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ABSTRACT

Service learning has been defined as the integration of service with academic growth. It is a method through which young people learn and develop through active participation in thoughtfully organized service experiences. Service learning programs are individualized and unique, and to duplicate one program or to expect the same effects from one community to another is nearly impossible. Service learning programs bring many benefits to students. Descriptions of eight service learning programs in the five northwest states of Alaska, Idaho, Montana, Oregon, and Washington show some of the possibilities available for service learning. All share the goal of connecting students with the community around them. Included with the description of each program is contact information and tips for those looking to implement service projects in their schools. The booklet also contains a list of steps in establishing a service learning program. An appendix contains safety guidelines for planning service learning projects. Regional and state contacts are also listed. (Contains 20 references.) (SLD)

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BY REQUEST ...

This paper is one in a series of “hot topic” reports produced by the Northwest Regional Educational Laboratory. The series attempts to be a looking glass to specific topics in education, reflecting back to educators the requests they make of the Laboratory. These papers briefly address current educational concerns and issues as indicated by requests for information that come from the Northwest region and beyond. Each paper contains an explanation of the selected topic’s relevance, a sampling of how Northwest schools are currently dealing with the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

One objective of the series is to foster a sense of community and connection among educators. Another is to increase awareness of current education-related themes and concerns. The papers will give practitioners a glimpse of how fellow educators are addressing issues, overcoming obstacles, and celebrating success in specific areas. The series’ goal ultimately, is to give educators current, reliable, and most importantly, useful information on topics that are important to them.

SERVICE LEARNING IN THE NORTHWEST REGION

- ◆ “High school students collect hundreds of pounds of food for local food bank.”
- ◆ “Junior high students devote hours each week to tutoring and mentoring younger students.”
- ◆ “Through solid waste audit, service learning students save local businesses thousands.”
- ◆ “Teens connect disabled individuals with pet friends.”
- ◆ “Flower boxes built and filled by local students for nursing home residents. Old and young celebrate together.”

These hypothetical newspaper headlines—based on actual events—are just a sampling of the thousands of service activities American youth dedicate themselves to every day. Young people are making a positive impact in many ways in their schools and communities. Through their service they are changing their perceptions of the world and the world’s perceptions of them. Service learning represents the best efforts of the nation’s youth. These activities on behalf of the needy, the disabled, the elderly, the very young, and the environment are powerful evidence that the apathy and violence reported in the news are not the whole story.

WHAT EXACTLY IS SERVICE LEARNING?

The term service learning has been defined as “the integration of service with academic growth, wherein the service informs the learning and the learning informs the service” (Eberly, 1993, p. 54). It is “a method by which young people learn and develop through active participation in thoughtfully organized service experiences” (Project Service Leadership and Washington Secondary School Principal’s Association, 1993, p. 5). It is important to note, however, that no two service learning programs are the same, for no two communities are the same. To duplicate one program, or to expect the same effects from one community to the next, is nearly impossible. Service learning programs are individualized and unique. They require extreme dedication, organization, and communication in order to succeed.

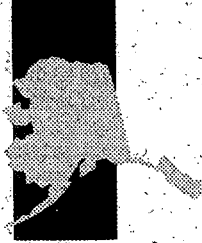
SO WHAT'S THE POINT? DOES SERVICE LEARNING REALLY MAKE A DIFFERENCE?

Service learning programs are popping up all over these days. From small rural schools, to large urban schools, educators are discovering the power of service to bring many benefits to students. Service learning programs:

- ◆ Connect students to their community, by allowing them to become actively involved and to help solve real problems (Crytzer, 1993)
- ◆ Give students a genuine awareness of diversity and help to eliminate barriers that may exist between people of different ages, gender, economic status, and racial or ethnic background (Allen, Fox, Griffin, & Sipe, 1994)
- ◆ Enable students to learn skills within a relevant context and make learning interesting, meaningful, and “student-owned” (Nelson & McFadden, 1995; Miller, Shambaugh, Robinson, & Wimberly, 1995)
- ◆ Help students to see that they are members of the community with a stake in what happens (Thompson, 1995)
- ◆ Increase self-esteem and self-confidence (Woehrle, 1993; Allen, et al., 1994; Ediger, 1993; Eisler, Budin, & Mei, 1994)
- ◆ Cause students to become more motivated about learning and to increase the complexity of their learning (Miller, et al., 1995)
- ◆ Impart or reinforce values such as justice, compassion, or citizenship (Woehrle, 1993; Silcox, 1993)
- ◆ Nurture students’ nonacademic strengths (Woehrle, 1993)
- ◆ Build community support for education (Adams, 1993; Ediger, 1993)

THE NORTHWEST SAMPLER

Several service learning programs in the five Northwest states of Alaska, Idaho, Montana, Oregon, and Washington are described on the following pages. These programs are just a few of the many excellent ones found in this region and throughout the country. They are presented here as examples of the possibilities available. The programs vary widely in approach and theme. Some have been in existence for several years, while others are fledgling efforts. All, however, share the common goal of connecting students with the community around them in meaningful ways and helping them experience the benefits associated with such a connection. Included for each site is location and contact information, observed outcomes as a result of the service learning, a description of the program, and tips from these educators for other educators looking to implement service projects in their schools.



ALASKA

PROGRAM:

Seniors and Sitka Sound Youth (SASSY);
Learning Through Service

PARTICIPATING SCHOOL:

Sitka High School
1000 Lake Street, Sitka, AK 99835
Phone: 907/747-8670, fax: 907/747-8329
Contact: David Lass, Service Learning Coordinator,
Sitka Community Schools

OBSERVED OUTCOMES:

- ◆ Students gain greater appreciation for senior citizens and the communities in which they live
- ◆ Students connect to the “real world”

KEYS TO SUCCESS:

- ◆ Understand the value and philosophy of service learning
- ◆ Be well prepared; thorough organization is key
- ◆ Promote solid implementation; this isn't something that can be done “half way”
- ◆ Utilize effective reflection in order for students to make connections between service and learning

PROGRAM DESCRIPTION:

Every year, freshmen at Sitka High School take part in what is known as an oral history project. This service learning program couples small groups of students with local senior citizens to discuss seniors' life experiences. Each group has a series of interviews with one senior. The interviews are centered around a



theme selected by students and teachers. Themes vary from year to year, but generally focus on a common life experience for many seniors, such as World War II. When the interviews are completed, information from all groups is compiled into a booklet that is presented to all seniors involved at a celebration honoring them and the students who produced it. It is then available to community members interested in purchasing a copy. Because book sales cover the cost of production for the next year, the program is self-sustaining.

By drawing upon the skills of English students for the interviewing process, the skills of computer students for the book design and layout, and the skills of marketing students to devise a sales strategy, the oral history book has been a huge success in the Sitka community.



IDAHO

NAME OF PROGRAM:

SHARE

(Students Helping Are Responsible and Empathetic)

PARTICIPATING SCHOOL:

Hawthorne Junior High Pocatello School District #25

1025 West Eldridge, Pocatello, ID 83201

Phone: 208/237-1680, fax: 208/237-1682

Contact: Sue Ringquist

OBSERVED OUTCOMES:

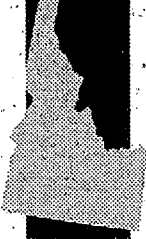
- ◆ Students have a better sense of being contributors to the community
- ◆ Students display a keener understanding of democracy, including their rights, privileges, and responsibilities
- ◆ Students feel good about themselves
- ◆ Recipients and givers of services are happy
- ◆ As a result of service, communities have better, more caring citizens

KEYS TO SUCCESS:

- ◆ Tie service to curriculum as much as possible
- ◆ Take time to celebrate the projects students take part in and complete

PROGRAM DESCRIPTION:

Emphasizing preparation, action, reflection, and celebration—four components critical to service learning—Sue Ringquist, the service learning coordinator for the Pocatello School District, is encouraging all staff to implement service learning projects.



with their students. Following are examples of some of the service learning projects currently happening in the district:

- ◆ Students attending an alternative junior high school build and distribute bird feeders to elderly community members
- ◆ Students identified as at risk are participating in a beautification project for their school grounds
- ◆ Secondary science students are composing science fiction stories to be donated to their neighborhood elementary school
- ◆ Junior high students are working with younger children at a local after-school program for low-income elementary students
- ◆ Sixth-grade students are tutoring third-grade students in language arts classes
- ◆ Science club students at a junior high school are working with the State Fish and Game Department to develop a local nature area
- ◆ High school juniors are donating more than 1,000 hours to service to local nonprofit agencies as part of their health curriculum



IDAHO

NAME OF PROGRAM:

Lewiston Youth Volunteer Program

PARTICIPATING SCHOOLS:

Jenifer Junior High, Sacajawea Junior High, and
Lewiston High School

1424 Main Street, Lewiston, ID 83501

Phone: 208/746-9179, 208/746-2337, fax: 208/746-9110,
208/746-1675.

Contact: Debbie Childers or Mark Havens

OBSERVED OUTCOMES:

- ◆ Students who may not excel in other academic arenas can excel with service learning
- ◆ Service can pull students out of undesirable peer groups
- ◆ Service helps students see connections between learning and working
- ◆ Through the service, students get to explore different career options

KEYS TO SUCCESS:

- ◆ Be very organized
- ◆ Have a designated "command center" for the program
- ◆ Designate someone to coordinate the program
- ◆ Publicize service learning efforts throughout community
- ◆ Establish a community advisory board (they will be strong advocates for service learning)
- ◆ Build partnerships with community groups

PROGRAM DESCRIPTION:

The Lewiston Youth Volunteer Program views itself as a service "clearinghouse." This means that there are numerous opportunities for service learning available to interested youth (middle and high school students) at different levels of involvement. Agencies interested in obtaining the assistance of students contact Debbie Childers, the program coordinator, to notify her of their particular needs. She then recruits the necessary volunteers, and/or posts notices in a designated area where students check for opportunities. In addition, Childers visits each of the three schools involved in the program at least once a week to keep students abreast of volunteer opportunities. She also keeps regular office hours.

There are three tracks of involvement that students can participate in. These are:

1. Students who make a commitment to devote a certain amount of time to service learning. They volunteer at specific sites on a regular basis.
2. Students who do not have an ongoing commitment to the service, but make themselves available for occasional activities.
3. Students who not only participate in community service, but are also members of the Student Advisory Board for service learning. These volunteers are responsible for selecting an annual focus of community need, and for maintaining the community need.



MONTANA

NAME OF PROGRAM:

Greenway Learn and Serve

PARTICIPATING SCHOOL:

Canyon Creek School (K-8)
3139 Duck-Creek Road, Billings, MT 59101
Phone: 406/656-4471, fax: 406/652-8675
Contact: Roy Warner

OBSERVED OUTCOMES:

- ◆ Students are becoming more aware of their environmental surroundings and what goes into maintaining them
- ◆ Students experience a sense of accomplishment

KEYS TO SUCCESS:

- ◆ Designate a coordinator for the service learning program
- ◆ Strive for commitment and dedication from school staff
- ◆ Don't be afraid to try something new

PROGRAM DESCRIPTION:

Yellowstone River, located only a mile from Canyon Creek School, seemed to be the obvious choice for the focus of the school's first-ever service learning program. As Roy Warner, principal of Canyon Creek put it, "We thought to ourselves, 'Why not make better use of the river?'"

The program is being implemented in three phases. These are:

- ◆ **Phase I:** Teachers from Canyon Creek created a cross-curricular thematic notebook as a companion for existing

curriculum. The notebook was used to educate students further about Yellowstone River.

- ◆ **Phase II:** In partnership with the Yellowstone River Parks Association, Canyon Creek students are trained to assist in the creation and maintenance of trails along the river.
- ◆ **Phase III:** Older students (grades 4-8), who were trained first by the Yellowstone River Parks Association, assist with the education and training of the younger students.



MONTANA

PARTICIPATING SCHOOLS:

Powder River County Junior/Senior High School,
Broadus Elementary School
500 North Trautman Avenue, Broadus, MT 59317
Phone: 406/436-2658; fax: 406/436-2660
Contact: Patty Williams

OBSERVED OUTCOMES:

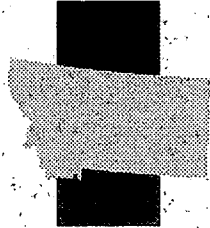
- ◆ Students go above and beyond the call of service learning and begin to take initiative in their own time to assist others
- ◆ Students are engaged and committed to service

KEYS TO SUCCESS:

- ◆ To implement a service learning program, begin by looking at what is already being done in your school that may be related to service and take it a step further; build on it
- ◆ Conduct a community "needs assessment" to identify possible service learning opportunities
- ◆ Remember that no project is too big or too small

PROGRAM DESCRIPTION:

Students attending school in Broadus, Montana, have many opportunities to become involved in service learning. Through individual classes, or through schoolwide activities, students work through the four components of service learning: preparation, action, reflection, and celebration.



Among the many service learning projects that have been available to students in the district are the following:

- ◆ Elementary students facilitated a food drive for the local food bank
- ◆ High school students constructed a large bird feeder to enhance the bird studies of local fourth-graders
- ◆ Third-grade students traveled to a local preschool to read to the younger children
- ◆ High school English students analyzed and researched the local museum. From these studies they were able to produce a guide called the *Walking Tour of Powder River Historical Museum*, which will be used by museum employees and volunteers
- ◆ High school students interviewed local war veterans and their wives for a booklet that will be presented to the local museum as a way to help preserve area history
- ◆ Art students volunteered their time to paint holiday scenes on local store windows



OREGON

PARTICIPATING SCHOOL:

Winston Middle School
330 Southeast Thompson, Winston, OR 97496
Phone: 541/679-3002, fax: 541/679-9814
Contact: Terri Peterson

OBSERVED OUTCOMES:

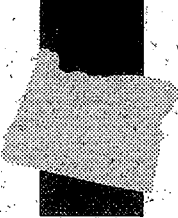
- ◆ Many students have the opportunity to take part in the project and to take ownership
- ◆ The program has changed the way many community members think about recycling (recycling in the community has more than tripled since the program began)
- ◆ Many students, especially those that are less academic than their peers, experience individual growth as a result of their service
- ◆ Students' self-esteem and self-concept increase as a result of the service

KEYS TO SUCCESS:

- ◆ Designate someone to coordinate service learning
- ◆ Start small; not everyone will be excited about it at first

PROGRAM DESCRIPTION:

In a county where there is no such thing as landfill fees, the need for a recycling campaign was readily evident. Community members needed an incentive to recycle, and since this did not exist in the form of monetary savings, it had to come from somewhere else. Through a service learning class offered at Winston Middle School, students learned about the benefits of recycling and the ramifications of neglecting to recycle. They then wanted



to pass this critical information along to the rest of the community. This they have done, and continue to do, in several ways.

Students conduct waste audits for local businesses. This means that students, after training and practice, act as consultants. In a small group they visit the selected business to analyze the solid waste (mainly paper products) that have been saved during a week. Donning rubber gloves, they sort and weigh all of the trash. The students take this data back to school and calculate the amounts of waste generated by the business. Students then return to the business and give a presentation of their findings, offering recommendations for changes.

Every business the students have visited—from a small, two-person company, to the 150-person Roseburg Forest Products—now has a recycling program. Initially, they approached businesses with their services. Now the tables have turned, and these young consultants are sought out.

Other recycling activities include an assembly presented to local elementary students about the importance of recycling, an elaborate Earth Day Fair, and a recycling awareness week.



O R E G O N

PARTICIPATING SCHOOL:

Crescent Valley High School
4444 Northwest Highland, Corvallis, OR 97330
Phone: 503/757-5801, fax: 503/757-5816
Contact: Bob Madar

OBSERVED OUTCOMES:

- ◆ Students realize that changes cannot be made without commitment
- ◆ Students learn to view themselves as “real” entities instead of “larval” adults
- ◆ Students take their learning and service very seriously because they are working on genuine community problems that will make an impact

KEYS TO SUCCESS:

- ◆ Connect service activities with the curriculum
- ◆ Because students will be working with community members to solve problems, make sure that they know their subject very well
- ◆ Be as opportunistic as possible (keep your eyes open for service learning opportunities)
- ◆ Keep in mind that taking on a service learning project will increase your workload at first, but once it is in place students will keep it rolling with their motivation and dedication
- ◆ Trust students; they are capable of more than we give them credit for



PROGRAM DESCRIPTION:

“I didn’t know I knew all this.” This is a statement Bob Madar has heard from students in his advanced biology class as they take part in the service learning opportunities the class centers around. With the help of local environmental experts, students work to promote awareness, appreciation, and beautification of local environmental assets. Some ways students are doing this include:

- ◆ After studying the plant life, insects, mammals, ecology, geology, and ornithology of local park areas, students compose field guides. These guides inform and educate people in depth about the park environment. Students also are the hosts of “Park Days,” during which they lead community members on tours through the park using the guides they produced.
- ◆ At the corporate offices of Hewlett-Packard, the biology students studied a small lake located on the grounds. They are working to promote awareness and appreciation of the lake in Hewlett-Packard employees.
- ◆ At Martin Luther King Park, students are working on a propagation study that will aid in increasing the amount of native vegetation that was once prevalent in the area. In addition, with the help of a stream ecologist, students planted 300 trees that will be monitored for growth during the next 10 years.
- ◆ Students are studying a small orchid that is threatened. They will study the general ecology of the plant and try to determine what the species needs to survive.



WASHINGTON

PARTICIPATING SCHOOL:

Gig Harbor High School
5101 Rosedale Street, Gig Harbor, WA 98335
Phone: 206/851-6131, fax: 206/858-5656
Contact: Mary Forsyth/Roland MacNichol

OBSERVED OUTCOMES:

- ◆ Students feel good about themselves and the time they give
- ◆ Students realize that they can accomplish many things they never thought possible
- ◆ Service can often draw students out of their comfort zones and cause them to grow and mature


KEYS TO SUCCESS:

- ◆ Organization
- ◆ Educating students about service and all it entails
- ◆ Letting students have a say in what service they will perform

PROGRAM DESCRIPTION:

The service leadership course offered at Gig Harbor High School is based on the premise that young people can make a significant difference in their world through community service and servant leadership. The class is a student-directed educational experience that allows students to pursue individual service activities as well as coordinate a group service project that meets a genuine need. Students are able to choose from a variety of projects to focus on, but they must center on the following four components:

1. Leadership (actively involving others in his/her project)

- 
2. **Servanthood** (leading others with a supportive style and demonstrating participation, cooperation, and celebration)
 3. **Self-Evaluation** (reflecting on one's work)
 4. **Community Outreach** (extending the project outside of one's existing perimeter)

Some projects students can become involved with include:

- ◆ Helping with cleaning, food distribution, and child care at a local shelter for the homeless
- ◆ Collecting nonessential items (those that food stamps will not purchase) for individuals with AIDS or HIV
- ◆ Facilitating the Prison Pet Partnership program, which takes stray dogs to the local women's correctional facility; the dogs are then trained by inmates and given to disabled community members
- ◆ Volunteering time at the local Boys and Girls Club
- ◆ Writing letters for Amnesty International
- ◆ Facilitating Dry Wave, a high school organization that provides alcohol- and drug-free activities for students

In addition to the service leadership course, the school has also integrated service learning throughout all academic content areas

GETTING STARTED

Though there is no one right way, there are important steps to consider and issues to attend to in order for any program to be successful. While not all of the following steps may be feasible in every situation, they provide useful guidance for teachers, schools, or districts implementing service learning programs in their communities.

1. Designate a person to coordinate the service learning. Hire someone if funding permits, or draw upon the talents of staff already on hand (Eberly, 1993). (Do not underestimate the size of this job.)
2. Be aware of any budget constraints that may exist (Allen, et al., 1994).
3. Create a community advisory board. It should be made up of a variety of community members, who can address relevant requests and concerns. These people will, perhaps unintentionally, become ambassadors for the service learning program throughout the community (Silcox, 1993).
4. As a team, have teachers and students assess community needs. Focusing on the assessed need, collaboratively design the plan of action (Wade, 1994; Gufstafson & Meagher, 1993; Crytzer, 1993; Kiner, 1993). The service must be important to the community and students (Miller, et al., 1995).
5. Ensure that service learning activities are developmentally suitable and safe for participating students (Woehrle, 1993). (The issues of safety and liability are detailed further in Appendix A.)

6. Solicit the assistance of local experts. Often, they are more than willing to help educate youngsters, and to secure the extra help with big projects that these students can provide (Nelson, 1995).
7. Take time to fully educate students about the agency or project they will be working with. The more that they know and are prepared for, the more effective and successful they will be (Ediger, 1993; Kiner, 1993; Silcox, 1993).
8. Give students time to reflect about their service learning (Eisler, et al., 1994; Eberly, 1993; Adams, 1993; Wade, 1994; Crytzer, 1993; Woehrle, 1993; Cairn & Kielsmeier, 1991). This can take place in many ways, such as:
 - ◆ Journals
 - ◆ Discussions
 - ◆ Presentations
 - ◆ Debates
 - ◆ Displays (bulletin boards, pictures, collages, etc.)
 - ◆ Assessing preset goals
9. Celebrate service learning projects with rewards, parties, newspaper articles, or other forms of recognition. Give the kids the pat on the back they deserve (Kiner, 1993; Adams, 1993).
10. Take the time to document and evaluate the actual results of your program. This will help you to accurately assess the benefits of your program (*Service Learning: Getting to the Heart of School Renewal*).

CONCLUSIONS

Consider the thousands of students sitting in classrooms across this region and throughout the country. Now consider the incredible resource they can be. They can offer their time, their creativity, and their energy. In exchange, they receive rich, rewarding educational experiences. Whether they befriend lonely senior citizens, rehabilitate stray animals, promote environmental awareness, serve homeless community members, or participate in any one of countless service activities, they can make a difference in their village, town, or city while learning invaluable lessons in community service.

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APPENDIX A

SAFETY GUIDELINES

Consider the following guidelines as you plan service projects:

- ◆ The exercise of due care requires an administrator to foresee dangers to students in his or her charge and to take whatever precautions seem reasonable to avoid them.
- ◆ Specifically, a supervisor is expected to establish rules for the guidance of his or her staff and to assign adequate supervision for any student activity, but the school and its staff are not expected to be insurers of the health and safety of students.
- ◆ The greater the possibility of injury, the greater the efforts that should be made to assure student safety.
- ◆ The closer the relationship of a student activity to the purposes and educational program of the school, the more likely a coordinator or other staff person is to be held accountable to the students for their well-being. This close link also increases the likelihood that an accident will be covered by liability insurance.
- ◆ In circumstances where supervision and control of student welfare are not feasible, extra care should be taken to assure that the circumstances into which the student is placed are not fraught with inherent dangers. Any necessary risks should be brought to the attention of both students and parents in advance.
- ◆ The degree of care required and the consequent amount of supervision expected increase as the age and maturity of students involved decrease.

- ◆ The location in which a student is injured is only one factor in the consideration of whether there was negligence and consequent legal liability on the part of the principal or other educator.

Reprinted from "Responsibilities for Student Injury Occurring Off School Property, A Legal Memorandum," Reston, Virginia: National Association of Secondary School Principals.

REGIONAL CONTACTS

In addition to the individuals listed as contacts in the Northwest Sampler, the following people are also available to answer your questions and direct you to further information about service learning opportunities.

Dawn Caldwell
Project Service Leadership.....360/576-5069

Larry McClure
Northwest Regional Educational Laboratory.....503/275-9597

The National Service Learning
Cooperative Clearinghouse.....1-800-808-SERV

STATE-SPECIFIC CONTACTS:

Barbara Thompson
Alaska Department of Education.....907/465-8727

Mike Murphey
Idaho Department of Education.....208/334-2186

Linda Peterson
Montana Department of Education.....406/444-5726

Marilyn Walster
Oregon Department of Education.....503/378-8142

Melinda Dyer
Washington Department of Education.....360/753-3302

ON THE INTERNET

For excellent service learning information on the Internet, check:

<http://www.nicsl.coled.umn.edu/>

Not only does this site connect its visitors with service learning organizations, offer current articles and research, share service learning project ideas, provide technical assistance information, and give details about subscribing to a service learning listserv, it also provides links to other Internet sites related to service learning.

NWREL STAFF

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National Service-Learning Clearinghouse

University of Minnesota · 1954 Buford Avenue, Room R460 · St. Paul, MN 55108

Publications

Programs Database

Literature Database

Calendar of Events

Library Collection

Electronic Discussion Groups

Research

Toll-free, TTY Accessible Phone:

1-800-808-SERVE (7378)

Email:

serve@tc.umn.edu

Website:

<http://www.nicsl.coled.umn.edu>

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National Service-Learning Clearinghouse

The National Service-Learning Clearinghouse, an Adjunct ERIC Clearinghouse, collects and disseminates information for Learn & Serve America programs, as well as other K-12, higher education, and community-based programs and practitioners.

Contact Us Toll-free: 1-800-808-SERVE (7378) (voice/TTY)

Email: serve@tc.umn.edu

Information Specialists answer questions and requests via phone from 10:00 AM to 2:00 PM Central Time or by email. Services include:

- ◆ Responding to requests for resources about planning and implementing service-learning projects, integrating service into the curriculum, evaluating programs, reviewing current research, securing funding, addressing legal issues, and other related topics.
- ◆ Searching Clearinghouse databases for library resources, program information, program contacts, and events.
- ◆ Providing referrals to appropriate organizations, sources of published and unpublished materials about service-learning and related topics, videos, research, and to seminars and conferences.
- ◆ Distributing General Information Packets that include basic facts about service-learning and Clearinghouse services.
- ◆ Distributing Clearinghouse bibliographies that list resources relating service-learning to specific topics such as program administration, curriculum area, research or national initiatives.
- ◆ Providing contact information for State Education Agencies.

**Review Clearinghouse Resources on the Internet at
<http://www.nicsl.coled.umn.edu>**

Contact us via phone, email, or through our website to receive a free General Information Packet, which includes a list of Clearinghouse Publications and ordering information. Some publications may be obtained at no cost directly from our website or may be purchased with a prepayment covering shipping and handling. Other publications are available from the Clearinghouse at a minimal cost.

Acquire General Information Packets & Publications

Many of the resources the Clearinghouse provides are available on our website. Online, you will be able to:

- ◆ Read and print many full-text publications including bibliographies, monographs, and newsletters.
- ◆ Search our databases for program descriptions with contact information, library literature citations, upcoming events, and State Education Agency contacts.
- ◆ Enter information about your own service-learning program or event into our databases.
- ◆ Search the archives of the K-12 Service-Learning Electronic Discussion Group (ListServ) for relevant postings.
- ◆ Explore links to other websites featuring information from organizations or programs involved in service-learning, community service, national service, and youth service.

Participate in an Electronic Discussion Group

Subscribe to the K-12 Service-Learning ListServ and participate in service-learning related discussions with over 475 other enthusiasts. You may subscribe via our website or follow these instructions:

1. Send an email to: listserv@tc.umn.edu
2. Leave the "Subject" or "Regarding" space blank
3. In the body of the message type:
SUB nsck-12 YourFirstName YourLastName
4. Disable any "signature" in your email program (usually found in your program's preferences) to avoid subscription complications.

An email message will be sent indicating that you have successfully subscribed and will receive all future postings from the group. This message will also include instructions on how to participate in the electronic discussion.

To post a message to the group after you have subscribed:

Send an email to: nsck-12@tc.umn.edu

Use the Clearinghouse Library On-Site

We are located at the University of Minnesota, St. Paul Campus; VoTech Ed Building, Room R460; 1954 Buford Ave; St. Paul, MN 55108.

The Clearinghouse's library collection contains over 1500 books, reports, dissertations, and journal articles about service-learning and related topics. Although the library is NOT a lending library, it is open for on-site use Monday through Friday. It is best to call ahead and schedule a visit to ensure that staff are available to introduce you to the collection.

Those who cannot visit the library should contact an Information Specialist who will search the library database, suggest suitable resources, and provide source information for acquiring those resources from publishers or a document reproduction service.

Contribute Your Literature Resources

We solicit published and unpublished materials to include in our information system. Donated materials are cataloged, entered into our database, and housed in our library collection. For instructions on donating resources, call our toll-free line and request a Solicitation Packet or review the instructions on our website.

Discover the Kellogg Peer Consultant Initiative

The Clearinghouse and the National Youth Leadership Council direct the Kellogg Peer Consultant Initiative through a grant from the W.K. Kellogg Foundation. This Initiative funds a network of experienced peer consultants in 16 states. Teams of adult and youth consultants advise schools and community organizations on integrating service-learning into their programs.

Meet the Consortium Partners

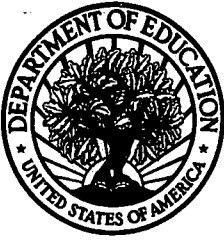
The National Service-Learning Clearinghouse leads a collaborative effort to collect and disseminate service-learning information. Partner organizations include:

Academy for Educational Development; Close Up Foundation; Eastern Regional Information Center, University of Massachusetts; Generations United; Institute on Community Integration, University of Minnesota; National Dropout Prevention Center, Clemson University; National Service-Learning Cooperative, managed by the National Youth Leadership Council; Northwest Regional Educational Laboratory; Points of Light Foundation; University of California, Los Angeles; Vanderbilt University; and Youth Service California.

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