

## APPENDIX A

### PARTICIPATING SCHOOLS

#### CHICAGO

Best Practice High School  
2040 West Adams Street  
Chicago, IL 60612

Bowen High School  
2710 East 89th Street  
Chicago, IL 60617

Hancock High School  
4350 West 79th Street  
Chicago, IL 60652

Hubbard High School  
6200 South Hamlin Avenue  
Chicago, IL 60629

Nicholas Senn High School  
5900 North Glenwood Avenue  
Chicago, IL 60660

#### PHILADELPHIA

Benjamin Frankin High School  
Broad and Green Streets  
Philadelphia, PA 19130

The Girard Academic Music Program  
427 Monroe Street  
Philadelphia, PA 19147

Kensington High School  
2051 East Cumberland Street  
Philadelphia, PA 19125-4097

Simon Gratz High School  
18th and Hunting Park Ave  
Philadelphia, PA 19140

William Penn High School  
1333 North Broad Street  
Philadelphia, PA 19122-4097

## APPENDIX B

### INTERVIEW QUESTIONS: ADMINISTRATORS

1. What is the history of service-learning in your school district?
2. What was your basic philosophy for requiring service-learning for graduation from high school?
3. Why *required* versus allowing the students the *opportunity* to serve?
4. What were the intended impacts of the requirement?
  - To raise academic achievement?
  - Increase engagement to learning?
  - To improve the community?
  - Citizenship education?
  - Character education?
  - Combination? Or other?
5. What are the critical components of the service-learning programs? (i.e. what are the components that each service-learning program should contain?)
6. In your opinion, what are the greatest challenges in making this requirement a success?
7. How are you addressing those challenges?
8. What, if anything, would you do differently in developing/implementing this requirement?
9. What advice would you offer to other large urban school districts that are considering designing service-learning requirements?

## INTERVIEW QUESTIONS: COORDINATORS/COACHES

### MANAGEMENT

1. How were you introduced to the service-learning requirement?
2. What are your responsibilities within the requirement? (Were they clearly defined?)
3. Please describe the primary management challenges you have encountered since the implementation of the requirement. (i.e. what has been difficult about making this requirement work?)

### RESOURCES

#### *Professional Development:*

4. What type of service-learning training did you receive prior to the implementation of the requirement?
5. What type of professional development activities have you attended since the requirement? Follow ups: Who organized the training? How did you find out about it? Length of training?

#### *Community Partners:*

6. What, if any, partnerships have you developed with community-based organizations?
7. Please name three partners and how they have contributed to your service-learning programs.
8. Do you feel the service-learning projects are addressing these needs of your community?

#### *Funding:*

9. Does your school and/or do you receive any additional funding for service-learning programs? If yes, please describe the type of funding and the management of those funds.

### SERVICE EXPERIENCE

10. Please describe some of the exemplary service-learning projects at your school.
11. How do the service-learning projects which students participate in get chosen?
12. What type of training do the students receive before starting their project?
13. How do students prepare for their service activities? (e.g. In class? Research?)
14. What types of reflection activities are included in the service-learning projects?
15. How are service-learning projects linked to the curriculum? Follow ups: Do all projects have links to the curriculum? Who is responsible for making that connection happen?
16. When do students participate in service-learning projects? (e.g. in or out of school time?)
17. What kind of feedback have you gotten from the students about their service-learning experiences? -How satisfied do you think the students are with the program?

### EVALUATION

18. What service-learning projects work best in your school and why?
19. What process does your school have to assess student service-learning projects?
20. How have you evaluated and documented your service-learning program?
21. What criteria do you use to evaluate a service-learning program?

### IMPACTS

22. Have you seen positive student outcomes from the requirement? (e.g. increase in academic achievement? Engagement in learning? Positive behavioral changes?) Feel free to share individual stories or anecdotes.

### OTHER

23. How would you rate the design and implementation of the district Service Learning Requirement? What, if anything, would you do differently?
24. Do you think that service-learning should be encouraged at your school? Why or why not?
25. Do you think that service-learning should be required for promotion and/or graduation? Why or why not?
26. Is there anything that I have forgotten, or that you would like to add to the interview?

## INTERVIEW QUESTIONS: TEACHERS

### MANAGEMENT

1. How were you introduced to the service-learning requirement?
2. What are your responsibilities within the requirement? (Were they clearly defined?)
3. Please describe the primary management challenges you have encountered since the implementation of the requirement. (i.e. what has been difficult about making this requirement work?)

### RESOURCES

#### *Professional Development:*

4. What type of service-learning training did you receive prior to the implementation of the requirement?
5. What type of professional development activities have you attended since the requirement? Follow ups: Who organized the training? How did you find out about it? Length of training?

#### *Community Partners:*

6. What, if any, partnerships have you developed with community-based organizations?
7. Please name three partners and how they have contributed to your service-learning programs.
8. Do you feel the service-learning projects are addressing these needs of your community?

#### *Funding:*

9. Does your school and/or do you receive any additional funding for service-learning programs? If yes, please describe the type of funding and the management of those funds.

### SERVICE EXPERIENCE

10. Please describe some of the exemplary service-learning projects that you have been involved in.
11. How do the service-learning projects which students participate in get chosen?
12. What type of training do the students receive before starting their project?
13. How do students prepare for their service activities? (e.g. In class? Research?)
14. What types of reflection activities are included in the service-learning projects?
15. How are service-learning projects linked to the curriculum? Follow ups: Do all projects have links to the curriculum? Who is responsible for making that connection happen?
16. When do students participate in service-learning projects? (e.g. in or out of school time?)
17. What kind of feedback have you gotten from the students about their service-learning experiences? -How satisfied do you think the students are with the program?

### EVALUATION

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### OTHER

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24. Do you think that service-learning should be encouraged at your school? Why or why not?
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# Appendix D

## SERVICE LEARNING EVALUATION BY AGENCY Chicago Public Schools

Site/Project Name: \_\_\_\_\_

Site Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Site Contact Name: \_\_\_\_\_ Title: \_\_\_\_\_

Site Phone: \_\_\_\_\_ Project Date(s): \_\_\_\_\_

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Please describe this student by checking the appropriate box:

	Excellent	Above Average	Average	Below Average	Poor	Not Acceptable
<b>PERSONAL QUALITIES</b>						
Accepts and understands the needs, feelings, and faults of others						
Accepts and fulfills responsibilities						
Exercises good judgement						
Has a sense of humor						
Is friendly and courteous						
Is accepted well by employees and volunteers						
Is dependable						
Is willing to accept suggestions						
Is conscientious in fulfilling assignments						
Follows directions						
Work is neat and accurate						
Is honest and sincere						
Asks appropriate questions						
Reports to the site on time						
Is cooperative and industrious						
Wears appropriate attire						

Please attach any comments regarding this student's strengths, weaknesses, unique skills/qualities, or other relevant information about this experience.

Are you willing to host another CPS service learning student? \_\_\_ Yes \_\_\_ No

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

Please mail this form to the Service Learning Coach at the student's school.  
This information will only be used in confidence between the student and the Service Learning Coach.

Appendix E

SERVICE LEARNING VERIFICATION OF COMPLETION  
Chicago Public Schools

Name: \_\_\_\_\_ Division # \_\_\_\_\_

Site/Project Name: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT: Briefly describe how you prepared for this service activity:

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STUDENT: Briefly describe your method of reflection (ex: presentation, journal...)

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☆ ☆

I verify that this student has completed the preparation and reflection pieces of his/her service learning experience.

\_\_\_\_\_  
Signature of faculty/adult who worked with the student      Date

\_\_\_\_\_  
Printed name

Additional comments by the faculty person/adult who worked with the student:

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Please return this form to the Service Learning Coach.

## Appendix F

# What is a project?

A project is a process of inquiry resulting in a student product or performance demonstrating competence in all of the following:

- More than one discipline
- Writing
- Research
- A cross-cutting competency

Multidisciplinary Projects:	Service Learning Projects:
<input type="checkbox"/> Begin with a student's need or desire to know about an essential question.	<input type="checkbox"/> Begin with a student's or class of students' need or desire to know about a particular question concerning a community need, issue, or problem.
<input type="checkbox"/> Address at least 2 subjects defined in the Curriculum Frameworks.	<input type="checkbox"/> Address at least 2 subjects defined in the Curriculum Frameworks.
<input type="checkbox"/> Exhibit strong writing skills as defined by the content standards and as assessed on the Pennsylvania (PSSA) writing rubric.	<input type="checkbox"/> Exhibit strong writing skills as defined by the content standards and as assessed on the Pennsylvania (PSSA) writing rubric.
<input type="checkbox"/> Embrace a cross-cutting competency defined in the Curriculum Frameworks.	<input type="checkbox"/> Address the citizenship cross-cutting competency defined in the latest edition of the Curriculum Frameworks.
<input type="checkbox"/> Provide opportunities for and evidence of student reflection and self-assessment.	<input type="checkbox"/> Provide opportunities for and evidence of student reflection and self-assessment.
<input type="checkbox"/> Result in a student exhibition of learning that can include written, visual, and performance elements and might involve audiences beyond the classroom teacher.	<input type="checkbox"/> Result in a student exhibition of learning that can include written, visual, and performance elements and might involve audiences beyond the classroom teacher such as a community agency or policy-making body.
<input type="checkbox"/> Must be completed by a designated time according to a research and service plan adopted at the beginning of the project and revised as necessary to meet promotion or graduation requirements.	<input type="checkbox"/> Must be completed by a designated time according to a research and service plan adopted at the beginning of the project and revised as necessary to meet promotion or graduation requirements.
	<input type="checkbox"/> Are centered in generating questions and/or identifying problems and developing solutions through service or advocacy which fill a community need.  <input type="checkbox"/> Include the participation of an expert partner who adds real world expertise to the experience

## Appendix G

# Student & Teacher Responsibilities

### Student:

- Complete requirements of an original project according to pre-established time-lines and guidelines
- Access, gather, extract, and synthesize information to develop and answer a research question
- Demonstrate ability in writing, meeting project requirements in at least 2 subjects and 1 cross-cutting competency
- Document all planning, research and other evidence of learning
- Reflect on the personal, academic, and larger world impact of the project experience
- Participate in the assessment of project completion
- Design and deliver an exhibition of learning which reflects both process and product
- Revise projects that are judged to be in need of improvement to meet standards

### Teacher:

- Become familiar with standards, cross-cutting competencies, Curriculum Frameworks, and multidisciplinary and Service Learning project guidelines
- Establish learning goals for classes and individual students
- Collaborate with other school staff to determine at which grade levels and in what subject areas projects for promotion and graduation will occur
- Assist students in seeing the connections between subjects, cross-cutting competencies, and their own interests
- Help students to select and refine group or individual topics for research
- Approve project topics for individual, small group, or whole class student projects
- Instruct student(s) in the processes of project development and the uses of resources including community and business sectors
- Support students and facilitate the learning process in the classroom and with community and business partners
- Collect and evaluate student work and assist students in the maintenance of all documentation
- Schedule regular and frequent meetings with individuals and/or whole classes during the project process
- Participate collaboratively in the evaluation of student projects, ensuring quality student exhibitions of learning to appropriate audiences. Projects should be evaluated by at least 2 teachers.

## Appendix H

# Facilitating Student Projects

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### Where and when are projects completed?

The major portion of student work on projects should be completed during school hours. Students may work in their classrooms, or they may utilize resources available elsewhere in their school and wider communities. It is expected that teachers will provide students with time in which to work, guidance about available resources, and ongoing feedback throughout the project development, research, and implementation process. As students progress into middle and high school, they should increase their ability to work independently with the expectation that research and technology resources will be available for all students.

### Teacher Collaboration

Because student projects must encompass multiple subject areas and cross-cutting competencies, teachers of various subjects will need to work together to ensure that student projects are clearly connected to content standards. Partnerships within and beyond the school community in support of student research are strongly encouraged. Additionally, teachers must collaborate to determine how and by whom projects will be assessed.

### Teacher Project Mentors

The SLC Coordinator will identify a Project Mentor or faculty member who oversees completion of each project. In the early grades, where students remain primarily in one classroom and complete their projects across subject areas under the guidance of only one teacher, the Project Mentor will most likely be the classroom teacher. The Project Mentor may also be the classroom teacher in middle and high school. Project Mentors should be determined for each student through careful collaboration within each SLC. A student's topic and related content standards should influence the selection of the Project Mentor. Project Mentors may be classroom teachers or expert partners from outside the school community. The student should meet regularly with the Project Mentor, who is expected to provide feedback and other support.

### Report Card Responsibilities

The report card will include spaces for both multidisciplinary and Service Learning projects. Because each project must be evaluated by at least two teachers, the SLC Coordinator in collaboration with teachers within each Small Learning Community will ensure that such grades are recorded for each student.

## Appendix I

# Getting Started

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It is important that students, parents, and teachers understand each student's project. The form which follows is an example of the kind of planning that helps to focus everyone's attention on a student's research questions and plan:

<b>SAMPLE PROJECT PLAN (COMPLETED NO LATER THAN OCTOBER 15)</b>
Project Title and Topic:
Grade Level:
Required Accommodations If Applicable:
Teacher(s), Community and Business Partners:
Project Mentor:
Assessment Team Members:
Content Standards and Cross-Cutting Competencies addressed by project:
Essential Questions:
Community Need, Issue or Problem (for Service Learning projects):
Planning, Research, and Implementation Timeline:
Examples of resources and materials required to complete project:
Expectations for Exhibition of Learning:
Exhibition Date:
Other deadlines as determined by student and Project Mentor:
Student Signature
Parent Signature
Project Mentor Signature

## Appendix J

# Getting Started

This checklist will help to ensure that student projects meet all criteria for successful completion before students begin their work:

### Project Criteria Checklist

	Yes	Comments
The project requires the student to be engaged in an inquiry process resulting in a performance or product of value to the student and/or community.		
The project design involves more than one content discipline.		
The project requires strong writing skills.		
The project requires the student to integrate at least one cross-cutting competency.		
The project is academically challenging and developmentally appropriate.		
The project is centered in an essential question.		
The project allows for a variety of formative assessment options.		
The project allows adequate time and opportunity for student self assessment and reflection on the learning experience.		
<b>Additional Criteria for Service Learning Projects</b>		
The project addresses a real-world issue, concern or need in the school or other community.		
The project enhances the student's understandings of community and the democratic process.		
The project fosters the desire to participate as active citizens in the larger community		
The project requires the student to apply knowledge or skill in a real world context.		
The project brings the student in contact with adults as mentors and field-based experts who are able to give feedback and support.		
The project allows adequate time and opportunity for ongoing student reflection on the community-based experience (what new skills were learned, what new attitudes were formed, what feelings about the experience were engendered?)		

## Appendix K

# Assessing Student Projects

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### Initial Requirements

The District has begun the process of generating rubrics to assess student multidisciplinary and service learning projects. As greater numbers of teachers become engaged in this important work, rubrics will be refined and expectations for students increased. For the 1999-2000 school year, it is expected that students will complete projects at least at the Below Basic III level as described in the rubric which follows:

DESCRIPTOR	PERFORMANCE INDICATORS
ADVANCED	Project that goes beyond the expected criteria by proving or disproving a hypothesis, creating powerful generalizations, or expressing the concept creatively with special insight or eloquence.
PROFICIENT	Project has been successfully accomplished, creates linkages to other subject areas, demonstrates correct and complete grasp of required elements through the possible use of a variety of mediums with only <i>minor errors that do not detract from conceptual understanding.</i>
BASIC	Project has been partially accomplished but demonstrates competence that is somehow compromised. There is a lack of evidence – or evidence of lack of understanding – in some areas needed to complete a proficient project. <i>Student requires further learning of the concept with additional personal support of the Project Mentor due to mistakes, confusion, undocumented information, omissions, or other partial fulfillment of requirements.</i>
BELOW BASIC III	Project addresses 2 subjects, shows evidence of research and effort to accomplish the task, but demonstrates limited success. <i>The student has demonstrated minimal understanding of the topic or of the research process but has submitted a project with all required components.</i>
BELOW BASIC I & II Unacceptable for promotion or graduation	Project is incomplete in both required components and general understanding of the topic/research process. <i>The student has not fulfilled the project requirement and must submit revisions in order to meet expectations for promotion or graduation.</i>

## Appendix L

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## ***ACT GOALS AND PROJECTED STUDENT OUTCOMES***

### ***GOALS:***

Through participation in Active Citizenship Today, students will:

- ◆ Learn about their community and the people, processes, and institutions that are most effective in improving community conditions.
- ◆ Develop the social, political, and analytical skills necessary to effectively participate in the policy making process at any level of political and community life.
- ◆ Foster within themselves and among their peers attitudes regarding the value of lifelong service for the common good.

### ***STUDENT OUTCOMES:***

In achieving the goals stated above, students who participate in ACT will be better able to attain the following educational outcomes:

#### **Knowledge**

Students will:

- ◆ Recognize the variety of characteristics and actions of effective, participating citizens.
- ◆ Identify and describe the community in which they live.
- ◆ Identify, define, and describe local problems and their connection to problems on the state and national levels.
- ◆ Explain the factors and institutions that influence the formulation, implementation, and evaluation of public policy.
- ◆ Know the variety of ways an individual can help solve community problems.

#### **Skills**

Students will:

- ◆ Develop and use effective questions.
- ◆ Acquire and comprehend information from multiple primary and secondary sources.
- ◆ Process and evaluate information for objectivity, accuracy, and point of view.
- ◆ Apply information to effective efforts to help solve social problems.
- ◆ Assess the consequences of and appropriate context for personal action.
- ◆ Develop and use critical-thinking skills and ethical reasoning to make informed and responsible decisions.
- ◆ Develop and use verbal and written communication skills to convey ideas, facts, and opinions in an effective and reasonable manner.
- ◆ Work cooperatively with others.
- ◆ Effectively advocate individual and shared interests.

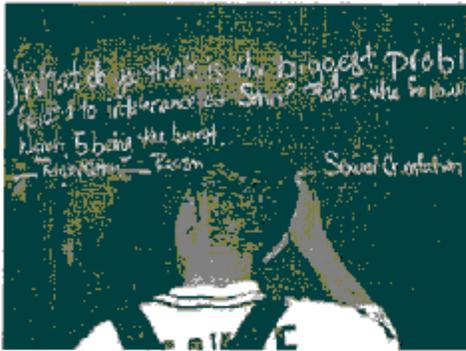
#### **Attitudes**

Students will:

- ◆ Recognize and respect human diversity.
- ◆ Develop a sense of personal and political efficacy in the role of community advocate.
- ◆ Believe that individual rights and freedoms are balanced by responsibilities.
- ◆ Foster within themselves the value of service and the importance of continued involvement in the community.

# Appendix N

## 2000 Illinois Youth Summit



Now in its sixth year, the Illinois Youth Summit focuses on issues of violence affecting youth. In November 1999, the Student Advisory Committee—representatives from 22 different urban, suburban, and rural high school classrooms across Illinois—met to determine youth safety issues of greatest relevance to students across the state.

These students identified the three sources of violence to address at the Summit:

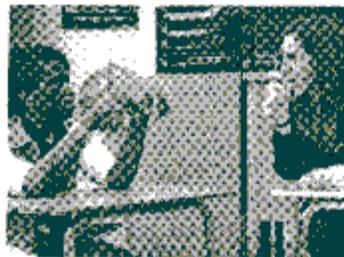
- Drug Abuse
- Gangs
- Intolerance



On May 4, teams of student representatives from each participating school will meet with policy makers at the 2000 Illinois Youth Summit, where students and policy makers will share what they know and how they understand what government is doing in reaction to these issues of violence.

Summit Sponsors

## What Can You Do? Youth Summit Service Projects



The Service Project portion of the curriculum is a way for students to learn by doing. By attempting to solve the problems of violence that students themselves outlined in November, they are gaining an understanding of the world around them. By implementing a student-driven solution to a real world problem, students are making a difference.

Each school participating in the Youth Summit will plan, conduct, and reflect on a service project. Below is a link to service project suggestions for this year's summit, but the best projects come from the students themselves.

- [2000 Youth Summit Video Project](#)
- [1999 Service Project Descriptions](#)
- [1998 Service Project Descriptions](#)
- [2000 Service Project Ideas](#)
- [Service booklet --click here to learn about how you can become involved in creating the service booklet at this year's youth summit.](#)

## Appendix O

### Sorting Out Agency/School Partnership Options

An agency/school partnership can be simple or complex, depending on your own comfort level, readiness, needs, and resources. This chart shows a progression of involvement, based on Sharon Kagan's work in *United We Stand: Collaboration for Child Care and Early Education Services*.<sup>19</sup> Differences between the stages are based on levels of risk, amount of time needed, and commitment. While one level clearly progresses from the other, each is valuable in itself. As the partnership becomes more complex, the potential impact on the community, the students, and the agency increases. Use this chart to think through your possibilities.

Type	Description	Core Elements	Example
Cooperation	The agency and school (or teacher) share information that is useful to the other.	<ul style="list-style-type: none"> <li>• Information openly shared.</li> <li>• Involves low commitment, risk, and interaction.</li> <li>• Roles are distinct and separate.</li> <li>• Service may be centered in the school or the agency with support from the other.</li> </ul>	An agency adds the teacher to a mailing list and calls about new service opportunities. Teacher calls to tell about needs for project to see if any are available that fit. Projects may take place at school with input and ideas from the agency.
Coordination	The partners work together in planning a specific effort or program.	<ul style="list-style-type: none"> <li>• Agency and school meet to plan specific activities.</li> <li>• Regular contact is needed between agency and school.</li> <li>• Projects may be part of existing efforts or new initiatives.</li> <li>• More planning and communication are essential.</li> </ul>	The agency's coordinator of volunteers, the school's service-learning coordinator, and youth meet to share needs and design appropriate service activities for classes.
Collaboration	The agency and school (and others) form a new structure to share an ongoing commitment to leadership in, and ownership of a formal service-learning partnership.	<ul style="list-style-type: none"> <li>• A steering committee or coordinating board has leadership responsibility.</li> <li>• Requires comprehensive planning and communication.</li> <li>• Formal agreements are reached on roles, responsibilities, and commitments.</li> <li>• Partners seek funding together.</li> </ul>	Multiple agencies and schools form a community-wide collaborative to involve youth in service-learning. Agencies and schools commit resources (staff, financial) to supporting the partnership. The partnership often will submit proposals for support from government or foundations.

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## Appendix P

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## Appendix Q

# 6 EARN SIX COMMUNITY SERVICE HOURS

Saturday, April 15



Learn the facts about HIV and AIDS and what you can do to prevent them.

AIDSCARE



American Red Cross  
of Greater Chicago

This event is sponsored by the American Red



Cross of Greater Chicago  
and AIDSCARE  
with help from the Illinois  
HIV Health Fraud  
Information Network

Free breakfast, lunch and snacks

Free T-shirts

Music and movie gift certificate raffle

A special "Break It Down" rap session as produced by HealthWorks Theater

**Register Now!** Space is limited to the first 200 students that register---

To register contact your Service Learning Coach

by March 31 and be sure to ask about transportation.

**National Youth Service Day** Saturday, April 15 9:00 am - 3:30 pm

Francis Parker High School 330 W. Webster

( just east of Clark St., two blocks south of Fullerton )

## Appendix R

*Office of Education for Employment, School District of Philadelphia*

**AGENDA**  
**Service Learning Professional Development**  
**Spring Workshop**  
**March 3rd & 4th 2000**  
**Temple University**

### **Friday, March 3**

2:00 - 2:30	Sign In/Snack
	Pre-Assessment Form - Element 1
<u>Large Group Activity</u>	
2:30 - 2:40	Temple Welcome
2:40 - 3:00	Introductions
	<ul style="list-style-type: none"><li>• Definitions and Rationale</li></ul>
3:00 - 3:15	Explain agenda, proms, and teacher work folder (portfolio)
3:15 - 4:00	Service Learning Teacher Panel
	<ul style="list-style-type: none"><li>• Description and Rationale of Service Learning Projects and 6A's</li><li>• Observation Form - Element 2</li></ul>
4:00 - 4:10	Break
<u>Small Group Activity</u>	
4:10 - 4:40	Icebreaker
	"Group Resume"
	Group Resume Form - Element 3
4:40 - 4:45	Peer Rating Form - Element 4
4:45 - 5:15	Identifying and Using Different Needs Assessment Instruments
	Needs Assessment - Element 5
5:15 - 6:00	Dinner
<u>Large Group Activity</u>	
6:00 - 6:45	Essential Questions - <i>Let's Get it Right!</i>
	Essential Question - Element 6
6:45 - 7:15	School Chests Service Learning Activity
7:15 - 7:30	Deconstruction of above - Difference Between Service Learning and Community Service
	Is it Service Learning? - Element 7
7:30 - 8:00	Reflection, Q & A and Preparation for Saturday's Session

Large Group Activity

**2:30 - 2:45 PORTFOLIO SELF-ASSESSMENT  
ASSESSMENT RUBRIC - ELEMENT 14**

2:45 - 3:00 Nuts and Bolts of Service Learning

**POST REFLECTION and SELF ASSESSMENT - Element 15**

Please do not leave without completing and turning in this form. It is very important that we assess the workshop and whether we have met your needs and accomplished our goals.

**THANK YOU FOR ATTENDING and PARTICIPATING WITH US!**

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## SERVICE-LEARNING RESOURCES

**The National Service-Learning Clearinghouse**, <http://nicsl.jaws.umn.edu/>  
University of Minnesota, Department of Work, Community & Family Education  
1954 Buford Avenue, Room R-460, St. Paul, MN, 55108  
Telephone: 1-800-808-SERVE (7378); Fax: 612-625-6277

The Learn and Serve America National Service-Learning Clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education school-based as well as community based initiatives. The site provides information, resources, databases of research and links to organizations, schools and government entities within the field of service-learning and education. *If you want information on service-learning, this is the place to start!*

The center of the Clearinghouse Consortium is located at the University of Minnesota, with assistance from thirteen other institutions and organizations:

- **Academy for Educational Development**, <http://www.aed.org/>  
1875 Connecticut Avenue NW, Washington, DC 20009-1202  
Phone: (202) 884-8186; Fax: (202) 884-8422
- **Close Up Foundation**, <http://www.closeup.org/>  
44 Canal Center Plaza, Alexandria, VA 22314-1592  
Phone: (703) 706-3300; Fax: (703) 706-0001
- **Generations Untied**, <http://www.gu.org/>  
440 First Street NW, Third Floor, Washington, DC 20001-2085  
Phone: (202) 662-4283; Fax: (202) 638-7555
- **Institute on Community Integration**, <http://www.ici.coled.umn.edu/ici/>  
University of Minnesota, 150 Pillsbury Drive SE, Minneapolis, MN 55455  
Phone: (612) 624-6300; Fax: (612) 624-9344
- **National Drop out Prevention Center**, <http://www.dropoutprevention.org/>  
Clemson University, 209 Martin Street, Clemson, SC 29634-0726  
Phone: (864) 656-2599; Fax: (864) 656-0136
- **National Learn & Serve America Exchange**, <http://www.lsaexchange.org>  
1910 West County Road B, St. Paul, MN 55113  
Telephone: (877) LSA-EXCHange; Fax: (612) 631-2955
- **National Society for Experiential Education**, <http://www.nsee.org/>  
1703 North Beauregard Street, Alexandria, VA 22311-1714  
Phone: (703) 575-5475; Fax: (603) 250-5852
- **Northwest Regional Educational Laboratory**, <http://www.nwrel.org/>  
101 SW Main Street, Suite 500, Portland, OR 97204-3297  
Phone: (503) 275-9500; Fax: (503) 275-0443

- **Points of Light Foundation**, <http://www.pointsoflight.org>  
1400 I Street NW, Suite 800, Washington, DC 20006  
Phone: (202) 729-8000; Fax: (202) 729-8100
- **University of California, Los Angeles**, <http://www.gseis.ucla.edu/slc/default.html>  
Higher Education Research Institute, Graduate School of Education  
305 Moore Hall, Box 951521, Los Angeles, CA 90095-1521  
Phone: (310) 206-4815; Fax: (310) 206-3076
- **University of Massachusetts, Amherst**, <http://www.umass.edu/education/>  
Eastern Regional Education Center, School of Education  
Furcolo Hall, Room 112, Amherst, MA 01003  
Phone: (413) 545-4727; Fax: (413) 545-2879
- **Vanderbilt University**, <http://peabody.vanderbilt.edu/peabody/>  
Box 90 Peabody College, Nashville, TN 32703  
Phone: (615) 322-8273; Fax: (615) 343-2661
- **Youth Service California**, <http://www.yscal.org/>  
754 Sir Francis Drake Blvd., Suite 8, San Anselmo, CA 94960  
Phone: (415) 257-3500; Fax: (415) 257-5838

### **OTHER GENERAL INFORMATION**

**The Home of Service-Learning on the World-Wide Web**, <http://csf.colorado.edu/sl/>  
Hosted by Communications for a Sustainable Future (CSF), this site includes information on service-learning articles, bibliographies, films, videos, handbooks, manuals, journals, publications, discussion groups and more. Example service-learning syllabi is also published online, but with a predominantly higher education focus.

**Indiana Department of Education, Service-Learning Program**,  
<http://www.doe.state.in.us/srvlrn/welcome.html>  
Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798  
Telephone: (317) 233-3163

Indiana Department of Education has created a service-learning web site to outline service-learning and highlight model programs in grades K-12. The site also includes service-learning publications and an evaluation of the service-learning activity in the state of Indiana.

**Learn and Serve America**, <http://www.learnandserve.org>  
1201 New York Avenue, NW, Washington, DC 20525  
Telephone: (202) 606-5000

Learn and Serve America, an initiative of the Corporation for National Service, provides grants and scholarships for student service-learning programs. This funding supports nearly one million students (from kindergarten through college). The Corporation for National Service also

promotes service-learning through the National Service-Learning Leader Schools initiative and the President's Student Service Challenge.

**Learning In Deed**, <http://www.learningindeed.com>

W.K. KELLOGG FOUNDATION

Telephone: (202) 778-1040

This site gives teachers, students, policymakers, researchers and the media an introduction to service-learning, including service-learning practice, policy and research.

**National Society for Experiential Education (NSEE)**, <http://www.nsee.org>

1703 N. Beauregard Street, Alexandria, VA, 22311-1714

NSEE is a membership organization that provides a wealth of service-learning resources such as the *NSEE Quarterly*, books and other materials, consulting services, national conferences and the National Resource Center for Experiential and Service Learning.

**SEAnet**, <http://www.service-learning.com>

One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20005

Telephone: (202) 336-7031

SEANet is the national network of state education agency staff. Members responsibilities include state-wide service-learning initiatives.

**The Service-Learning Internet Community (SLIC)**, <http://www.slic.calstate.edu>

The Service-Learning Internet Community (SLIC) is a user-friendly, interactive tool on the web for sharing information among service-learning practitioners. Service-learning practitioners from the California State University developed this site to promote and facilitate the exchange of resources, questions, answers, and ideas among faculty, administrators, community partners, and students. SLIC has a higher education focus, but is a valuable resource for all service-learning practitioners.

**Youth Service America**, <http://www.servenet.org/ysa/>

1101 15th Street, N.W., Suite 200, Washington, DC 20005

Telephone: 202/296-2992

Youth Service America (YSA) is a resource center and the premier alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. YSA's mission is to strengthen the Effectiveness, Sustainability, and Scale of the youth service movement. YSA has resources and best practices online to improve the sustainability and effectiveness of youth service programs.

## **TRAINING AND TECHNICAL ASSISTANCE**

**Aguirre International/Project STAR**, <http://www.projectstar.org/>

480 East 4th Avenue, Unit A, San Mateo, CA 94401-3349

Telephone: (800) 548-3656

Project STAR (Support and Training for Assessing Results) is a Corporation for National Service sponsored technical assistance provider in evaluation. They help National Service programs set measurable objectives, develop evaluation plans, identify or create evaluation instruments, determine the best strategies for collecting, analyzing and reporting data.

**CARES**, <http://library.thinkquest.org/50017>

CARES is an acronym that stands for Community, Activities, Resources, Environment, and Service. CARES is a comprehensive course designed to enable teachers to implement community service learning projects, which will connect their students to each other and their communities, while they master important academic skills. The web site includes model service-learning lesson plans, strategies to connect service to curriculum, example projects and tips on evaluating various projects.

**The Community and Education Volunteer Services Center**,

<http://www.nwrel.org/cevsc/index.html>

101 SW Main, Suite 500, Portland, OR, 97204 Telephone: (503) 275-9500

Part of the Northwest Regional Laboratory, the center provides information, tools, networks and training to support the development of effective and sustainable community service, volunteerism, and partnerships among educational, nonprofit, and public organizations.

**Learn and Serve America EXCHANGE**, <http://www.lsaexchange.org>

1910 West County Road B, St. Paul, MN 55113

Telephone: (877) LSA-EXCHange; Fax: (612) 631-2955

The Exchange supports service-learning programs in K-12 schools, higher education, and community organizations across the country through peer-based training and technical assistance. Exchange resources are available in print and on-line, and include everything from Peer Mentoring to information regarding local service-learning events.

**The National Youth Leadership Council**, <http://www.nylc.org>

1910 West County Road B, St. Paul, MN 55113

Telephone: (612) 631-3672; Fax: (612) 631-2955

The National Youth Leadership Council's mission is to engage young people in their communities and schools through innovation in learning, service, leadership, and public policy. The web site includes model service-learning programs, professional development opportunities, consulting services, service-learning publications and videos, and links to other service-learning resources on the internet.

**The Pennsylvania Service-Learning Alliance, <http://www.pitt.edu/~psla/>**

The Pennsylvania Service-Learning Alliance is the training and technical Assistance provider for Pennsylvania Schools and Community Agencies. However, the web site is a tremendous resource for all educator as it provides service-learning curriculum ideas, example projects, possible funding sources and more.

**Training and Technical Assistance on State Commission-Sponsored Web Sites, <http://www.ostberg.org/servevweb/tta.htm>**

Several state commission-sponsored Web sites include training and technical assistance resources for programs, such as calendars of upcoming events, documents and resource links. This site includes a summary of training and technical assistance resources at the various State Commissions.

## **COMMUNITY PARTNERSHIPS**

**SCHOOL/COMMUNITY:**

***ORGANIZATIONS:***

**American Association of School Administrators,**

<http://www.aasa.org/issues/advocacy/oshd2.htm>

1801 North Monroe Street, Arlington, VA 2209-1813

Telephone: (703) 528-0700

As a component of the “Opening the School House Doors” initiative, AASA coordinated a service-learning working group to identify the “nine powerful practices” of school/volunteer relationships. The working group consisted of superintendents, principals, teachers, volunteers and representatives from various service-learning organizations. The nine practices can be accessed on-line.

**National Association of Partners in Education, Inc. (NAPE),**

<http://www.partnersineducation.org/>

901 North Pitt Street, Suite 320, Alexandria, VA 22314

Telephone: (703) 836-4880; Fax: (703) 836-6941

NAPE can help you link community and business resources to the classroom. Through NAPE's training and technical assistance, you can learn how to identify and recruit community partners and combine resources in a comprehensive initiative to improve student achievement.

**Points of Light Foundation, <http://www.pointsoflight.org>**

Youth Outreach

1400 Eye Street, NW, Suite 800, Washington, DC, 20005

Telephone: (202) 729-8000

The Youth Outreach Department, Points of Light Foundation, provides training, consulting and numerous publications, regarding youth service, service-learning and youth leadership. The

*Communities as Places of Learning* resources focus specifically on developing and maintaining successful “agency/school partnerships.”

***PUBLICATIONS:***

**Agencies Plus School Equals Service-Learning: A Training Toolbox**

Cairn, Rich and Scherer, Cynthia (1994)

Points of Light Foundation, 1737 H Street, NW, Washington, DC 20006

Telephone: (202) 223-9186

Intended for both schools and community agencies, this guide is a training manual to facilitate school/agency partnerships and develop service-learning opportunities for young people.

**Community Agency and School Collaboration: Going in with Your Eyes Open**

Batenburg, Mark P. (April 18-22, 1995) Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

This paper explores school/community partnerships from the agency perspective. Discusses the reasons many agencies partner with schools, and highlights the successes and challenges of such partnerships.

**Everyone Wins When Youth Serve: Building Agency School Partnerships for Service-Learning**

Roehlkepartain, Eugene (1995)

Points of Light Foundation, 1737 H Street, NW, Washington, DC 20006

Telephone: (202) 223-9186

Focuses on effective strategies to develop service-learning opportunities and incorporate students into community-based organizations.

**YOUTH/COMMUNITY:**

**Activism 2000 Project, [www.youthactivism.com](http://www.youthactivism.com)**

P.O. Box E, Kensington, MD 20895

Telephone: (800) KID-POWER

This national clearing house offers students, parents, teachers, administrators, policymakers, and community members information on youth/adult partnerships and positive community change. Resources include books, videos, training, consulting, fundraising tips and media outlets. Free materials and technical assistance are also available to young people – challenging them to turn their knowledge and ideas into action.

**Center for Youth as Resources, [www.yar.org](http://www.yar.org)**

1700 K Street, NW, Suite 801, Washington, DC 20006

Telephone: (202) 261-4185

By providing small grants to youth-led initiatives, the Center for Youth as Resources connects youth to their communities. Not only does the center fund community-based service programs,

but provides training regarding community service, youth-adult partnership, and youth involvement in governance and philanthropy.

**Promise Project**

YMCA of Greater Kansas City, 3100 Broadway, #930, Kansas City, MO 64111  
Telephone: (861) 561-9622

The Promise Project is a resource for both individuals and groups, to help create successful youth/adult partnerships. Resources include publications, training and consultation services.

**Washington Youth Voice Project ESD 112**

2500 NE 65th Avenue, Vancouver, WA 98661-6812  
Telephone: (360) 750-7500 x362

Works to strengthen youth involvement in schools and communities by helping students and adults gain the skills and resources needed to work together effectively and efficiently.

**Youth Leadership Institute**

870 Market Street, Suite 708, San Francisco, CA 94102  
Telephone: (415) 397-2256

The Youth Leadership Institute works “with young people to build communities that value, honor, and support youth.” The community-based organization offers an array of programs.

**Youth on Board, <http://www.youthonboard.org>**

58 Day Street, 3rd floor, P.O. Box 440322, Somerville, MA 02144  
Telephone: (617) 623-9900 x1242

Youth on Board is dedicated to helping young people and adults to work together more effectively by building mutually respectful relationships. Through these relationships and community change, Youth on Board hopes to move young people “from the margins of their communities into the center.” Youth on Board provides training, technical assistance and numerous publications, including *14 Points: Successfully Involving Youth in Decision Making*.

**EVALUATION AND ASSESSMENT**

***ORGANIZATIONS:***

**ERIC Clearinghouse on Assessment and Evaluation, <http://www.ericae.net>**

Telephone: 800-464-3742 (800 Go4-ERIC), or 301-405-7449

The ERIC Clearinghouse on Assessment and Evaluation provides information regarding educational assessment, evaluation and research methodology, resources to encourage the responsible use of educational data, and promotes the best resources within their scope. ERIC has opened a new Full Text Internet Library at <http://ericae.net/ftlib.htm>. Here you will find links to

some of the best full-text books, reports, journal articles, newsletter articles and papers on the Internet that address educational measurement, evaluation and learning theory.

**The University of California, Berkeley,**

<http://www-gse.berkeley.edu/research/slc/servicelearning.html>

615 University Hall #1040, Berkeley, CA, 94720-1040

Telephone: (510) 642-3199; Fax: (510) 642-6105

The mission of the Service-Learning Center is to advance the service-learning field by furthering the understanding of service-learning through the development, implementation, facilitation, and evaluation of community service programs that are an integral part of the academic curriculum. The site includes research and evaluation, resources and general service-learning information.

**Portland State University,** <http://www.oaa.pdx.edu/cae/>

PO Box 751 – CAE, 303 Cramer Hall, Portland, OR, 97207-0751

Telephone: (503) 725-5642; Fax: (503) 725-5262

Assessing the Impact of Service Learning: A Workbook of Strategies and Methods is a comprehensive guide to assist faculty, students, institutional leaders and community partners in understanding and assessing the impact of community-based service learning. It includes an overview of assessment measures, guides for the administration of each measure, and suggestions for how to use assessment data to further improve teaching and learning.

**Association for Supervision and Curriculum Development (ASCD),** <http://www.ascd.org>

1703 North Beauregard Street, Alexandria, VA, 22311-1714

Telephone: (703) 578-9600 or 1-800-933-ASCD Fax: (703)-575-5400

ASCD sponsors special interest groups called networks to help curriculum developers and supervisors exchange ideas, solve problems, and collaborate on issues of mutual concern.

**Cascade Educational Consultants (CEC),** <http://www.az.com/~pickeral/>

The CEC web site has a national scope and includes models to integrate service-learning into K-12 schools and curriculum, and methods to assess the impact of service-learning on students, teachers, schools, and community (including models for assessing both impact and program effectiveness). The service-learning resource lists found on this site are also very valuable.

**The Council of Chief State School Officers State Education Assessment Center**

One Massachusetts Avenue NW, Suite 700, Washington, DC 20001-1431

Telephone: 202-408-5505

The Council established the State Education Assessment Center to improve the quality and comparability of data on education, including state-by-state achievement data, indicators of quality in such areas as math and science, and performance assessment of teachers and students.

**National Research Center on Student Learning**

University of Pittsburgh, Learning Research and Development Center  
3939 O'Hara Street, Pittsburgh, PA 15260  
Telephone: 412-624-7020

Explores how thinking and reasoning skills can be taught and examines how content in various subjects, particularly mathematics, science, and social studies, is learned. The center also investigates exemplary teaching practices and ways to teach students how to become competent thinkers, learners, and problem solvers. Research information is disseminated through a newsletter and technical reports.

**Northwest Regional Educational Laboratory (NWREL)**

101 South Main Street, Portland, OR 97204-3297  
Telephone: 503-275-9500; URL: [www.nwrel.org](http://www.nwrel.org)

Operates the Center for Applied Performance Testing, which exists to help schools achieve better assessment of student outcomes and use assessment and evaluation information more effectively. NWREL also maintains a collection of tests, offers a video series on assessment for teachers and administrators and creates user-friendly resources for the assessment of educational results.

**RMC Research Corporation**

1512 Larimer Street, Suite 540, Denver CO 80202  
Telephone: 800-922-3636 or 303-825-3636; URL: [www.rmcdenver.com](http://www.rmcdenver.com)

RMC Research Corporation brings both variety and depth of research and evaluation expertise to its clients for either quantitative or qualitative studies. RMC Research Corporation staff can assist with literature reviews, cross-site analyses, focus groups, electronic or written surveys, interviews, evaluation instrument design, historical studies, longitudinal studies, or comprehensive case studies.

**Service-Learning Research & Development Center**

University of California, Berkeley, 615 University Hall #1040, Berkeley, CA 94720-1040  
Phone: (510) 642-3199; URL: <http://www-gse.berkeley.edu/research/slc/servicelearning.html>

The mission of the Service-Learning Center at the Graduate School of Education, University of California, Berkeley, is to develop, implement, facilitate, and evaluate community service programs that are an integral part of the academic curriculum. Their web site has links to AmeriCorps and other evaluation instruments and protocols.

***PUBLICATIONS:***

**Assessing the Impact of Service Learning: A Workbook of Strategies and Methods, 2<sup>nd</sup> Edition**

By Amy Driscoll, Sherrill Gelmon, Barbara Holland, Seanna Kerrigan, Amy Spring, Kari Grosvold, and M.J. Longley. (1997)

Portland State University, Center for Academic Excellence, P.O. Box 751-CAE, Portland, OR, 97207

Telephone: 503-725-5642, URL: <http://www.oaa.pdx.edu/CAE/>

A comprehensive guide to assessing the impact of community-based service learning. It includes an overview of assessment measures, guides for the administration of each measure, and suggestions for how to use assessment data to further improve teaching and learning. The approaches in the workbook provide both quantitative and qualitative measures to document, describe and assess service learning.

**Evaluation: the Key to Improving Service Learning Programs.**

By Marybeth Neal and Robert Shumer (1994)

University of Minnesota, Department of Work, Community & Family Education

1954 Buford Avenue, Room R-460, St. Paul, MN, 55108

Telephone: 1-800-808-SERVE (7378); Fax: 612-625-6277

This report reviews the concept, definition and process of evaluation. The role of evaluator is explored, as well as the tendency to resist evaluating service-learning programs. Effective education plans and models are also included.

**Evaluation Handbook: Practical Tools for Evaluating Service Learning Programs**

By Mark Batenburg and Denise Clark Pope (1997)

Service Learning 2000 Center, 24 East 25th Avenue, Suite 2, San Mateo, CA 94403

Telephone: 650-356-0288

An instructive manual and workbook that provides a wealth of field-tested examples, tools and strategies for every step of the evaluation process. The Handbook begins with service learning program examples, and goes on to advise practitioners on how to complete each step of an evaluation, including how to: explain the reasons for an evaluation, state and choose goals for an evaluation, select the right evaluation tools, and analyze and report data.

**Measurement Instruments for Service Learning: Student Outcomes**

Edited by Robert G. Bringle, Randall Osborne, and Michael Hudson (release date: Summer 2000)

Indiana Campus Compact, c/o University Place, Conference Center

850 West Michigan, Suite 200, Indianapolis, IN 46202 Telephone: (317) 274-6500

(Published in partnership with AAHE, Campus Compact, and IUPUI)

This publication provides researchers with the tools to engage in assessment and research of service learning.

### **Methods of Evaluating Student Performance Through Service-Learning**

By Kathlenn M. Davis, David M. Miller, Wes Corbett. (1997)

Florida Learn and Serve K-12, Center for Civic Education and Service, Florida State University, 930 W Park Ave, Tallahassee FL 32305-2059; Telephone: (904) 644-3174

This document outlines various approaches to assessing the effectiveness of service-learning. Assessment samples within this document include service logs, rating scales, observation forms and checklists, journals logs, and portfolio instructions.

### **Practical Assessment, Research and Evaluation (PARE), <http://www.ericae.net/pare>**

This on-line journal is published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the Department of Measurement, Statistics, and Evaluation at the University of Maryland, College Park. The purpose of the journal is to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice, especially at the local education agency (LEA) level.

### **Service-Learning and Evaluation: A Brief Review of Resources and Readings**

Madeleine S. Hengel and Robert D. Shumer (1997)

National Service-Learning Clearinghouse

University of Minnesota, Department of Work, Community & Family Education

1954 Buford Avenue, Room R-460, St. Paul, MN, 55108

Telephone: 1-800-808-SERVE (7378); Fax: 612-625-6277

Review includes: the critical issues involved in evaluating a service-learning program; studies done on the effectiveness of service-learning; model evaluation designs and instruments; and includes a listing of existing programs for evaluation and resources for additional information.

### **Shumer's Self-Assessment for Service-Learning Scale (SSASLS)**

By Robert D. Shumer and Maddie Hengel (1997)

National Service-Learning Clearinghouse

University of Minnesota, Department of Work, Community & Family Education

1954 Buford Avenue, Room R-460, St. Paul, MN, 55108

Telephone: 1-800-808-SERVE (7378); Fax: 612-625-6277

This survey is intended as a self-directed instrument to help educators create a framework and guidance system from which to think critically about their service-learning efforts and to provide a mechanism to help improve program and initiatives. The assessment is divided into the following sections: culture and context, philosophy and purpose, policy and parameters, pedagogy and practice, and assessment and accountability.

### **What are Students Learning? Assessing Service Learning and the Curriculum**

Kathryn Blash Cumbo and Jennifer A. Vadeboncouer (1998)

This paper outlines the links between service learning and current standards based reform agendas, as well as how service-learning programs can be assessed by school and community agency personnel.

## CURRICULUM

### **Active Citizenship Today (ACT) Field Guide**

Constitutional Rights Foundation and Close Up Foundation (1994)

This is a step-by-step guide on how to address a community problem. The five-unit curriculum guides teachers and students through the service-learning process: selecting and investigating a problem, exploring the government officials/agencies, businesses, and nonprofit organizations that surround the problem, brainstorming and evaluating possible solutions, developing an action plan and taking action in the community.

To order: Constitutional Rights Foundation

<http://www.crf-usa.org>

601 South Kinsley Drive

Los Angeles, CA 90005

Close Up Foundation

<http://www.closeup.org/>

44 Canal Center Plaza

Alexandria, VA 22314-1592

Telephone: (703) 706-3300

### **Community Service Learning: A Guide to Including Service in the Public School Curriculum**

By Rahima C. Wade (1997)

State University of New York Press, c/o CUP Services

PO Box 6525, Ithaca NY 14851

Telephone: (800) 666-2211

This book provides a comprehensive guide to help educators in K-12 service learning programs. Each of the book's four parts provides a different scope and purpose.

### **Connecting Communities Through Service Learning, <http://www.dropoutprevention.org/>**

National Dropout Prevention Center (1998)

Clemson University, 209 Martin Street, Clemson, SC 29634-0726

Without strong community connections, service learning will not thrive. Ensure that your program works effectively with all your community partners.

### **Do Something, <http://www.dosomething.org/townhall>**

423 West 55th Street, 8th Floor, New York, NY 10019

Telephone: (212) 523-1175

The youth leadership organization *Do Something* is offering educators a free curriculum to help students make a difference in their schools and neighborhoods. The *Do Something* Town Hall is an easy-to-organize educational event that gives young people the opportunity to discuss their dreams, ideas and concerns. Students develop leadership skills and receive rewards and recognition for turning their community-building ideas into action. (Throughout the year Do Something has downloadable service-learning curriculum from their web site that corresponds with particular holidays, such as Martin Luther King Jr. Day.)

**Enriching the Curriculum through Service-Learning**

By Carol W. Kinsley and Kate McPherson (1995)  
Association for Supervision and Curriculum Development  
1703 North Beauregard Street, Alexandria VA 22311-1714  
Telephone: (800) 933-ASCD (2723)

Enriching the Curriculum through Service-Learning is a practical guide to service learning. Twenty-one contributors describe specific service-learning projects that have enhanced the curriculum in schools across the United States and that have improved student learning in the process.

**Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum**

<http://www.nylc.org/Sec.pubs.GrowHope.html>

By Rich Willits Cairn and Jim Kielsmeier (1993)  
National Youth Leadership Council, 1910 W County Rd B, Roseville, MN 55113-1337  
Telephone: 612-631-3672

For educators beginning or expanding curriculum-based youth service programs. Offers background, definitions, rationale, nuts-and-bolts implementation help, sample program materials, forms, and resource materials. Features photos, graphs, topical indexes, cross references, and contact information.

**Learning By Serving: 2,000 Ideas for Service-Learning Projects.**

By Joseph Follman and others (1994)  
NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177

This guide was intended to “narrow the gap” between in-school and after-school programs. Thousands of activities, derived from actual projects, demonstrate the “nearly limitless range of possibilities of service-learning.” Program profiles are included within the guide and provide exemplary models of service-learning programs from across the country.

**Lions-Quest, Skills for Action, <http://www.quest.edu/9-12progs.htm>**

Lions-Quest USA, 1984 Coffman Road, Newark, OH 43055  
Telephone: 800-446-2700

Quest International is a nonprofit organization dedicated to creating family-school-community partnerships for positive youth development. The mission of Quest is “to empower and support adults throughout the world to nurture responsibility and caring in young people where they live, learn, work, and play.” Lions-Quest *Skills for Action* is a flexible service-learning curriculum for grades 9-12 that focuses on building essential life and citizenship skills.

**Making it Happen: a Teacher's Guide to Implementing Service Learning.**

National Helper Network, Inc. (1998)

245 5th Ave, Suite 1705, New York NY 10016-8728, Email: [helpnet@igc.apc.org](mailto:helpnet@igc.apc.org)

This guide outlines the basic steps to implement quality service learning programs in schools and community agencies. It was designed as a supplement to other National Helpers Network guides and workshops.

**Standing Tall Teaching Guides, <http://www.giraffe.org>**

By the Giraffe Project (1993)

Giraffe Project, 197 2nd Street, PO Box 759, Langley, WA 98260

This is a curriculum kit that includes lessons and activity sheets as well as a video. The curriculum aims to help students develop confidence in their own abilities to take thoughtful, positive action for the betterment of their community and to see service as an integral part of their plans for meaningful lives. The curriculum also celebrates service heroes who have "stuck their necks out" to improve their community or enhance civic engagement.

**4-H Experiential Learning Youth Development Curriculum Collection,**

<http://www.reeusda.gov/4h/curricul/curricul.htm>

Curriculum subject areas include citizenship and civic education, communications and expressive arts, consumer and family sciences, environmental education and earth science, healthy lifestyle education, plants and animals, personal development and leadership, and science and technology.

## **FUNDING**

**Corporation for National Service, <http://www.cns.gov/learn/resources/index.html>**

1201 New York Avenue, NW, Washington, DC 20525

Telephone: (202) 606-5000

Learn and Serve America has grants available for school and community-based service-learning programs, higher education service-learning programs and State Education Agencies. The site includes all grant applications and guidelines.

**The Foundation Center, <http://fdncenter.org/index.html>**

The mission of the Foundation Center is to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. Their audiences include grantseekers, grantmakers, researchers, policymakers, the media, and the general public. The site includes an Online Library, Online training opportunities, training and technical assistance information and numerous resources.

**The Service Learning Planning and Resource Guide**, 1994.  
Council of Chief State School Officers, 1 Massachusetts Ave., N.W.. Suite 700  
Washington, DC 20001

The purpose of this guide is to help schools, institutions of higher education, community education agencies and others develop service-learning initiatives to improve K-12 education. The guide includes descriptions of 130 funding programs in 15 federal agencies.

## **GENERAL PUBLICATIONS**

### ***PUBLICATIONS ON-LINE:***

**Connecting School to Work & Service-Learning**, <http://www.quest.edu/whatsnew.htm>  
Quest International, 32 South Street, Suite 500, Baltimore, Maryland 21202  
Telephone: 410-347-1500

This booklet outlines the rationale for combining service-learning and school-to-work learning opportunities. Program examples, background information, definitions, and a discussion of the benefits of combining the two methodologies are included.

**The Generator: Journal of Service-Learning and Service Leadership**,  
<http://www.nylc.org/sec.pubs.Generator.html>

This national journal of service-learning and youth leadership provides NYLC members with the most up to date information on service-learning methodologies, programs, and initiatives. Contributors are leaders in the field from throughout North America who share their experience and perspectives implementing service-learning and youth leadership programs in academic and community-based settings.

**Michigan Journal of Community Service-Learning**, <http://www.umich.edu/~ocsl/MJCSL>  
Academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community.

**Service Learning Quarterly**, <http://www.closeup.org/servlern.htm>

The Service Learning Quarterly provides a brief overview of what *is* and what *is not* “service learning,” as well as technical assistance information and resource material for educators. Each edition is comprised of various subjects including topics such as curriculum infusion, meeting community needs and reflection. Close Up also has a “Service Learning Unit,” consisting of service learning professionals, that serve as an additional resource to educators and the general service field. The Service Learning Unit can be contacted at 888-706-3450.

**The Service-Learning Network**, <http://www.crf-usa.org>  
601 South Kinsley Drive, Los Angeles, CA 90005  
Telephone: (213) 487-5590

Constitutional Rights Foundation (CRF) is a non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic

participation in a democratic society. The Service-Learning Network is a free publication that discusses current issues in the field of service-learning and highlights model service-learning programs from across the country. Past issues have included topics such as funding programs, technology issues and implementing service-learning in the classroom.

***PUBLICATIONS IN PRINT:***

**Building Support for Service Learning**

By Jill Addison-Jacobson and Don Hill (1996)

Service Learning 2000 Center, 24 East 25th Avenue, Suite 2, San Mateo CA 94403

Telephone: (650) 356-0288

This reference guide is intended to help teachers build effective service-learning programs and strengthen the field of service-learning. Examples of successful service-learning strategies are included, such as teacher support, community connections, links to other educational reform efforts, and funding.

**Building Support for Service Learning**

By Shelley H. Billig (1998)

RMC Research Corporation, 1512 Larimer ST, Suite 540, Denver CO 80202

Telephone: 800-922-3636

A collection of service-learning practitioners share promising practices and strategies to effectively develop service-learning programs. Topics include: the importance of developing a shared vision, the necessity for school leadership, teacher training, building strong partnerships and fostering public support.

**Critical Issues in K-12 Service Learning: Case Studies and Reflections**

By G. Gulati-Partee and W. Finger, (Eds.), (1996).

National Society for Experiential Education.

1703 N Beauregard St. Suite 400, Alexandria VA 22311

Telephone: (703) 933-0017

“Critical Issues in K-12 Service Learning” is a collection of essays that address the following issues: school/community partnerships, institutional support, program management, curriculum integration, involving faculty in service learning, involving students in service learning planning and leadership and “professional renewal” through service learning.

**How to Establish a High School Service-Learning Program**

By J.T. Witmer and C.S. Anderson (1994).

Association for Supervision and Curriculum Development

1703 North Beauregard Street, Alexandria VA 22311-1714

Telephone: (800) 933-ASCD (2723)

This book provides educators with a "crash course" in how to develop a service-learning program in their schools or districts. The authors define service learning, outline the purpose and principles of service-learning programs, provide guidelines for assessment and options for program design, discuss the administrative aspect of programs, and share strategies to garner support from the community.