable tool for making the case for service-learning.

1. Get in touch with a contact from your intended audience (i.e. a school board member, PTA president, community relations officer for television or radio stations, etc.) to discuss setting a date for you to come and make a service-learning presentation.
2. The annual Learn and Serve Challenge (October 6-12, 2008) can be an especially good time for scheduling an event. See www.learnandservechallenge.org for more information.
3. Contact Learn and Serve America's National Service-Learning Clearinghouse (NSLC) at 1-866-245-SERV(7378) or visit our website at www.servicelearning.org to order the free *Bring Learning to Life* campaign tools (8 minute DVD, brochure, posters, and getting started guides for parents and teachers). Remember to order enough materials for your audience.

MATERIALS NEEDED:

- *Bring Learning to Life* video or DVD and brochures.
- DVD player or VCR to play service-learning promotional video(s).
- Flier for attendees that includes information on service-learning, state-specific statistics and impacts, short testimonials, etc., or you can simply use some of the *Bring Learning to Life* materials.

BEFORE THE MEETING:

Remember that you want to convey a message that will stick in the minds of your audience. Give them clear ideas to take away from the meeting.

- Your own story is the best example that you can give. Reflect on your experience and think about how best to describe the ways service-learning has affected your life. Ask yourself how service-learning impacted your learning, your commitment to service, and your future career and education plans. The answers

can be the foundation of your presentation.

- Watch *Bring Learning to Life* and see if you have any ideas for a service-learning project particularly appropriate for your school or community. Make notes for discussing those ideas to make the meeting more personal and to help localize the idea of service-learning.
- You can make individual packets containing all the *Bring Learning to Life* information or you can set up a display area to show off the materials.
- Create your message, connecting what you say to the video. Possible themes could be how service-learning improves academic performance and/or engages students with hands-on, active learning.

DURING THE MEETING:

- Use the visual appeal of the *Bring Learning to Life* materials to strengthen the message that starting a service-learning program will benefit schools, students, and the community.
- Point out key information that you feel may really connect with your school. Remember: make it personal! Your story will help your audience visualize the advantages of a service-learning program at your school.
- Follow up at the end of the meeting by reminding attendees of the benefits a service-learning project can have for youth and communities.
- Answer questions attendees may have. If you're stumped, don't worry. Just send them to the NSLC website for more information or to ask reference questions (contact information is on all the *Bring Learning to Life* materials).

AFTER THE MEETING:

Contact one or two audience members to follow up on questions, ideas and feedback.

RESOURCES:

[What is Service-Learning?](http://www.servicelearning.org/what_is_service-learning/index.php)

www.servicelearning.org/what_is_service-learning/index.php

[Bring Learning to Life](http://www.servicelearning.org/lisa/bring_learning/) materials

www.servicelearning.org/lisa/bring_learning/

[Resources for Parents page](http://www.servicelearning.org/instant_info/parents/index.php)

www.servicelearning.org/instant_info/parents/index.php

[Learn and Serve America logo](http://www.cns.gov/about/media_kit/logos.asp)

www.cns.gov/about/media_kit/logos.asp

[Why Districts, Schools, and Classrooms Should Practice Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/why/

[Impacts of Service-Learning on Participating K-12 Students](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/

[Parent & Family Involvement in K-12 Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/



Demonstration and Celebration!

Recognize Teachers and Students For Their Service-Learning Efforts

Source: *National Service-Learning Clearinghouse, May 2008*

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



GOAL:

Recognize the commitment of students and teachers who are making a difference in their communities through service-learning and give the participants a chance to demonstrate what was accomplished during their service-learning

GETTING STARTED:

Take a moment to reflect, asking yourself how you would like to be recognized. If you were a student or teacher involved in service-learning, what would make you feel your contribution was valued? Meaningful expressions of appreciation can help reinforce the idea that service and service-learning are an core values in your community. Also remember that

1. Whatever you choose to do to recognize participants, ask community partners to participate so their voice is recognized and so they can share their sense of the authentic value of the service-learning project.
2. Contact your school's administration to propose the idea and set a date for the event.
3. The annual Learn and Serve Challenge (October 6-12, 2008) can be an especially good time for scheduling an event. See www.learnandservechallenge.org for more information.
4. Keep it simple. To be effective, the event does not have to be extravagant or expensive. The main ingredient for success is a genuine desire to show your appreciation.

IDEAS:

1. It is important to connect the recognition celebration to the service-learning experience itself. For example, the recognition ceremony might be organized as a venue in which participants can share their experience and their own sense of accomplishment with the larger community. Remember your goal: recognition of the efforts of all those participating and a demonstration of the service-learning project's goals and outcomes.
2. If you'd like to provide participants with a token of your appreciation, be sure it is in keeping with the spirit of the project and does not take away from the value of the project in and of itself. For instance, if the service-learning project involved working on a community garden, you might recognize participants by giving a gift of a signed photo of community members taken at the new garden.
3. Hold a service-learning appreciation brunch. Have the parents and community

partners get involved. You can make invitations and serve juice, coffee, muffins, or bagels. Keep it simple, but special.

BEFORE THE EVENT:

Remember that you want to convey a two-fold message that will stick in the minds of your audience. First, you want to show appreciation for the efforts of teachers and students to make a meaningful difference in students' lives and in the life of the community. Second, you want to emphasize to audience members the authentic benefits service-learning has for all those involved by providing a venue showcasing the service-learning projects outcomes for both the community and the students.

- Contact the service-learning project's community partners and see if a representative would like to say a few words or write a letter of thanks to be read at the event.
- Call Learn and Serve America's National Service-Learning Clearinghouse (NSLC) at 1-866-245-SERV(7378) or visit our website at www.servicelearning.org to order free *Bring Learning to Life Materials* that you can hand out to attendees.
- Consider creating a commemorative program to hand out to the audience with a description of the project; a list of the students, teachers, and community partners; and quotations from participants.

DURING THE EVENT:

Just remember to show all those involved with the project that you appreciate all the time and hard work that they have put into both their service and the learning process.

RESOURCES:

[What is Service-Learning?](http://www.servicelearning.org/what_is_service-learning/index.php)

www.servicelearning.org/what_is_service-learning/index.php

[Bring Learning to Life](http://www.servicelearning.org/lisa/bring_learning/) materials

www.servicelearning.org/lisa/bring_learning/

[Resources for Parents page](http://www.servicelearning.org/instant_info/parents/index.php)

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[Parent & Family Involvement in K-12 Service-Learning](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/family_k-12/

[Service-Learning with Disadvantaged Youth](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/disadvantaged_youth/)

www.servicelearning.org/instant_info/fact_sheets/k-12_facts/disadvantaged_youth/



How to Promote Your Service-Learning Program Online

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

Ever wonder how you could promote your service-learning program to a national audience?

Learn and Serve America's National Service-Learning Clearinghouse can do it for you. Our website reaches a nationwide audience and we want to show all those folks the great work you and your students are doing.

We've made it even simpler for you to contribute.

Send the Clearinghouse your:

- photos,
- success stories,
- lesson plans and syllabi,
- sample forms, and/or
- other service-learning resources.

By doing so, your project and works are getting publicized to a nationwide audience of tens of thousands AND you're helping grow and support the service-learning community! Check out all the ways to promote your program through NSLC at www.servicelearning.org/library/share/.

Sharing library materials is especially easy.

How easy is it? It's easy as 1...2...and that's all! Fill out our simple form today and become part of the nation's largest service-learning resource collection and let others know about the successful approaches used in your service-learning program! www.servicelearning.org/library/promote/index.php

If selected for the online and/or lending library, your materials will become part of the nation's largest service-learning resource collection. They will be listed in NSLC's online library catalog, promoted in relevant publications and alerts, available for Learn and Serve America grantees and subgrantees to borrow, and the general public to browse onsite or via the online catalog whether you provide print and/or electronic versions of your materials. You or the copyright holder will retain copyright to the materials and materials will not be duplicated in whole without permission.

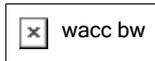
www.servicelearning.org/library/lib_cat/index.php

NSLC has also created a selection of tools to help you with online marketing using social media and Web 2.0 tools.

Learn what RSS feeds, Podcasts, Wikis, and social networking is and how to use them to spread the word about service-learning!

www.servicelearning.org/instant_info/marketing_101/





Washington Campus Compact Congressional District Update

In This Issue

[Dialogue for
Democracy](#)

[Learn and Serve
Grantees Announced](#)

[Students in Service](#)

[Retention Project](#)

[VISTA](#)

Volume 1, Issue 1

Fall 2007

Washington Campus Compact (WACC) is pleased to send you this Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning. You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Congressional District News

WASHINGTON

[1st](#) Congressional District

[2nd](#) Congressional District

[3rd](#) Congressional District

[4th](#) Congressional District

[5th](#) Congressional District

[6th](#) Congressional District

[7th](#) Congressional District

[8th](#) Congressional District

[9th](#) Congressional District

IDAHO

[1st](#) Congressional District

[2nd](#) Congressional District

Please take a moment to read the information about the four WACC Programs, Learn and Serve, AmeriCorps Retention Project, WACC VISTA Project, and Students in Service. You'll find the links to these programs below.

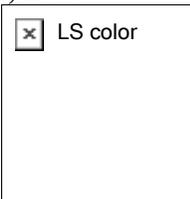
Additionally, on the left you will find information about programs in each of Washington's nine Congressional Districts and Idaho's two Congressional Districts. This will allow you to find information about WACC programs in your own Congressional District and throughout each state.

Thank you! Enjoy the Congressional District Update.

Dialogue for Democracy

Forum Convenes on Wednesday, November 14, 2007

Washington Campus Compact (WACC) will present the second forum of Dialogue for Democracy on Wednesday, November 14, 2007 from 10am - 4pm in Seattle at Town Hall. The forum is designed to provide a forum for stakeholders to dialogue, share strategies, and develop actions plans to address a critical community issue that was previously identified by the participants. WACC invited teams from throughout Washington state to dialogue about service as a strategy to address critical issues in their communities. Teams will include members of the nonprofit and business community, policy-makers, and education administrators, faculty, and staff; those that work daily on issues that impact society.



Join Our List



Already, recipients of Learn and Serve funding, through Washington Campus Compact, are convening teams and planning to attend. This year, teams will address:

- What is an engaged democracy?
- How does an engaged democracy address critical community issues?
- What is the role education serves in fostering an engaged democracy?

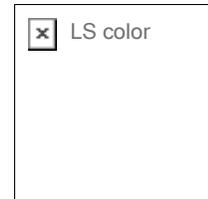
Funding for your team is available and you can apply and register by contacting visiting [WACC's website](#)

Learn and Serve Grantees Announced

Grantees for 2007-2008 Announced

Washington Campus Compact (WACC) has awarded 11 recipients funding from WACC's Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS). They are:

Boise State University
 Cascadia Community College
 Clark College
 Edmonds Community College
 Everett Community College
 Gonzaga University
 Lewis-Clark State College
 Olympic College
 Seattle University
 Spokane Falls Community College
 Washington State University



Grant recipients will develop programs to serve disadvantaged youth and promote service-learning.

[Read More](#)

Students in Service Continues to Grow



Students in Service Active at 28 WACC Member Campuses

Washington Campus Compact (WACC) was recently awarded a continuation grant for the highly successful and popular Students in Service program. Twenty-eight WACC campuses participate in the program, serving over 1000 students in Washington state. Throughout the Western Region of California, Hawaii, Idaho, Montana, Oregon, and Washington nearly 2,500 students participate in the program.

[Read More](#)

Retention Project Announces Grantees

Retention Project Grantees Announced

The Retention Project begins Program Year #2 with two new Washington Campus Compact (WACC) members hosting an AmeriCorps member: Big Bend Community College and Wenatchee Valley College. The following 14 campuses this year will host an AmeriCorps member:



- Big Bend Community College
- Cascadia/UW Bothell
- Eastern Washington University
- Edmonds Community College
- Evergreen State College
- Gonzaga University
- Heritage University
- Lake Washington Technical College
- Northwest Indian College
- Spokane Community College
- Tacoma Community College
- University of Washington Tacoma
- Wenatchee Valley College
- Western Washington University

The Retention Project utilizes service-learning as a strategy to improve the retention of first-generation college students and the academic advancement of disadvantaged and non-traditional college, high school and middle school students.

[Read More](#)

VISTA Program Expands

New Campuses Begin Work

The Washington Campus Compact (WACC) VISTA Project utilizes service-learning to address the needs of campuses and communities in Washington State. Full time AmeriCorps*VISTA members are placed on campuses to serve faculty, staff and students, and the surrounding community, including community members and organizations. Participating campuses for 2007-2008 are:



- Antioch Seattle University
- Eastern Washington University
- Shoreline Community College
- Spokane Community College
- Spokane Falls Community College

The Evergreen State College
University of Washington
Walla Walla Community College
Wenatchee Valley College

WACC VISTA Project members receive training and professional development opportunities through the Corporation for National & Community Service, WACC and their higher education host sites. With this training, WACC VISTA Project members:

- Mobilize college/university service-learners and volunteers to serve poverty-affected populations
- Develop and sustain campus/community partnerships to serve poverty-affected K-H students and community members
- Develop service-learning projects and/or lessons within college/university service-learning courses that address poverty issues.

[Read More](#)

Look for Issue Two in January 2008

Washington Campus Compact (WACC) will send the Congressional District Update four times a year. Please do not hesitate to contact the [staff](#) at WACC if you have any questions.

Sincerely,
Washington Campus Compact

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Washington Campus Compact Congressional District Update

In This Issue

[Dialogue for
Democracy Evaluation](#)

[New Learn and Serve
Grantees Announced](#)

[Learn & Serve Mid-
Year Report](#)

[Upcoming Dates](#)

Volume 1, Issue 2

Winter 2008

Washington Campus Compact (WACC) is pleased to send you the Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning.

You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Thank you! Enjoy the Winter Congressional District Update.

Upcoming Events

[Clark College](#)

[Gonzaga University](#)

[Seattle University](#)

Dialogue for Democracy

Join Our List

Join Our Mailing List

Forum Convenes on Wednesday, November 14, 2007

LS color

Washington Campus Compact (WACC) presented the second *Dialogue for Democracy* forum on November 14, 2007. The forum was designed to convene higher education, K-12 and community leaders, and policy-makers to dialogue on the critical issues facing communities and education today.

Teams from throughout the state, with nearly 100 attendees, worked together to both identify key issues, and share strategies to address them. Following the event, teams were invited to develop action plans to further formulate local teams and put into action some of the ideas generated during the *Dialogue*.

This year, teams addressed:

- What is an engaged democracy?
- How does an engaged democracy address critical community issues?
- What is the role education serves in fostering an engaged democracy?

It is our hope that the work accomplished will provide the framework to:

- Promote and convene partnerships to address education and community issues of common interest
- Deepen participants' understanding of pressing issues related to Washington state communities and education
- Provide opportunities for disseminating strategies

through publications and conference presentations

- Promote the development of, and commitment to, local issue-oriented action plans

WACC asked recipients to complete an evaluation survey, and from the findings:

- 100% agreed that the event was meaningful
- 82% are more committed to local issue-oriented action planning
- 82% developed a better understanding of current critical issues facing Washington communities and education

For the full evaluation survey click [here](#).

New Learn and Serve Grantees Announced

Three New Grantees for 2007-2008 Announced



Washington Campus Compact (WACC) has awarded Cascadia Community College, Shoreline Community College, and The Evergreen State College, funding from WACC's Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS).

Cascadia Community College and The Evergreen State College will receive funding to build upon the successes of the work they accomplished at the Dialogue For Democracy Event.

Shoreline Community College was awarded a grant to develop a Congressional District Action Team.

[Read More](#)

Learn and Serve Mid-Year Report

Mid-Year Report Highlights



Washington Campus Compact asked the Learn & Serve Grantees to report on some of their successes during the 2007-08 grant year.

The 11 sub-grantees have done tremendous work in their communities, serving thousands of students, and working with a diverse group of stakeholders to advance service-learning.

Click [here](#) to view the full report.

UPCOMING DATES

Congressional District Update
Report: **April 10, 2008**

Invoice and In-Kind Match Reports:
June 15/August 31, 2008

LASSIE Survey: **June 30, 2008**

Self Assessment Rubric for the
Institutionalization of Service-
Learning: **June 30, 2008**

WACC Year-End Progress Report: **July 10, 2008**
(Incorporates summer Congressional Update Report)

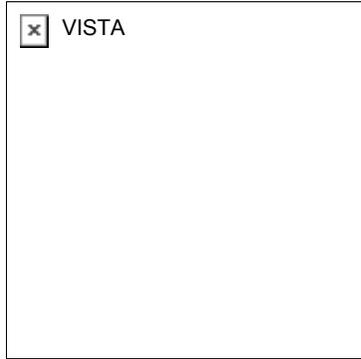
(College Student) Civic Engagement Survey: **Ongoing**

Teacher/Administrator Survey: **Ongoing**

Look for Issue Three in April 2008

Washington Campus Compact (WACC) will send the
Congressional District Update four times a year. Please do not
hesitate to contact the staff at WACC if you have any questions.

Sincerely,
Washington Campus Compact



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Washington Campus Compact Congressional District Update

In This Issue

[2008-09 New and
Continuation RFP](#)

[Congressional District
Team Updates](#)

[Upcoming Dates](#)

Volume 1, Issue 3

Spring 2008

Washington Campus Compact (WACC) is pleased to send you the Spring Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning.



Join Our Listserv

[Click Here!](#)

You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Thank you! Enjoy the Spring Congressional District Update.

2008-09 New and Continuation RFP Released

Request for Proposal Now Available for Year Three

Washington Campus Compact (WACC) funding from WACC's Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS).

Click [here](#) to read the Request for Proposal.

Congressional District Team Updates

Teams Continue to Build Stakeholder Support

Congressional District Action Teams report quarterly on events and activities that are made possible by Learn and Serve funding to build stakeholder support for service-learning.

Read highlights from their activities [here](#).

UPCOMING DATES

New and Continuation Proposals Due: **June 12, 2008**

Invoice and In-Kind Match Reports:
June 15/August 31, 2008

LASSIE Survey: **June 30, 2008**

Self Assessment Rubric for the Institutionalization of
Service-Learning: **June 30, 2008**

WACC Year-End Progress Report: **July 10, 2008**
(Incorporates summer Congressional Update Report)

Look for Issue Four in July 2008

Washington Campus Compact (WACC) will send the
Congressional District Update four times a year. Please do
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Washington Campus Compact Congressional District Update

In This Issue

[2008-09 Grantees
Announced](#)

[Learn and Serve
Challenge](#)

[2007-08 Progress
Report Summary](#)

[Upcoming Dates](#)

Volume 1, Issue 4

Fall 2008

Washington Campus Compact (WACC) is pleased to send you the Fall Congressional District Update. WACC was awarded a grant from Learn and Serve America to serve disadvantaged youth and develop stakeholder awareness of service-learning.



You are receiving this update because of your interest and support of WACC programs and initiatives. Funding for this effort was made possible by Learn and Serve America, a program of the Corporation for National & Community Service.

Join Our Listserv

[Click Here!](#)

Thank you! Enjoy the Fall Congressional District Update.

2008-09 Learn and Serve Grantees Announced!

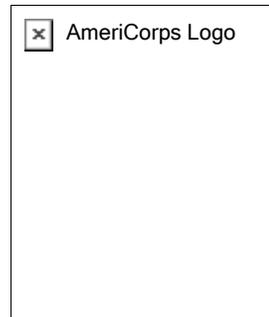
Eighteen Colleges and Universities selected to participate

Washington Campus Compact (WACC) has selected 18 colleges and universities from Washington and Idaho to participate in the Learn and Serve America Higher Education grant from the Corporation for National & Community Service (CNCS).

Read [More](#)

Learn and Serve Challenge October 6-12, 2008

The Learn and Serve Challenge, www.learnandservechallenge.org is the signature event promoting service-learning.



Through the Challenge, you can:

- Spotlight the value of service-learning to young people, schools, and communities
- Encourage others to launch service-learning activities
- Build support for service-learning among decision-makers
- Increase recognition of Learn and Serve America, the only federal program dedicated to service-learning

If you are a Learn and Serve grantee, take the Learn and Serve Challenge [here](#), and join us during the week of October 6-12, 2008 in promoting Learn and Serve and service-learning!

2007-08 Progress Report

Data from 2007-08 Program Year Released



The purpose of this summary is to share highlights of the Progress Report results-reflecting activities between September 1, 2007 and July 15, 2008-with each participating campus.

The information reflects activities from Learn and Serve grantees Boise State University, Cascadia Community College, Clark College, Edmonds Community College, Everett Community College, Gonzaga University, Lewis-Clark State College, Seattle University, Shoreline Community College, Spokane Falls Community College, The Evergreen State College, and Washington State University.

Washington Campus Compact is pleased to share results, stories, and activities from the past year.

Read the report [here](#).

UPCOMING DATES

Year Three Begins: **September 1, 2008**

National Learn and Serve Challenge: **October 6-12, 2008**,
<http://www.learnandservechallenge.org/>

Congressional District Action Team Report due: **October 15, 2008**

Self Assessment Rubric for the Institutionalization of Service-Learning: **October 30, 2008**

WACC Mid-Year Progress Report: **January 8, 2009**

Invoice and In-Kind Match Reports: **January 15, 2009 (September 1 - December 31, 2008)**

Look for Issue Five in Winter 2008-2009

Washington Campus Compact (WACC) will send the Congressional District Update four times a year. Please do not hesitate to contact the [staff](#) at WACC if you have any questions.