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ABSTRACT
            This report shares findings from research that examined
service learning, a teaching strategy that combines service to the community
with classroom curriculum in K-12 schools. The research focused on how
service learning was relevant to schools. The results show that many U.S.
youth feel alienated from both their schoolwork and from traditional forms of
civic activities, though that disengagement is neither universal nor
inevitable. Service learning is a proven method of instruction that teachers
in thousands of U.S. schools nationwide have successfully employed to
increase student motivation for learning and promote traditional academic
goals. Service learning also promotes the broader goals of schooling such as
the teaching of citizenship. The paper presents profiles of schools with
successful service learning programs, and it offers four recommendations:
reclaiming the public purpose of education; increasing policy, program, and
financial supports for service learning in K-12 education; developing a
comprehensive system of professional development regarding service learning;
and providing leadership roles for youth in all aspects of service learning.
(Contains 56 endnotes and 5 appendixes.) (SM)

Learning

In Deed

The power of service-learning for American schools
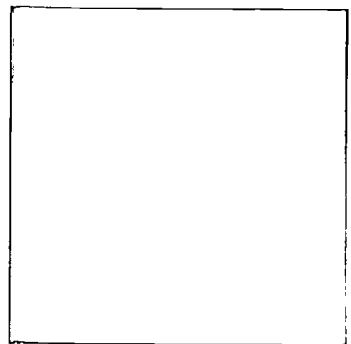
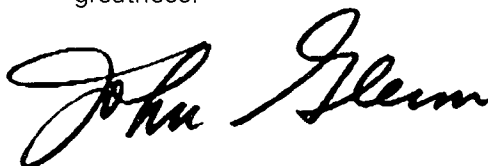A Report From the National Commission on Service-Learning

A Letter from Senator John Glenn

I am pleased to share with you the findings of the National Commission on Service-Learning, an active and committed group of individuals from diverse geographic, political and cultural backgrounds who represent K–12 and higher education, government and business, citizen action and youth leadership.

Our report reflects nearly a year of study and discussion about service-learning, a teaching strategy that combines service to the community with classroom curriculum in K–12 schools. Together, we set about to understand how service-learning is relevant to schools and how it relates to our own work. We've found that service-learning is a powerful strategy for teaching and learning, which allows young people to deepen and demonstrate their learning and at the same time develop a strong sense of civic responsibility. We firmly believe that it can become a central strategy for teaching and learning in our schools.

To me service-learning can be summarized by the ancient saying: *"I hear, I forget. I see, I remember. I do, I understand."*

In addition to that understanding, service-learning adds a critical fourth "R" to the three R's of education: "R" for responsibility. Let us embrace it at this moment in history when we have remembered what makes our country great, and when we require the civic responsibility of the next generation to sustain that greatness.

John Glenn
Chair
National Commission on Service-Learning

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Service-learning is a particularly fertile way of involving young people in community service, because it ties helping others to what they are learning in the classroom. In the process, it provides a compelling answer to the perennial question: "Why do I need to learn this stuff?"

General Colin Powell, founding chairman of America's Promise

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Introduction

Following the September 11, 2001, terrorist attacks, students at the White Knoll Middle School in West Columbia, South Carolina, looked for a way that they could help New York City. They learned that in 1867 a fire company in New York City had sent a fire wagon to counterparts in Columbia as a peace offering to replace equipment lost in the Civil War. The gift was documented in a local museum, along with a pledge from a former Confederate soldier that South Carolina's capital city would return the kindness "should misfortune ever befall the Empire City."

White Knoll students set out to honor this pledge and launched a campaign to raise $354,000 to purchase a new fire engine for New York City. They studied the historical background of the gift in social studies classes. They applied language arts skills as they wrote letters to firefighters in New York City's Red Hook Ladder Company 101 and to friends and family members to solicit donations. In art classes, they created posters to advertise their fund-raising efforts and made a huge fire truck mural to track incoming contributions in the school's front hall. Gifts and pledges arrived from throughout the state and beyond. Two months after the start of the campaign, they had reached their goal.

Service-learning: a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.

Many Americans have been inspired by this story, but they may not realize that it is but one shining jewel of a larger treasure. The fire engine project is an example of service-learning, a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. A national tragedy provided what educators describe as a "teachable moment" for an enriched and lasting learning experience.

"We have always stressed the importance of giving back to the community," says White Knoll principal Nancy Turner. "With this project, I have seen students learn and grow as communicators. They understand the importance of persuasive writing because they want their letters to bring in results. They have learned the importance of expressing their thoughts clearly in standard English as they have been interviewed by the media. This has been a learning project in many, many ways."

White Knoll Middle School includes service-learning as an important part of the curriculum in many ways. In this case, the fire engine project deepened students' understanding of civics, history, communications, and writing. Many schools around the country are initiating these creative programs out of the belief that the preparation of active and thoughtful future citizens is a core responsibility.

I wish adults would understand that students have innovative, mind-boggling ideas, and that students can put those ideas into action. They can make the world a better place.

James, Tennessee high school student

In 2000, the W.K. Kellogg Foundation, a longtime supporter of service-learning, appointed the National Commission on Service-Learning to study the current state of this practice in American schools. The Commission, chaired by former United States Senator

When education takes a hands-on approach to learning, the result is a more informed, more involved community of future leaders. Service-learning brings substance to our democracy and strengthens the thread that binds our diverse nation.

Lady Michelle Engler, Michigan

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John Glenn and co-sponsored by The John Glenn Institute for Public Service and Public Policy at The Ohio State University, consists of 18 education, government, and community leaders who spent a year reviewing research data, visiting schools and questioning students, teachers and other advocates in order to understand the prevalence and practice of service-learning.

Although systematic research on this method of teaching and learning is still developing, there is reliable evidence of its capacity to enhance both academic achievement and community involvement.

> *Civic behavior is the important issue for the country. Democracy requires its citizens to take responsibility and be involved in solving problems, not just during times of crisis, but all the time. Service-learning involves students in solving community problems, and at the same time, helps them learn and apply reading, writing, math, science, and social studies.*
>
> **Frank Newman, visiting professor**
> **Brown University**

Service-learning has been shown to enhance motivation to learn, and it is associated with both increased attendance and reduced drop out rates. (Chapter 5 describes this research in more detail.) Service-learning has attracted growing support over the last decade not only as an end in itself, but also as a powerful vehicle for addressing some of the burning issues of the day. Specifically, service-learning accomplishes the following:

- Reverses **student disengagement** from schooling by giving students responsibility for their own learning and increasing their motivation to participate in school activities

- Reinforces and extends the **standards-based reform** movement by providing a real-life context for learning and giving students a sense of the practical importance of what they are learning in school

- Promotes the **public purposes of education** by preparing students for citizenship through involvement in citizen action

- Builds on the growing **willingness of students to become involved in service** to their communities while adding an academic component to such service

- Contributes to young people's **personal and career development** by reducing violence and sexual activity and increasing their sense of responsibility and workplace skills

For half a century, service-learning has spread in American schools. In the last decade, it was spurred to new growth by congressional and presidential actions and funding. In increasing numbers, schools have provided service-learning opportunities for students that connect their curriculum studies to activities such as tutoring younger children, adopting a river, creating a museum exhibit, or conducting oral histories with senior citizens. In these and similar instructional activities, youth have simultaneously learned to serve and served to learn. They are becoming both better students and better citizens.

The National Commission on Service-learning views service-learning as standing at the intersection of civic and academic engagement. This report is written for policymakers, educators, and community leaders who see the promise of service-learning and want to know and do more. The report covers six key areas:

- The potential of service-learning for improved academic and civic engagement
- The basics of service-learning projects
- The breadth of support for service-learning
- The impact of service-learning
- Implementing quality service-learning
- Recommendations for the future

The National Commission challenges the country to ensure that every student in kindergarten through high school participates in quality service-learning every year as an integral and essential part of the American education experience.

The time is now ripe for U.S. schools to embrace service-learning as a means of overcoming wide-spread academic and civic disengagement among American students and of raising a generation of American youth who are both world-class learners and world-class citizens. ∎

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The Paradox of Youth Engagement

Numerous studies show that large numbers of American students are not fully engaged – intellectually or otherwise – in school. Disengagement also extends to activities, such as voting and keeping up with current events, which are fundamental to our democratic society. Yet there is a paradox here. At the same time that academic and civic disengagement is rampant, primary and secondary school students volunteer in record numbers for community service activities, from tutoring children who need help with schoolwork to working on environmental problems. The volunteer spirit that students express in their spare time represents a valuable resource for transforming education.

Youth Disengagement from School

The achievement problem we face in this country is due not to a drop in the intelligence or basic intellectual capacity of our children, but to a widespread decline in children's interest in education and their motivation to achieve in the classroom; it is a problem of attitude and effort, not ability.[1]

Laurence Steinberg, professor of psychology, Temple University

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Engagement in learning takes many forms. It shows itself in a contemplative gaze, a waving hand bursting with a question or an answer, the stress of having an assumption challenged, or the jubilation of unraveling a tricky problem. The kind of learning that lasts a lifetime may come in a single bright burst of understanding, or it may come only after trying and failing and trying again. It comes most dramatically when students see connections between the various subjects they are studying, and when thought is linked to action. Real learning can raise respiration rates and elicit joy. The urge for such moments is so compelling that we have linked it to our basic physiological drives: we talk of a *hunger* for learning, a *thirst* for knowledge.

Ever since 1983, when *A Nation at Risk* warned of a "rising tide of mediocrity"[2] in American schools, educators have struggled to find ways to increase students' academic achievement. Concerned about international competitiveness in the marketplace, business leaders and governors spearheaded efforts to articulate high academic standards and to hold students and schools accountable for meeting them through testing, new graduation requirements, and other means. Although there have been differences of opinion about various aspects of the standards movement, American teachers and parents have generally supported the broad goals of what has come to be known as standards-based reform. At the same time, teachers express concern about "teaching to the test" and not being able to include the kinds of schoolwork that motivate students to meet the standards and perform well on assessments.[3]

Academic engagement is a combination of factors, including interest, involvement, and effort. It is the quality that inspires a student to persist on a task that is difficult and complex. It is what causes a look of excitement or intense concentration, a thoughtful question, or a heated discussion. It is what every teacher wants from every student and what all parents want for their children.

Sadly, student engagement in learning is not a given. In the late 1980s and early 1990s, researchers became concerned by the lack of student engagement they observed in schools.[4] In an extensive study of 20,000 high school students in nine American communities, Laurence Steinberg found that half of those

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"I saw my daughter becoming so interested in her school, and I think that occurred with everybody who participated in that project."

Diana Samuelson, parent, San Francisco Community School

By its very definition, civic responsibility means taking
a healthy role in the life of one's community, state,
and nation. That means that classroom lessons
should be complemented by work outside the classroom.
Service-learning does just that, tying community
service to academic lessons.

Senator John Glenn

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surveyed described their classes as boring, and four out of five rejected the idea that it is important to get good grades in school.[5]

Classroom teachers recognized these observations. They had experienced firsthand the glazed look, the lack of comprehension, and the behavior problems that signal when students are not connecting with the material they must master. And they were familiar with the inevitable results: undone homework, failed tests, and poor grades.

> *The highest standard of an American education is how students use their academic learning to contribute to the advancement of a democratic society of "life, liberty, and the pursuit of happiness" for all. Service-learning is exactly the vehicle for deepening academic learning of students as they make contributions to larger communities.*
>
> Carl Glickman, chair, Program for School Improvement, University of Georgia

The consequences of these findings are profound. Engagement in school activities is closely linked to academic achievement and persistence in schooling. Lack of engagement goes a long way toward explaining why the National Assessment of Educational Progress has repeatedly found that large numbers of U.S. primary and secondary school students are not acquiring the literacy, numeracy, and problem-solving skills they need.[6] Other studies have shown that student disengagement is strongly correlated with dropout rates, even after controlling for the effects of academic achievement and students' socioeconomic status.[7]

Some studies attribute lack of engagement to factors outside the control of schools, but many more conclude that the school experience can strongly influence student engagement. Researcher Barbara McCombs found that students turn off from schooling when they are not interested in the subject, when they have little control or choice in what they are doing, when they lack the personal skills or resources needed to be successful, or when they lack adult help, respect, and encouragement. "Since for most students these conditions describe much of their schooling experiences," she wrote, "we need to understand how to develop not only the student skills involved in self-regulation, but also the motivation or will to self-regulate their own learning."[8]

Civic Disengagement

Today's young people also seem to be largely disaffected from traditional forms of participation in politics and civic institutions. The most obvious sign of civic disengagement has been the low rate at which young people vote in elections at all levels of government. In 1972, the first year 18-year-olds could vote, only 42 percent of 18 - 24-year-olds voted in the presidential election. In the 2000 presidential campaign, only 45 percent of young people cast ballots, compared to 64 percent of older citizens.[9]

Perhaps more disturbing are the studies documenting the lack of interest in civic and political affairs among young people. A 1999 study by the Boys and Girls Clubs of America reported that only 10 percent of the 13-to 18-year-olds who were questioned believed that "engaging in the political system is an effective way to make change."[10] A study by the National Association of Secretaries of State found that young people lack interest and trust in, as well as knowledge about, American politics, politicians, and public life.[11]

The problem of civic disengagement among U.S. students, of course, reflects a broader problem in society as a whole. A Roper poll conducted each month from 1974 to 1998 reported a drop from 50 to 38 percent in the proportion of respondents professing "a good deal of interest in current events and what's happening in the world today."[12]

Reason for Optimism: The Surge in Youth Volunteering

Youth disengagement from traditional academic and civic processes contrasts strikingly with the growing and well-documented willingness of young people to devote much of their free time to serving their communities. This renaissance in community spirit has been especially evident in the weeks and months since the events of September 2001, but it precedes these tragic events. Robert Putnam, the Harvard University social scientist who has detailed the weakening of civic ties among American adults over the past generation, cites abundant evidence that young Americans in the 1990s displayed a "commitment to volunteerism without parallel among their immediate predecessors."[13]

When I was in high school, everyone talked about "the real world" and how we would get active in the "real world" after high school. Service-learning got us involved in the real world while we were still in high school. It let us do things that were important and let us see that what we were learning was important to solving real world problems.

Nnennia Ejebe, student, Massachusetts Institute of Technology

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A 1996 study by the Gallup Organization found that 59 percent of teenagers age 12 to 17 had engaged in voluntary service in the previous year.[14] Such results were confirmed in a 1999 survey conducted by the U.S. Department of Education, which reported that 52 percent of students in grades 6 to 12 in public and private schools participated in community service during the 1998–99 school year. Although the vast majority (86 percent) of volunteering students were in schools that endorsed volunteering by requiring or arranging the opportunities, there was little difference in participation rates among those required to serve and those who chose to do so. "The most important factor was whether schools arranged participation in community service," the authors stated.[15]

A study of college students for the Panetta Institute found that nearly three-quarters of respondents said that they had recently done volunteer work for an organization or a cause they believe in, and fully half had refused to buy a product or service because they disagreed with the company's labor, social, or environmental policies.[16]

Putnam sees this groundswell of youth activity as a possible harbinger of "a new period of civic renewal, especially if it persists into adulthood and begins to expand beyond individual caregiving to a broader engagement with social and political issues."[17]

Educational Practices that Promote Engagement

How do we reconcile this seeming paradox: the growing eagerness of students to engage in community service at a time when large numbers of these same students are seriously disengaged from academic work and traditional forms of civic activity? The vibrant volunteer spirit among American young people offers a powerful resource for educators to simultaneously address the issues of academic and civic disengagement among students.

There is abundant evidence that students learn best when they are both interested in what they are learning and convinced that it is valuable. As Steinberg writes, "In order to become and remain engaged in school, students must have some sense that what they are doing on a daily basis holds some value - that as a result of being engaged and exerting effort, they will acquire some bit of useful knowledge, learn an important skill, or grow in some way that is fulfilling, satisfying, or personally meaningful."[18]

One study identified the following set of specific practices that increase student engagement and motivation: offering students choices in instructional settings, rewarding students for attaining "personal best" goals, and fostering teamwork through group learning and problem-solving.[19] Other studies have identified components of learning experiences that support student engagement including active learning experiences,[20] real-world connections,[21] teachers' expectations that the students can learn,[22] students' attitudes about their own abilities and interpretation of success,[23] and opportunities to experience academic success.[24]

Service-learning can be so much fun I forget I'm doing schoolwork and actually learning. Service-learning is great for everyone because it gives you skills for life. You learn leadership skills, get a better self-esteem, and help your community, all at the same time.

Cameron Dary, student, Waupun Middle School

Researchers have found that student motivation increases when students are asked to assume greater autonomy and control over their lives and learning, and have called upon schools to create environments that stress task involvement.[25] "How easy it was for students to write because of their enthusiasm," commented a Massachusetts middle school teacher about her service-learning project. "One boy said, 'You don't even know you're learning.'"

When you see kids who are disengaged, you know they are not learning. Seeing 100 percent engagement by all students in a service-learning activity really sparks curiosity, wonderment, and inquiry that we know provides for good learning.

Seewan Eng, San Francisco middle school teacher

Research has found that teachers who are most successful in engaging students develop activities that address intellectual and psychological needs. Such activities include work that develops their sense of competence, encourages self-expression and originality, allows students to develop connections with others, and gives them some degree of autonomy.[26]

gone. Americans want their schools to teach core academic knowledge and skills, but they also look to the educational system to help students become active, competent, and worthy stewards of our democratic traditions and institutions.

The question becomes: How can these principles be incorporated into the day-to-day activities of American primary and secondary schools?

The good news is that there is an approach to teaching and learning that offers educators a powerful method for promoting citizenship, one that has proven to be effective with students of all levels of schooling, from preschool through graduate school, and in all varieties of academic settings.

This approach is service-learning. ∎

Service-Learning as a Strategy to Counter Disengagement and Build Democracy

The principles for overcoming the challenges of academic and civic disengagement are known. They are rooted in the history and purpose of American education and supported by the American public. More than a quarter of the state constitutions base their systems of public education on the belief that "an informed and capable citizenry is vital to the preservation of a free and democratic government".[27]

A Roper Starch Worldwide survey conducted in September 2000 found that the overwhelming majority of Americans (94 percent) agree that "a good education is much more than just learning to read, write, and do math".[28]

Recent events have demonstrated the importance of a sense of community. Community responsibility is also crucial for developing values that will persist long after the present sense of tragedy and crisis has

> We have seen that service-learning motivates young people to learn and to be involved in learning activities. Parents want to see their children engaged in school and developing a joy in learning. The excitement we have seen from students, the creativity we have seen in classrooms — those are the things that excite me about service-learning.
>
> **Laurie Lang, executive director, Disney Learning Partnership**

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"Everyone wants to do something that matters."

Nnennia Ejebe, student Massachusetts Institute of Technology

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What is Service-Learning?

Service-learning is one resource to enhance student motivation. Kids are all too easily disconnected from school, but if they get connected in one place, it spreads over to other areas. Then parents start seeing new potential in their son or daughter. Teachers hear about a kid that they thought was a lost cause playing a leading role. It changes the lens and opens up possibilities.

Don Hill, director of Service-Learning 2000

The following examples show how education can engage students as both learners and citizens.

Service-learning can help all young people share their strengths, whatever they are, and make a real contribution to the community in which they live. We work to engage youth energy as it really is, not only in Indian country, but with all our participants.

**Buffy Sainte-Marie, founder
Nihewan Foundation**

ACTION PROFILE

Real-World Research

Miami High School is located near the Tar Creek Superfund Site in Oklahoma, one of the nation's worst toxic waste clean-up sites. Several years ago a small group of Native American and non-Native students and community members learned that children in their community had high levels of lead in their blood. They formed the Cherokee Volunteer Society to increase community awareness of the hazards of exposure to lead and other heavy metals in local water and to address what one teacher called "this horrific problem that plagues our area."

Teachers at Miami High School have used service-learning in their classes in collaboration with Cherokee tribal leaders and organizations such as the Environmental Protection Agency. Biology students conducted sophisticated water monitoring procedures and collected fish and plant samples from the Tar Creek Superfund Site for analysis in their own school laboratory and, in collaboration with medical and biology experts, at Harvard University labs. Language arts classes engaged in creative writing, essays, and research projects related to toxic waste. Computer science and journalism classes tackled public relations,

public health communication, and community awareness issues. In addition, service-learning students provided "Toxic Tours" of Tar Creek to educate community members, the media, and visitors.

Students reaped numerous academic benefits while helping their community. "As a biological science teacher, I am able to guide my classes in effective research methods, which allow both content coverage and direct background research, monitoring, and data collection for the program," said one teacher. Another praised the fact that "students are working side by side with tribal leaders, teachers, specialists, and community leaders and learning effective communication and social skills." A student said the best thing about participating in service-learning was "knowing I really helped people around me."

Children Helping Children

Service-learning can be just as effective with young students as with older ones. Kindergarten students at Sullivan Elementary School in North Adams, Massachusetts, became aware that children who visited the nearby North Adams Regional Hospital were spending long periods of time in the waiting room with nothing to do.

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ACTION PROFILE

When they learned that this small community hospital lacked the resources to create a child-friendly waiting room, the class decided to design and equip the waiting room themselves. These kindergartners used math to complete measurements, study floor plans, rearrange furniture, and analyze data about the room. Pupils used language arts to create a "Don't Be Afraid" book for the waiting room, and their artistic skills to

> *Service-learning goes far beyond "volunteer service" in its accessibility to all youngsters. For many students from working class backgrounds like my own -- my parents were farm workers -- in California, volunteering is something that is hard to make time for, given the demands of working and family while going to school. Service-learning is so integrally tied to academic work and academic achievement that everyone has access to it.*
>
> *Arturo Pacheco, dean, College of Education, University of Texas-El Paso*

decorate the room with quilts, murals, and self-portraits. They learned about science and health by studying which toys and items could be safely introduced into a hospital environment.

The effects of this service-learning project were immediate and far reaching. Behavioral problems in the waiting room declined dramatically. One hospital administrator described how impressed he was by the way in which the teacher linked the service to academics. "It was amazing to me how the teacher taught the kids so many things through this project," he said. "Measuring the space of the room, figuring out what fits where in the room, understanding money issues for room purchases, and so many other positive things the kids came away with."

Teacher Roberta Sullivan described feedback from parents as "incredibly positive" and added, "People don't expect five-year olds to be actively engaged in real work, but they are really amazing in the work they do, what they say, and the way the project changes them. That's what makes this project so compelling."

Improving the U.S. Census Count

In 1999, Turner Middle School teacher Kathy Lee challenged her eighth-grade students to help with the U.S. Census. The West Philadelphia neighborhood where her students live had been consistently undercounted. Lee brought experts on the census into social studies class to describe its history, as well as its importance to the community in terms of electoral representation and community services. Working in small groups, students came up with numerous strategies to make sure that the people in their neighborhood were fully counted, including developing information brochures and street theater, conducting a media campaign, and carrying out a neighborhood canvas.

The Turner students spent the year implementing their projects and getting a chance to use their academic skills for the good of their community. They built on their social studies knowledge to understand the significance of the census, applied math skills to analyze census numbers, and used language arts skills to present convincing information to their families and neighbors. At the same time, they learned to work in teams and solve problems collaboratively. The result: their neighborhood had the most complete census count of any in the city.

Characteristics of Service-Learning

These are examples of service-learning - a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. As the hyphenated name implies, it involves two equally important components: service and learning.

Service-learning takes many forms, and service-learning projects are as varied as the teachers and students who engage in them and the schools and communities that foster them. Standards for service-learning practice, which lay out the elements of rigorous practice, have been developed and are used widely.[29] One example is shown here.

Essential Elements of Quality Service-Learning[30]

Practitioners, supported by the Corporation for National and Community Service Office for Service-Learning, developed the list of "essential elements" excerpted below:

1. Service projects have clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in constructing their own knowledge.

2. Projects engage students in challenging cognitive and developmental tasks.

3. Teachers use assessment to enhance student learning and to document and evaluate how well they have met standards.

4. Service tasks have clear goals, meet genuine community needs, and have significant consequences.

5. Teachers use formative and summative evaluation in a systematic evaluation.

6. Students have a voice in selecting, designing, implementing, and evaluating their service project.

7. Diversity is valued and demonstrated by participants, practice, and outcomes.

8. Service projects foster communication, interaction, and partnerships with the community.

9. Students are prepared for all aspects of their work.

10. Students reflect before, during, and after service. Reflection encourages critical thinking and is a central force in the design and fulfillment of curricular objectives.

11. Multiple methods acknowledge, celebrate, and validate students' service work.

Source: National Service-Learning Cooperative (April 1999). Essential Elements of Service-Learning. National Youth Leadership Council, St. Paul, Minnesota

To be considered service-learning, the following basic characteristics must be included:

Articulated and authentic learning goals. School-based service-learning must always be linked to the school curriculum and to the academic standards that students are required to meet at their grade level. "Teachers sometimes struggle with the idea that service-learning is not something added on, but a way to deliver the curriculum," said Roger Rada, an Oregon superintendent. "By engaging in service-learning, having kids perform community service and attaching the curriculum to it, they're going to deliver the curriculum in a more meaningful way. My experience is that once teachers try it, they love it!"

An elementary language arts class might involve students in writing and illustrating stories for children in a local day-care center. Older students might hone their scientific inquiry skills by conducting inquiries into water quality in a nearby river and developing projects to improve it. Many schools involve students in tutoring younger children. Research shows that both the tutors—who need not be the top students—and the children being tutored increase math and reading skills in these situations.

Response to genuine community needs. Service-learning is effective only when students help meet real needs or work on problems of importance to the community. It is not effective when it is contrived or comes across as "make-work."

Service-learning activities that meet genuine community needs run the gamut from tutoring younger children to building nature trails, from conducting studies for town government to leading a public campaign on the census. The community served may be the school community, its surrounding neighborhood, or the larger world. Many projects focus on environmental concerns, such as the Maine middle school class that conducted a study of their harbor and presented it to the town planning board. Others serve senior citizens by organizing food programs, while still others involve the writing of social histories of students' communities.

Community partners make an important contribution to students' work. Students learn how decisions get made from municipal and other government employees, from community and faith-based organizations, and from community leaders. They become more connected with their community by working with local leaders, thus strengthening the social fabric.

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Youth decision making. Service-learning is most effective when young people are actively involved in decision making at all levels of the process. In some situations students themselves might identify community needs or issues through a community walk or other research. In others, teachers may present students with an identified need and involve students in planning solutions.

For example, if the project is to create a mural for the community, the meaning and authenticity of the work are enhanced when students have some choice in the project, explore the content that will go into the mural, and decide what the community needs.

Referring to a community mural project on which he worked with students, San Francisco community artist Josef Norris said, "Because it is tied to the curriculum, service-learning creates a structure where students decide what they are doing a mural about, complete their own research, find their own information, and create a mural in their own voice."

In many middle and high schools, students have initiated service-learning to work on a local problem. Teachers become their coaches and champions, asking Socratic questions and organizing study related to both the curriculum and the local problem being addressed.

Analytic reflection. A key component of service-learning is the reflection that helps students articulate connections between their service activities and their learning. With careful teacher guidance, reflection becomes a practical approach to the development of complex, integrated thinking, problem solving, and deepened understanding.

Teachers build reflection into all stages of service-learning work, from planning through assessment. Reflection may focus on the processes students are using, on the content they are learning or applying, and on the larger issues surrounding the problem they are addressing. Reflection and analysis take place in classroom discussions, in writing, and in comparing theory with experience. As students explore their curriculum in action and analyze their experiences with the help of their teachers, they are developing the ability to think about what they have learned.

How Service-Learning Is Unique

While it is important to understand the characteristics of quality service-learning, it is also important to be clear about what service-learning is not.

Service-learning has much in common with both community service and character education, and these various approaches can reinforce each other. Indeed, it is impossible to launch a service-learning project that does not build character or involve community service.

Nevertheless, service-learning differs in fundamental respects from community service because of its direct links with the school curriculum, and from character education, because it includes an action component. ■

School-based service-learning is . . .	School-based service-learning is not . . .
• a method of teaching that combines community service with curriculum-based learning	• a volunteer or community service program with no ties to academics
• linked to academic content and standards	• an "add-on" to the existing curriculum
• about students helping to determine and meet real, defined community needs	• logging a certain number of service hours in order to graduate
• reciprocal in nature, benefiting both the community and the student	• one-sided – benefiting either the students or the community
• an effective way to encourage and foster active citizenship as part of a public education	• compensatory service assigned as a form of punishment by the courts or school administrators
• an approach to teaching and learning that can be used in any curriculum area as long as it is appropriate to learning goals	• only for use in social studies classes, civics, or American government
• for all ages, even the youngest children	• only for high school and college students

Growing Support for Service-Learning

Service-learning is both old and new. It is *old* in the sense that it incorporates traditional principles of apprenticeship and builds on educational traditions variously described as experiential learning, project-based learning, and hands-on learning that began to spread in the late 19th and early 20th centuries. In the 1930s and 1940s, John Dewey and Ralph Tyler showed how students learn best when they are actively involved in their own learning and when the learning has a distinct purpose.

Service-learning is *new* in that linking the concept of community service with school curricula did not become fully developed as an educational innovation until the 1970s, and only in the last decade has it spread widely in schools and on college campuses. The expansion of service-learning at the primary and secondary level began in earnest when individuals in schools and youth development agencies began to find one another and to share their experiences. Certain states - Minnesota, Maryland, Massachusetts, California, Vermont, and Washington, to name a few - provided fertile ground for the growth of service-learning.

In the late 1980s, national meetings were convened that brought people together across the country, and practitioners began to plan ways to develop and expand their work. By the early 1990s federal legislation had begun to provide support to local initiatives, Campus Compact had spread service-learning through hundreds of college campuses, and the Alliance for Service-Learning and Education Reform (ASLER) had developed Standards for Quality Practice.
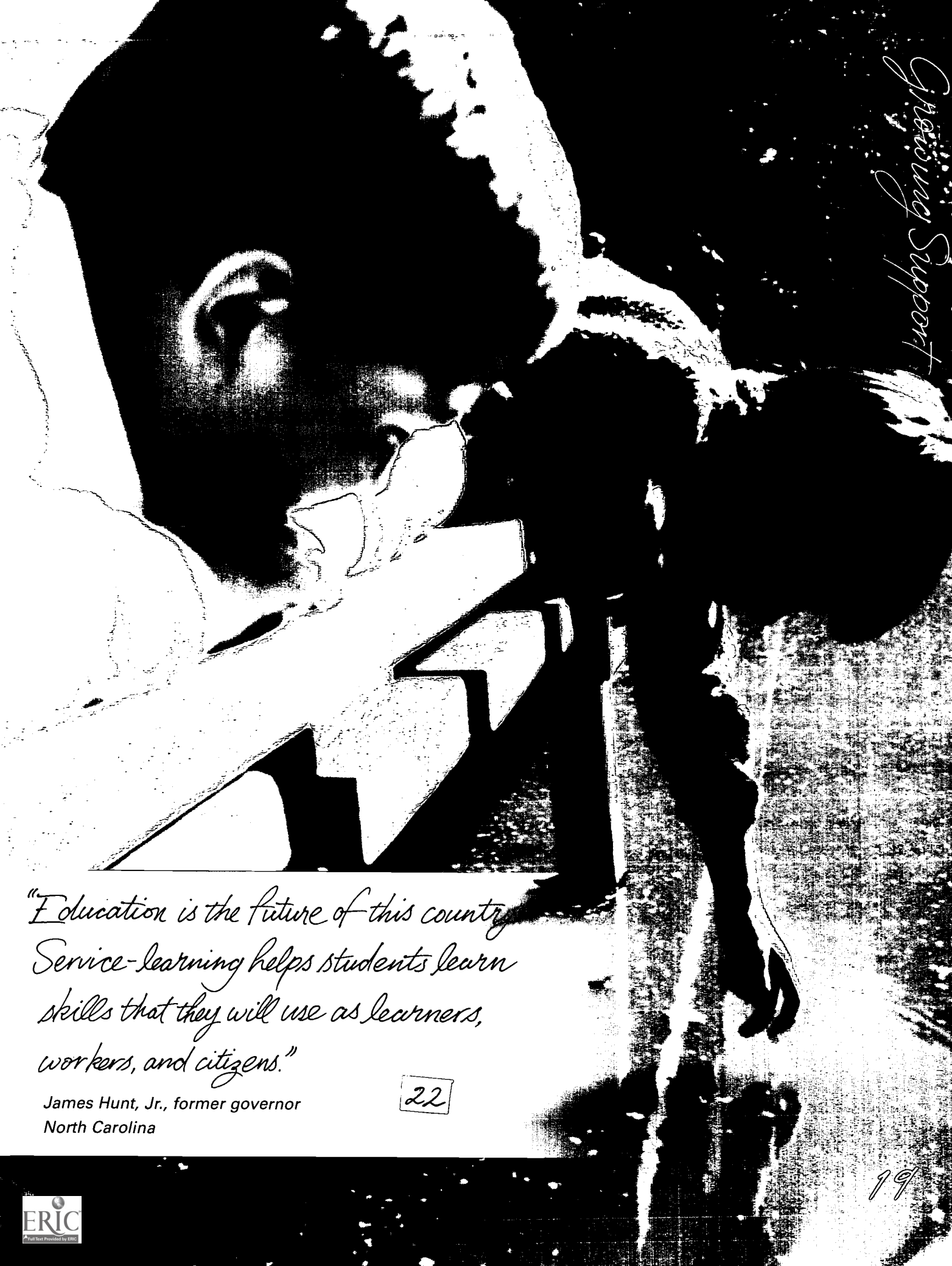
In 2001, the National Service-Learning Partnership was established with 1,000 members, including 250 organizational members, to expand and strengthen service-learning in American primary and secondary schools.

Service-learning has increased dramatically in recent years. In 1985, only 9 percent of high schools offered formal service-learning[31]. By 1999, nearly half of all American high schools did so, and 32 percent of all public schools organized service-learning as part of their curriculum. An even larger number of schools involve their students in community service activities that are formally recognized by the school. It should be noted that schools often start with community service activities, then add a curriculum component that becomes service-learning. Many schools continue to offer both community-service and service-learning programs. The National Center for Education Statistics (NCES) estimates that in the 2000-2001 school year more than 13 million students were involved in service and service-learning activities.[32]

NCES researchers found that when students understand that they are needed and are asked to help, they stand ready to volunteer. Thus, the most important factor in fostering service-learning is whether the school organizes such activities and invites student participation. Elementary schools are most likely to have schoolwide or gradewide service-learning, whereas high schools are most likely to do it through individual classes or elective courses. Between 1984 and 1997 the number of K-12 students involved in service programs rose from 900,000 to 12,600,000, while the proportion of high school students participating in service-learning programs rose from 2 percent to 25 percent.[33]

Despite the rapid growth described above, the number of schools offering service-learning is still limited, and in many of these only a few teachers participate. The quality of programs varies widely, and many service-learning experiences do not occur often enough to have a positive impact on student learning and development. The overwhelming majority of American school students still lack the opportunity to participate in this demonstrably effective means of promoting scholarly achievement and overcoming academic and civic disengagement.

"*Education is the future of this country.*
Service-learning helps students learn
skills that they will use as learners,
workers, and citizens."

James Hunt, Jr., former governor
North Carolina

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> *Student-driven and locally flavored service-learning is a coalescing force for the cornucopia of American ethnic, spiritual and cultural diversity.*
>
> *James Kielsmeier, president, National Youth Leadership Council*

Public Opinion

The concept of service-learning as an educational strategy is still new to most Americans. A September 2000 Roper Starch Worldwide survey reported that while about half of respondents recognized the concept of "students getting involved in community service activities as part of their education," only about one-third were immediately familiar with the term service-learning.

When the concept of service-learning was explained, however, an overwhelming 90 percent of respondents said that they would support such a program in their local schools, with parents of current students the most supportive. Ninety percent of respondents agreed that service-learning would help students build skills they need to be successful later in life, while 89 percent believe service-learning would encourage active citizenship and community involvement among students.[34]

Popular support for service-learning has grown as more and more parents come to have first-hand experience with its benefits. All parents want their children to love learning and to do well in school, and they are pleased to find their children so engaged in learning. As one Massachusetts fourth-grade teacher said, "Parents are continually surprised by the depth and level of understanding of students engaged in service-learning projects."

Federal Policy Support

In response to growing popular support, Congress began funding service-learning in 1990. Federal support has continued to be one of the driving forces in its expansion. Two principal federal initiatives support the concept:

The National and Community Service Act of 1990 established the Commission on National and Community Service and provided funding over a three-year period for states, institutions of higher education, and nonprofit entities to support a broad range of service-related activities, including service-learning. Among other things, the act created the first program that supported schools, communities, and higher education to implement service-learning. It also established the Points of Light Foundation.

The National and Community Service Trust Act of 1993 established what is now the Corporation for National and Community Service, which includes AmeriCorps, the National Senior Service Corps, and Learn and Serve America. The annual appropriation for Learn and Serve America grants programs has remained constant for the last five years at $43 million per year. Of that, $27 million is available for school-based programs, approximately $5 million is designated for community-based programs to engage school-age youth, and $10.75 million is available to higher education service-learning programs.

> **The National and Community Service Trust Act of 1993 defines service-learning as an educational method that:**
>
> - allows students or participants to learn and develop through active participation in thoughtfully organized service that is conducted in, and meets the needs of, a community
>
> - is coordinated within an elementary school, secondary school, institution of higher education, or community service program, and with the community
>
> - helps foster civic responsibility
>
> - is integrated into and enhances the academic curriculum of the students or the educational components of the community service program in which the participant is enrolled
>
> - provides structured time for the students or participants to reflect on the service experience

ACTION PROFILE

Service-Learning in the School District:
Growing the Practice

"The will of school districts and administrators to support service-learning has got to stem from a gut belief that young people need to be prepared not just for work, not just for college, but for meaningful participation in the community. If a school district believes that notions of active citizenship are important for what they are preparing their young people to be, then they embrace service-learning." Kenny Holdsman, director of service-learning for Philadelphia Public Schools

In Philadelphia, Service-Learning is an Integral Part of the District's Educational Priorities

This philosophy is evidenced in the more than 1,800 teachers who have received significant training in service-learning methodology. These and other Philadelphia teachers also find support for service-learning among the more than 400 community organization partners who work with students to address needs relating to the environment, health and human services, literacy, com-

munity safety, technology/digital divide, neighborhood history and pride, understanding and tolerance of diversity, and the lack of democratic participation. All told, more than 25,000 students participated in service-learning last year. Over 30,000 students are expected to engage in service-learning during the 2001-2002 school year.

Recently, the district also made service-learning part of students' graduation requirements. The district policy states, "Every student must successfully complete a project that involves more than one subject; demonstrates problem solving, multiculturalism, technology, citizenship, and communication; requires strong writing skills; and must complete a project that demonstrates citizenship through service-learning." As service-learning continues to take a stronger hold in Philadelphia, practitioners around the country may find themselves asking why. The answer lies in the multitude of factors that help to shape effective service-learning – committed and creative teachers, supportive district policies, and active community partners.

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In 1995 the Corporation for National and Community Service and the U.S. Department of Education issued a joint Declaration of Principles for Improving Our Schools and Connecting Schools and Communities by supporting service-learning. The two agencies pledged "commitment to service as a means of improving our schools, enhancing student achievement and meeting the challenges of citizenship."[35] There is no specific funding for service-learning through the U.S. Department of Education, however, and the Corporation for National and Community Service remains the only dedicated federal support for service-learning.

State-Level Policy Support

Service-learning is thriving at the state level, in large measure because of the resources, technical assistance, and support provided by the Corporation for National and Community Service. Virtually every state enjoys some level of resources for service-learning from the Corporation. Maryland, Massachusetts, and Minnesota also provide state funds.

States provide policy support in other ways as well. Maryland is the only state that has chosen to require student service as a condition of high school graduation and that interprets the language of its legislation to mean service-learning. Eleven states encourage service-learning as a mechanism for increasing student achievement, seven allow such activities to be applied toward graduation requirements, 16 states

support it in statutes, and 23 mention it in either their state code or regulations, including state board of education regulations.[36]

Two national organizations bring together state policy-makers as service-learning advocates: the Compact for Learning and Citizenship is a coalition of chief state school officers and district superintendents, and the State Education Agency K–12 Service-Learning Network (SEANet) is a network of the Learn and Serve America state education agency service-learning coordinators. Both are privately supported.

Examples of State Policies Supporting Service-Learning	
Type	State
Service-Learning Mandate	Maryland: Established 75 hours of student service that include preparation, action, and reflection as a high school graduation requirement.
Inclusion in Academic Standards	Maine: State academic standards are unusually hospitable to service-learning; administrative procedures provide support for full integration into schooling.
Funding	Minnesota: School districts are able to raise $1 per capita levy for service-learning, which raises nearly $4 million annually.

Local Policy Support

While many local school districts have policies that require student community service for high school graduation (the District of Columbia was one of the first), policies supporting service-learning in schools are harder to track. School districts encourage and support the use of service-learning in a variety of ways, from policies that encourage the integration of service-learning into existing activities, such as drug prevention programs, to those that permit the use of service-learning as a pedagogical method to reach education goals.

Local policy support can be provided by a school board policy, by administrative priorities in budget and other decision making, and by inclusion in professional development offerings. Some districts have aligned their efforts with colleges and universities with active service-learning programs.

Examples of School District Policies Supporting Service-Learning

Type	District
Mandate	Philadelphia, PA: Requires students at fifth, eighth, and tenth grades to complete a project that integrates volunteer work into academic course work and meets standards as a requirement for promotion or graduation.
Board Support	Nestucca, OR: Supports and encourages service-learning by giving it priority status in the use of transportation services, providing staff development, offering teacher release time, publicly recognizing service-learning projects, and providing financial support.
Administrative Priority	Hudson, MA: The superintendent identifies service-learning as a priority for hiring and promotion, provides awards, and includes it in the district improvement plan.

Private Support

Service-learning has attracted the support of private foundations, social service, and education organizations, as well as from organizations representing policymakers. The W.K. Kellogg Foundation has provided over a decade of support for service-learning. Other foundations that have provided support for service-learning include Carnegie Corporation of New York, Dewitt Wallace-Reader's Digest Fund, The Ford Foundation, Ewing Marion Kauffman Foundation, Charles Stewart Mott Foundation, and Surdna Foundation. Many local foundations have also provided support.

Privately funded efforts in support of service-learning range from electronic discussion groups to an annual national conference sponsored by the National Youth Leadership Council that now attracts over 3,000 adults and youth. Private organizations have produced curriculum and other resource materials, while education associations have supported service-learning in their publications, resolutions, and professional development activities.

The Education Commission of the States sponsors the Compact for Learning and Citizenship, a national organization of local and state superintendents who support service-learning. The National Service-Learning Partnership fosters best practice service-learning through a variety of information exchange vehicles and advocacy efforts. ■

ACTION PROFILE

Living History

When Language Arts students in Judy Drummond's sixth grade class began writing a paper on the history of their community, they found very little information on what the history books refer to as the fifth stage of development in the Mission District of San Francisco (1969-2001). The historical period with the most potential to help students understand their community had received the least amount of documentation. Drummond and her class at Horace Mann Academic Middle School decided to address this shortage of accredited history by talking to the very people who had influenced the community's development. Today, driving down Valencia Street, you can't miss their documentation, a brightly colored mural depicting twenty-eight "heroes" of the District, including political and community activists, educators, artists, a policeman and a firefighter.

The students partnered with a professional mural artist, who said the students experienced everything he goes through in a project. They wrote a project budget using math and multiplication tables, helped develop grant proposals for funding using writing and research skills, learned interview techniques from an investigative reporter at the San Francisco Chronicle, practiced phone skills by inviting community members to speak to the class, worked on multiple writing competencies by compiling biographies and writing letters to community members, and used their math skills again in creating graphs allowing their smaller drawings to be represented in proportion on larger mural panels.

The Mission Heroes project is one of many service-learning programs in the San Francisco Unified School District supported by an organization called Linking San Francisco (LSF). A network of 50 schools and multiple community partners, LSF works with schools and community organizations to improve San Francisco through service-learning. Mark Sanchez, San Francisco School Board Member, is an advocate of service-learning for the district. He supports the work of LSF and says the district has made a commitment, "We have just adopted new graduation requirements for high school that say that service-learning will be part of every academic subject."

Drummond said the project had obvious benefits for her students, "I don't know how anyone could ever say there is no academic benefit because there is so much writing, there is so much research, there is so much involvement and when kids are involved they do more – they just perform better." When the school year ended and the mural was not complete, students volunteered to spend their summer vacation finishing the project. Alex, a student participant, says it changed the way he thinks and acts toward others, "Because of this project, I know people in my neighborhood better. If I see something happen in my community, I will react."

The Impact of Service-Learning

Research on K–12 service-learning is still in its infancy, but the evidence of its positive impact is beginning to build. Teachers, researchers, and others recognize multiple benefits of service-learning for students, educators, and the community. Some value it most for the outcomes they see in students' academic engagement and learning, while others focus on benefits for their personal and social development. Still others appreciate the way service-learning helps students develop civic responsibility and community involvement.

Teachers who use service-learning successfully often find new meaning and energy as they see their students learn and realize what young people can do. Teachers often find that behavior problems disappear when students are excited about their work and understand why they are learning a subject. As one teacher said, "Service-learning is a way to bring humanity back into schools. I do this because I get so proud when I see what my kids can do and what they accomplish."

Because there is such a wide range of service-learning implementation - e.g. time spent on the experience, quality, connection to different subject matter - it is difficult to assess its results and to combine studies. To date, most research data have come from program evaluations, although some of these have been conducted on multiple sites at the national and state levels. Although some studies have used experimental designs with randomized assignments, such studies are rare.

There is a great need for large-scale studies on the effects of service-learning, especially on the factors needed to achieve desired academic and civic outcomes. It would also be valuable to know which implementation and support factors make the most difference for ensuring quality. However, at this point in the development of service-learning as a field, the body of research cited below cumulatively provides evidence of many positive effects of service-learning on youth, schools, and communities. We draw here from Billig's 2000 summary of service-learning research, which highlights four kinds of benefits to students—academic learning, civic responsibility, personal/social development, and career exploration—as well as benefits to the school and to the community.[37]

Academic Learning

Service-learning is a powerful way to teach all academic disciplines...Community service through service-learning does not compete with academics. It validates and solidifies it.

Delaine Eastin, state superintendent of public instruction, California

Research shows that when service-learning is explicitly connected to curriculum, and teachers help students to understand and draw meaning from their service experiences, young people make gains on achievement tests, complete their homework more often, and increase their grade point averages.

Studies from California and Michigan, for example, showed that students with high-quality service-learning experiences scored higher than their non-participating peers in a variety of outcome measures, including standardized tests.[38]

Service-learning engages students in academic work and helps them to become motivated to learn. Researchers found that students who participate in service-learning describe themselves as more engaged in their work and more motivated to learn, and also report that they have learned more in their service-learning classes than other classes.[39]

In another indication of the attractiveness of service-learning to the students, studies in Florida, Texas, and other venues have consistently shown higher school attendance rates among service-learning students relative to their peers.[40]

Santmire, Giraud, and Grosskopt (1999) found significant improvements on standardized test scores among middle school students who participated in

service-learning. Their study used an experimental design with students randomly assigned to service-learning and non-service-learning groups. The seventh graders in the experimental group participated in service-learning projects two periods a day during the academic year. In an assessment of Metropolitan Achievement Scores, researchers found that the 117 students who participated in service-learning showed statistically significant gains

Service-learning brings an awareness of life to the classroom. It gets students involved and that gets parents involved, because a child won't let a parent forget. And, it helps students learn that "I'm not by myself - I have a responsibility to others." Service-learning is a real life experience in involvement that can begin even in pre-school and go on throughout the school years.

Minnie Pearce, chair, board of directors,
National Coalition of Title I Parents

when compared to the control group. The greatest gains were in math.[41]

Civic Responsibility

A growing body of research shows strong civic benefits for students who engage in service-learning activities. Research shows that service-learning helps students increase their knowledge of community needs, become committed to an ethic of service, and develop a more sophisticated understanding of politics and morality.[42] They also gain a greater sense of civic responsibility and a feeling that they can make a difference and increase their desire to become active contributors to society.

Yates and Youniss studied students in a Washington, D.C. Roman Catholic high school who were involved in serving meals at a soup kitchen as part of a class on social justice. Students worked 20 hours per week in the meal program for homeless people and discussed their experiences in class. Using both multiple qualitative and

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quantitative methods to study results of the experience, the two researchers found that students had become increasingly aware of the problem of homelessness and its complexity, their own role in enacting social change, and issues of moral responsibility. They also report having learned from the people who ran the soup kitchen, the program clients, and their fellow students.[43]

Personal/Social Development

A well-designed service-learning program not only provides the opportunity to serve but also encourages students, through structured reflection, to explore the meaning and moral implications of service.

Gene Carter, executive director, Association for Supervision and Curriculum Development

Research consistently shows that students who engage in service-learning activities not only become more responsible but rank responsibility as an important value.[44] Such students tend to see themselves as more socially competent, are seen by others as more reliable, and show greater empathy toward others than their non-participating peers.[45]

Several studies have shown that, in comparison with peers, students who engaged in service-learning showed less alienation and exhibited fewer behavior problems, were less likely to be referred to the office for disciplinary measures, and were less likely to

engage in behaviors that lead to pregnancy or arrest.[46] The highly publicized Kirby report draws on a 1999 study by O'Donnell, et al., of Reach for Health that found that service-learning was an effective deterrent to early and unprotected sexual activity. The project studied over a thousand urban middle school students in two schools, with students in one school serving as a control group. Students in the other school were assigned randomly by classroom to

Service-learning is highly compatible with and supportive of rigorous academic standards. When I was superintendent in Philadelphia, it was a central part of our reform agenda that resulted in a 44% increase in achievement in math, reading and science between kindergarten and the 12th grade. Perhaps even more important to the nation, however, service-learning helps create good citizens, young people who are empowered to act and use their learning to make their communities better.

David Hornbeck, *former superintendent of Schools, Philadelphia*

receive either the Reach for Health curriculum alone or the curriculum plus community service (service-learning). Researchers found that students who participated in the service-learning intervention reported significantly less sexual activity and scored lower on a sexual activity index than other students. The greatest effect was among eighth graders, who received the most intensive service-learning program. In other analyses, these same researchers also found a reduction in violent behavior.[47]

Career Exploration

Studies have shown that students who engage in service-learning learn about career and communication skills, increase awareness of career possibilities, and develop more positive workplace attitudes than fellow students.[48]

Researchers believe that there are other positive outcomes of service-learning that have yet to be documented. Based on experience, learning theory, and literature on the results of higher education service-learning, many believe that research could unearth impacts on young people's development of complex cognition, their acquisition of critical thinking skills, ability to analyze social systems from multiple points of view in order to derive complex meaning, ability to transfer learning and apply knowledge to other subject matters, their problem-solving and strategic decision-making skills, their avoidance of self-destructive behaviors, and their increased valuing of racial and ethnic diversity.

National Evaluation of Learn and Serve America

One of the most comprehensive studies of service-learning to date is the National Evaluation of Learn and Serve America (Melchior, 1999). This study tracked approximately 1,000 service-learning program participants and comparison group members from 17 middle and high schools with well-established service-learning programs. All programs in the study included clear links to curriculum, substantial direct service (an average of 70 hours per student), and regular ongoing reflection.

> Teachers want their students to master knowledge and skills and also learn to get along with others, work together and know they can make a difference in the world. Service-learning helps them do all those things at once, and can bring teachers new energy as they see their students succeed.
>
> Stephen Gorrie, president, Massachusetts Teachers' Association

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At the end of the program year, the study found positive impacts among participants on civic attitudes, involvement in service, and a variety of academic outcomes. Students showed statistically significant changes in attitudes toward cultural diversity, commitment to service, and total hours of volunteer service. Academically, service-learning produced statistically significant impacts on measures of school engagement and on math grades, as well as marginally significant impacts on science grades and core grade point average. High school students in service-learning were significantly less likely to fail courses, while middle school students saw a significant increase in social studies grades.

An interesting finding of this study was that impacts tended to fade over time, providing an argument for the need for ongoing and regular service-learning experiences in order to achieve the strongest benefits.[49]

In addition to the benefits to students, service-learning has been shown to benefit schools and communities.

Impact of Service-Learning on Schools

Service-learning, when embraced by a critical mass of educators in a single school building, can have an impact on the school as an organization or culture.

Research shows that, as a result of service-learning, teachers and students tend to become more cohesive as a group, and that positive relationships develop between and among the adults and young people in the school. Students report feeling more connected to the school. In addition, teachers report having more and deeper conversations about teaching and learning.[50]

Service-learning creates an environment that values young people. Our community sees our students in a new light, as givers, contributors and citizens.

Roger Rada, superintendent, Nestucca School District, Oregon

Changing Attitudes in Communities

An important benefit of service-learning is the increased connection between communities and their schools. Community members who participate as partners in service-learning as well as those who become familiar with the activities tend to change their perceptions of young people, viewing them as important resources and contributors. They also gain by being direct recipients of service. The Melchior study found that on average, participants produced services valued at four times the program costs.[51] ■

Implementing Quality Service-Learning

In order to obtain the benefits described in the preceding sections, service-learning must be of high quality. The experience of thousands of educators over recent decades has produced widespread consensus about some of the support factors that are essential to quality service-learning programs, as well as wisdom about practical issues that arise.[52]

Compatibility with Academic Standards

Our community believes that high stakes testing and student achievement are important. As a community, we also want to focus on leadership, character, and civic development. Service-learning lets us do it all.

*Beverly Hiott, service-learning coordinator
Spring Valley, South Carolina*

As schools across the country have concentrated their attention on academic standards, teachers often wonder how they can pursue service-learning while at the same time prepare students to meet standards. As discussed above, however, high-quality service-learning helps students meet curriculum standards. It is not "another thing to do," but rather "another way to do what we do." Some educators see service-learning as a way to deepen the curriculum and provide a form of performance-based assessment that supplements standardized testing.

Many state and local educators have worked hard to link service-learning to state standards. States such as Wisconsin and Massachusetts have produced guides that show how service-learning can be used to help students meet and demonstrate their mastery of the standards in nearly all curriculum areas. Since virtually all the curriculum standards include higher order thinking and application of knowledge and skills, service-learning is a natural fit.

Linking Service-Learning to Standards

Resources are available that link service-learning with academic standards. These include descriptions of service projects and how they meet specific standards as well as planning and assessment tools, such as rubrics and worksheets. Service-learning can be used to meet standards in single or multiple disciplines or to demonstrate learning in a culminating project. The following are examples of how different service-learning projects can be linked to standards.

One discipline:

One Wisconsin math standard is to "apply proportional thinking in a variety of problem situations that include but are not limited to ratios, proportions, and percents." Seventh- and eighth-grade students used these skills to analyze water flow in the St. Croix River, then engaged in cleanup projects. They also presented their data and findings to the National Park Service, their community partner.

Multiple disciplines:

Boston elementary students met the English language arts standards "to make effective presentations" and "understand and use the writing process effectively" and the social studies standard "to engage in historical analysis and interpretations" in a project researching and honoring veterans. Fourth graders did Internet research and interviewed World War II veterans, then planned and conducted a community tribute for the veterans.

A culminating project:

Several Washington state high schools require seniors to design and carry out a project that meets specified criteria, and documents and reflects on their work.

Source: Service-Learning and Standards Tool Kit, Education Commission of the States[53]

"Service-learning addresses three major issues in education: relevance of the curriculum, level of rigor, and relationships. It is about hope, inspiration, and learning for kids."

Rudy Crew, former chancellor, New York City Schools

Teacher Preparation and Professional Development

Organizing meaningful service-learning experiences for students is not easy. Teachers must be able to use a complex set of skills: identifying the most appropriate curriculum connections for a community project, leading reflection activities that help students deepen their learning, and moving from presenter-style teaching to coach-style teaching.

Some teacher preparation programs, including a group supported by the American Association of Colleges of Teacher Education, have incorporated service-learning into their teacher education requirements and offerings. Student teachers can learn about service-learning as a methodology and experience it in their classes. New Hampshire College student teachers use service-learning in the schools where they are placed. They hone their own skills in this method while simultaneously introducing it to local teachers and students.

Professional development in service-learning is needed not only to introduce the concept but to assist teachers in continuing to learn as they develop deeper understandings of its complexities and uses.

Such opportunities have been limited and, when offered, usually focus more on the logistics of organizing service-learning rather than on its underlying pedagogy.

Adequate Time and Support

We realize that we've got to provide teachers with professional development and training. We've got to engage community partners with them. Teachers have a lot on their plate and they need support...We provide mini-grant funding, we give help with logistics like busing, with supervision, with grant writing. I have never seen a good service-learning project that didn't involve a creative, hardworking, risk-taking teacher. If you want to nurture and develop those teachers, administrators have got to support them.

Kenny Holdsman, director of service-learning
The School District of Philadelphia

Teachers frequently raise concerns about finding the time to fit service-learning into the school day. They point out that service-learning by its nature frequently involves outreach to the community, extra planning, and other out-of-school time. At the high school level,

Service-learning has a vital role to play in helping refocus our education priorities on what's truly important in education -- intellectual, emotional, and citizenship intelligence--the core competencies for work, citizenship, and continuous learning.

Tony Wagner, graduate
Harvard School of Education

where classes are typically organized in 50-minute segments, it can be difficult to fit service-learning into a single class. Concerns about scheduling service-learning pre-date the standards movement, but the problem has been intensified by the recent emphasis on standards and testing.

Service-learning belongs in the school day because it is an academic enterprise. It fosters understanding of curriculum concepts as well as problem-solving, high-order thinking, and teamwork skills. That said, the time problems are real, and schools have found numerous ways to solve them. These include:

Engaging a service-learning coordinator. A service-learning coordinator can do community outreach, scout for service ideas, develop relationships with community agencies, and explain the nature and needs of service-learning. Districts and schools have hired full or part-time coordinators, used parent or community volunteers, or brought in VISTA or AmeriCorps volunteers for this purpose. Depending on the experience, knowledge, and skill of the person in the position, some coordinators provide teachers only with logistical support of arranging service activities, while others may assist teachers in organizing classroom lessons that link with service experiences.

Flexible in-school scheduling. High schools with block scheduling or intersessions find that service-learning fits better into longer time periods.

After-school programs. Especially when they are connected to schools, after-school sessions can be coordinated with classroom teachers' work to provide extended learning time that includes service-learning as a central feature. Even in the absence of a formal program, older students can do their service activity after school and on weekends. In such situations, planning, curriculum instruction, and reflection should be built into ongoing class time.

Transportation

Tutoring projects, school-yard improvements, and projects in the immediate vicinity of the school may be accomplished with no transportation costs and with the help of adult volunteers. Students may discover a community or senior center with needs within walking distance of the school.

Other projects, however, may require some form of transportation to off-site locations. Some school districts solve the problem by using a school bus for service-learning projects or allowing teachers and/or other staff to use school vans. Urban districts often use public transportation, again with extra adults to provide supervision.

Protection Against Liability

Liability for service-learning is no different than for field trips or athletic events, and schools have procedures for dealing with off-campus events.

Planning must involve school district administrators and legal counsel to assure that the project conforms to state and district laws and regulations, as well as insurance coverage. Service-learning coordinators must set clear policies and job descriptions, organize adequate staffing, obtain parental consent forms, and set criteria for assessing appropriate work sites.

Financial Resources

The cost of engaging students in service-learning is modest. Schools with Learn and Serve America grants that participated in a Brandeis University study reported total annual costs ranging from $27 to $150

> Many well-run service-learning projects have demonstrated their double value—for the education of the students and for the community. The time is ripe to spread this low-cost, high impact idea to all schools and to all students.
>
> *Senator Harris Wofford, former chief executive officer, Corporation for National and Community Service*

per student. The highest costs were found in smaller, single-school or single-classroom programs. District wide programs were able to spread the more expensive costs of a service-learning coordinator and transportation over a larger number of students. In any case, the average cost of service-learning is typically less than one percent of the cost to educate that student.[54]

A study by the National Center for Education Statistics found that the overwhelming majority (84 percent) of schools with service-learning and community service activities received no outside support for these programs.[55] This finding seems to indicate that much of the cost of service-learning is either being absorbed within regular school budgets, such as lines for professional development, or being provided by outside sources that do not appear in school budgets.

While costs are modest, there are some costs that must be budgeted, such as transportation, teacher training, community outreach, and coordination. The value of high-quality service-learning far outweighs the costs - for the student, the school, and the community. ■

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Call to Action:

A vision of School-Based Service-Learning for the Future

Amidst the darkness of the terrorist threats to their nation, Americans rediscovered a light that crosses geographic, racial, gender, income, and generational lines throughout the country. We learned that

> *I will never forget this project, nor will I forget the way it has made me look at the world differently.*
>
> *Michael, 11th grade student, Calif.*

Americans of all backgrounds have the capacity for profound personal, intellectual, and civic engagement. We came to understand in new ways that our well-being is inextricably linked to the local, national, and worldwide communities of which we are members.

This report of the National Commission on Service-Learning has documented the alienation that many American young people feel both from their schoolwork and from traditional forms of civic activities. It also shows that such disengagement is neither universal nor inevitable.

Service-learning is a proven method of instruction. It is one that teachers in thousands of schools across the country have successfully employed to increase student motivation for learning and to promote traditional academic goals, including achievement as measured by traditional forms of testing.

At the same time, service-learning promotes the broader goals of schooling such as the teaching of citizenship. By providing opportunities for students to become active, positive contributors to society, service-learning helps them to develop a sense of civic and social responsibility, while they acquire an ethic of caring and community connectedness. As a South Carolina high school student put it, "The impact that I can have on my community is showing that I care, but when we have a collection of people working hard on a project, we can contribute to the needs of our society."

The time has come for U.S. schools to embrace service-learning as a means of preparing young people for their roles as educated individuals, workers, and citizens in the 21st century.

Here we present four recommendations that will help make this happen:

Recommendation 1: Reclaim the Public Purpose of Education

Recommendation 2: Increase Policy, Program, and Financial Supports for Service-Learning in K-12 Education

Recommendation 3: Develop a Comprehensive System of Professional Development Regarding Service-Learning

Recommendation 4: Provide Leadership Roles for Youth in All Aspects of Service-Learning

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"An education that teaches you to understand something about the world has done only half the assignment. The other half is to teach you to do something about making the world a better place."

Johnnetta Cole, former president, Spelman College

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"*service-learning resurrects idealism, compassion altruism ... we cannot survive as a nation less we hold onto these qualities and teach them our children".*

Madeline Kunin, former deputy secretary, Department of Education

Recommendation 1: Reclaim the Public Purpose of Education

Americans support a system of public education that will teach children the knowledge and skills they will need to succeed in life and in work. While the standards movement has emphasized academics, we must not neglect education's public purpose. Schools are crucial to preparing young people to be responsible citizens of a democratic society who recognize, cherish, and work to improve the democracy that has sustained us for over two centuries. This requires developing civic values and skills that can be taught and practiced.

Service-learning is uniquely poised to teach these civic virtues. For service-learning to capture the hearts and minds of Americans, we first must reaffirm our commitment to education's public purpose and weave it into the fabric of our schools. The following steps are essential to achieve this goal:

Foster dialogue about service-learning as a strategy to promote the public purpose of education

We call on leaders at all levels - in education, politics, philanthropy, the media, and business - to expand the public discourse about the purpose of American education to include the public good. In the same way that we have recognized the need to educate our young people for the workforce, we must also educate them for active citizenship. Service-learning is the single best way to realize that goal.

Public dialogue - in local communities, statehouses, and national groups - can be facilitated through print and electronic media, professional and social networks, academic and business gatherings, political events, and other means.

- The President, Secretary of Education, members of Congress, governors, mayors, and others should raise issues of education for the common good, pointing to the contributions of service-learning to such education.

Recommendation in Action

What does it mean to become a citizen of the United States of America? A group of high school Spanish-language students found an answer through a semester-long service-learning initiative. Their teacher explained - in Spanish - that students would use their Spanish language skills in the "real world." Students brainstormed ideas, conducted research at the local library, and interviewed three community leaders. The city librarian told them about a weekly library tutoring program for immigrants wanting to become citizens. The students and teacher rallied around this idea and contacted the citizenship program coordinator. For the rest of the year, students spent two hours each week as bilingual tutors to Spanish-speaking adults studying for their U.S. citizenship exams. Students practiced their Spanish inside and beyond school walls and learned how to access information and community resources. They learned along with their new friends about the rights, responsibilities and expectations of a U.S. citizen.

- Service-learning advocates should develop and conduct a public-service campaign to educate the public about service-learning and its benefits. Communications efforts should showcase the key components of service-learning, its unique contributions, and its relationship to such experiences as community volunteerism, character education, and school-to-work programs.

Expand the definition of student achievement to include students' community contributions

We support the efforts of states that have begun to emphasize the public purposes of education and to develop or incorporate service-learning as a strategy to meet them. Such an emphasis should be a school-wide responsibility, not merely the task of civic educators, whose standards provide a sturdy starting point.[56] We must clarify what we want students to know and do as citizens and then help school communities bring these practices alive.

Service-learning is a powerful tool for improving learning and strengthening the democratic fabric of our society.

Jianping Shen, professor, C_____ Education, Western Michigan

- School officials at all levels should ensure that enhancing civic behavior is a goal in district and state-level standards and that assessments explicitly measure students' capacity to use learning to contribute to the larger community.

- School boards should include students' community contributions with academic achievement in core curriculum objectives, and use multiple measures - such as performance assessments and portfolios - to assess their attainment.

- Service-learning and civic education advocates should foster the creation of links between local service-learning practitioners, youth leaders, and state education departments in order to enhance collaborative efforts to develop standards and curriculum that include these concepts.

Work with other school reform efforts that promote citizenship, character, education, and service-learning

We supporters of service-learning should join with others who advocate for the development of citizens of responsibility and character. The first step should be to convene a working conference for leaders of service-learning, character education, civic education, and others to articulate common ground for future coalition building.

Expand and leverage existing programs and funding streams

School, district, and state policy makers should seek and allocate funds from a variety of sources to support and enhance the quality of service-learning initiatives. They should create an adequate and continuous funding base in each state to support service-learning in all school districts. To help achieve such an assured funding base, we recommend the following actions by the federal and state governments, and by the private sector:

Recommendation 2: Increase Policy, Program, and Financial Supports for Service-Learning in K–12 Education

Policy at all levels should support high-quality service-learning experiences in primary and secondary education and be suitable to local conditions and circumstances. School districts and states, which share responsibility for K–12 education, should develop policy, program, and financial supports that work best in their local situations to achieve this goal. No single approach suits every situation.

Recommendation in Action

One school district began infusing service-learning into its curriculum with a substantial grant from a private foundation. Since that first grant, a town-wide commitment has developed to support service-learning in all local schools for all students. Funding comes from the school budget, community partnerships, and small grants from the state department of education. Each school has a service-learning coordinator, teachers have access to mini-grants and a district bus, and professional development is ongoing. The town's commitment can be seen in the school board and administrative priorities, job descriptions, and budget.

- Expand funding for the Learn and Serve America Program in the Corporation for National and Community Service

- Incorporate service-learning into the Elementary and Secondary Education Act as an allowable expense for funds in programs such as Title 1

- Increase the number of VISTA and other AmeriCorps volunteers assigned and trained to serve as school-based service-learning coordinators

- Build funding for new research on the impact of service-learning on student performance into the budget of the U.S. Department of Education's Office of Educational Research and Improvement

> *My personal reaction was, "yeah right" when we were first told of the project. I know now that I am capable of doing whatever I set my mind to do. I know that anything is possible.*
>
> *Misty, student*

- Create state funding mechanisms in each state

- Expand the number and types of foundations and businesses that invest in service-learning. National, regional, and community foundations, and businesses should expand their support of service-learning. National foundations should create a pool of challenge grants to community foundations and others to support local service-learning efforts

Build service-learning into regular school activities and budgets

Because service-learning is congruent with academic and other education outcomes and priorities, it should be part of both the regular school day and related after-school activities that extend learning time. Local schools and districts should examine staffing and scheduling patterns to determine how best to support service-learning.

- Local superintendents and school boards should build service-learning into the regular school budget, which includes local, state, and federal funding. Service-learning should not be a line-item or add-on that can be cut. Local education leaders should seek and use resources from a variety of sources, including local community organizations and businesses

- Local education leaders should ensure that there are an adequate number of service-learning coordinators to support teachers. Coordinators can conduct community outreach, make logistical arrangements, and otherwise support teachers in order to leave them free to concentrate on the quality of the overall service-learning experience

- School principals and district superintendents should organize or use existing task forces or community councils that bring together students, educators, parents, community leaders, and other stakeholders to identify, plan, and support effective service-learning projects

- Local districts should review policies and practices, such as school schedules and rules about out-of-class time and field trips, to ensure that they enable classes to participate in service-learning. They should also collect and share with teachers information about community needs, resources, assets, and concerns

- District leaders should incorporate service-learning into after-school programming as a way to extend learning time

After-school programs should incorporate service-learning and, when the program is intended to extend learning time, should use service-learning as a learning strategy aligned with classroom academic work during the school day.

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Fund and expand research to document service-learning outcomes and improve practice

Newly funded research about service-learning is essential. Such research should assess evidence of impact, program design, and implementation requirements. The research community can and should:

- Formulate a common research agenda that examines the impact of service-learning on academic success, civic responsibility, and workplace preparation, as well as the context and implementation factors needed for best quality

- Investigate and isolate program design factors that have the greatest impact on students and show what factors lead to desired academic and civic outcomes. Replicable models of success should be identified, along with a determination of what is "core" to service-learning and where variability is allowed without jeopardizing outcomes

- Examine implementation factors that are essential to realizing a high-quality program, including professional development needs, structural and funding variations, and the role of youth leadership and decision making. Research should also examine differences in experience, context, and outcomes of service-learning based on race/ethnicity, gender, age, and other demographic variables

- Include practitioner-conducted research through action research, self-studies, and other practitioner-based approaches. Training and technical assistance should be provided for teachers to learn how to conduct high-quality research

Make service-learning research more accessible and useful to practitioners so that it informs practice

Like service-learning itself, research in this field must strive to build links between the academic enterprise and concrete action.

- Researchers should include dissemination plans in every research project to share results with practitioners and policy makers using effective vehicles to reach them

- Scholars should develop partnerships between and among disciplines, and examine service-learning research in both K–12 education and higher education

- Researchers should develop credible forums to present research, encourage service-learning as a field of study, and publish research

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Recommendation 3: Develop a Comprehensive System of Professional Development Regarding Service-Learning

We call upon all involved in educator professional development - including schools of education, education organizations and associations, and government agencies - to create a comprehensive and integrated system of ongoing professional development that helps teachers to forge stronger linkages between service-learning and curriculum knowledge. Further, we recommend developing multimedia supports and disseminating them widely.

Make service-learning part of all pre-service preparation and accreditation programs for teachers and administrators

Aspiring teachers and administrators must learn about service-learning as part of their preparation to assume these roles. Many schools of education have already begun to teach their students about service-learning in separate courses and general methods courses as well as through internships, practicums, and student teaching. As faculty use service-learning in their classes, they become models of the practice for the next generation of teachers. Teachers-in-training often introduce service-learning to students in the schools where they practice teach.

All of these successful practices can be replicated, and new strategies developed to suit new situations. Schools of education find that service-learning becomes both an important instructional methodology and a way to connect with the communities they serve.

- Schools of education should expand the incorporation of service-learning, including youth-adult partnerships, into teacher and administrator preparation programs as a methodology to be learned and an approach to learning in various classes

- The National Council for Accreditation of Teacher Education and other accrediting groups should create policy supports for teacher training institutions seeking to implement service-learning as both a

higher education pedagogy and an expected competency for future teachers. Service-learning should be included as a criterion for defining high-quality teacher education programs

- State licensing boards, teacher certification programs, colleges and universities - all of which prepare teachers for the classroom - should include service-learning experiences among their completion criteria

Provide ongoing in-service professional development on service-learning for teachers at all levels, from novice to veteran

A comprehensive professional development system includes a variety of powerful learning models such as coaching, peer networking, study groups, and action research. Such a system should meet the needs of newcomers and veterans as well as teachers of every subject area and level of use. It should be research-based, near at hand, and structured for continuous improvement.

Teachers should be encouraged, trained, and supported to conduct research on their own practice as a professional development experience that provides rich learning based in their specific situation with their own students. Teachers should also develop their own leadership skills in order to support the development of local and peer-led professional learning communities.

- Education associations and organizations should feature service-learning in publications and conferences, and in other ways encourage teachers to adopt it and to support those already using it

- Youth and education organizations should find ways to support one another, learn from one another to expand the use of service-learning, and learn to support youth as decision makers and leaders

- Service-learning advocates should develop service-learning "teaching schools" where new practitioners can immerse themselves in high-quality practice and receive mentoring.

Create multimedia professional development resources, including more Web-based resources for teachers

To proliferate current learning about service-learning quickly and efficiently, we recommend engaging new media vehicles, including video, CD-ROM, and the Web.

We recommend the expansion of interactive Web-related resources that include the following:

- Curriculum resources showing how service-learning is used to teach core subjects and linking service-learning to commonly used curriculum texts

- Promising practices and stories of how teachers and students solved commonly experienced problems and initiated exciting new projects

- Videos that demonstrate how to plan, implement, and win public support for service-learning projects

- Discussion areas where service-learning practitioners can seek advice, share successes, identify resources, and become a community of learners together

- Sections for students as well as for teachers and policy makers

Recommendation 4: Provide Leadership Roles for Youth in All Aspects of Service-Learning

Keeping youth involvement front and center in the development and practice of service-learning is no easy task. It requires deliberate attention and skill. It is vitally important and deserves our attention, resources and support. For service-learning to take hold in our schools and have the impact we desire, adults and youth alike need to embrace its full potential for making all students partners and leaders in their schools and communities.

Support adults to give students real authority, responsibility, and accountability for developing service-learning initiatives

- Schools of education should teach aspiring teachers more about youth development and capability, making sure that classes teach ways to involve students in taking responsibility for their learning. Educators can learn from youth development pro-

Recommendation in Action

A third grade teacher has tried out one or two service-learning projects and likes the concept, but he is worried that he is not doing all he could to help students meet academic standards and also get involved in the community. At first, the introductory workshops were helpful to him, but now he is ready for something deeper. Where can he go for help?

He talks to other teachers in the school who have used service-learning. They send him to the Internet and to his local department of education, where he finds a treasure trove of resources. He finds several websites that provide specific examples of service-learning integrated into English language arts and social studies, with related readings and the e-mail addresses of the teachers who developed them. He joins an online inquiry group with other teachers who share lesson plans, ideas, and resources.

The Department of Education staff point him to upcoming regional institutes for deepening service-learning practice and link him with several local people who have extensive classroom and professional development experience. One consultant turns out to be a perfect fit with his school, and - using a combination of state and local funding - the school hires this person to train teacher leaders to coach other teachers in deepening their skills.

fessionals in this regard, and the two can learn from one another more about how to foster youth learning both in and out of school

- In-service professional development should help veteran teachers explore the many ways students can take leadership roles in service-learning activities

- School boards and administrators should support teachers' efforts in this arena

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Create and support decision-making roles for youth in service-learning initiatives at every level

In addition to students developing service-learning initiatives in the classroom, youth should be involved from the ground up in implementing service-learning at the building, district, state, and national levels.

Relevant planning and oversight bodies at the school and district levels include school site councils, district curriculum groups, and advisory groups formed to oversee and plan service-learning supports. Youth may be added to adult groups, or school districts may create youth councils to solicit larger numbers of youth voices. At state and national levels, too, structures should be organized and youth supported to ensure that they have a voice in decisions that affect them and that their ideas are put into action.

Recommendation in Action

A middle school teacher stands up in front of her class and says, "What concerns do you have about your community? What do you think students can do to help?" The class brainstorms a long list. The teacher suggests they take a community walk to see what they can learn about the neighborhood around their school. She asks them to "map" both community assets and needs. The class lines up fast, eager to be outside and exploring. During the course of the walk, a group of students notices and records information about an empty lot nearby.

When they return to class, one of the students suggests that the class can do something useful with the lot. This produces nods, energy, and "great idea!" comments from her peers. The service part of this service-learning initiative is off and running. The teacher goes to her curricula and standards, and begins planning how to link the projects to math, social studies, and language arts. Because students developed the idea from the start, they see themselves as partners, leaders, and creators.

In all cases, it is critical that adults provide youth with the training, resources, and support - both human and financial - that they will need to be successful and exercise true leadership. Often this includes specific, ongoing leadership training for youth, and staff assistance to support youth leadership.

Expand and support national networks of youth service-learning leaders

While several youth networks currently exist (see Appendix C), we urge increased support for developing, supporting, and networking young leaders who can:

- Train peers and adults in the practice of service-learning

- Be spokespeople for service-learning with their peers and adults

- Support one another through a national network

Central features of this national network should include an interactive website designed and supported by youth for youth, as well as a network of youth service-learning trainers across the country.

Increase opportunities to showcase, recognize, and reward youth for service-learning contributions

National recognition for both community service and service-learning currently exists through the service awards described in chapter 4. Locally, too, service-learning is celebrated in a variety of ways. We call for all schools to participate in such recognition programs, for states to initiate their own ways to recognize students' community contributions, and for service-learning advocates to seek ways to raise the profile of their youth leaders with the community. We support the following activities:

- Principals, teachers, and other leaders in local communities should nominate their students and classes for awards and public recognition of service-learning accomplishments

- Governors, state service commissions, and other state leaders should highlight youth accomplishments through service-learning

- Service-learning advocates should develop and disseminate resource guides of creative "tried and true" ways for schools to recognize and celebrate service-learning leaders among students, community leaders, and teachers

- Learn and Serve America, businesses, and others should provide increased opportunities to recognize class and group projects as well as individual students

- Colleges and universities should explicitly credit participation in service-learning activities, as well as community service, as part of the college application process

- Service-learning advocates should partner with high profile media outlets that reach young people, such as teen and youth magazines, television stations, and young celebrities

A year of research and discussions convinces us that service-learning is a powerful, practical, and exciting way for American schools to address the problems of academic and civic disengagement among young people.

The National Commission on Service-Learning urges the country to assure that every student in kindergarten through high school participates in quality service-learning every year as an integral and essential part of the American education experience.■

Service-learning motivates students. Suddenly, there is a connection between what the teacher is saying and the world outside the classroom. Service-learning is education in action.

Senator John Glenn

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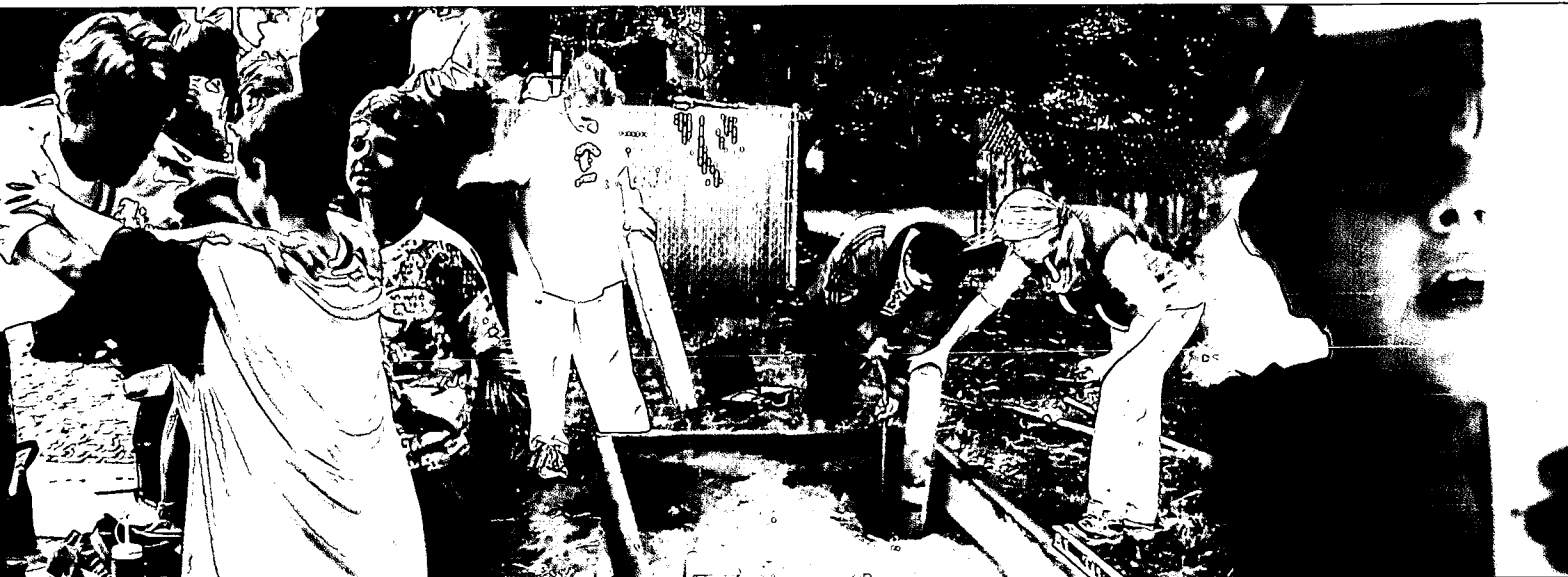
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Appendix A

Presentations at National Commission Meetings
We greatly appreciate the opportunity to interact in
our meetings and at the National Service-Learning
Conference with the following individuals whose
knowledge and expertise greatly influenced the con-
tents of the report.

**Meeting 1: December 5-6, 2000
Washington, DC**
Shelley H. Billig, vice president, RMC Research
   Corporation

Linda Davis, deputy superintendent, San Francisco
   Unified School District
E.J. Dionne Jr., senior fellow, Brookings Institution
Benita Henry, student, Bartram High School
Charmaine Joseph, student, Bartram High School
James Kielsmeier, president, National Youth
   Leadership Council
Christine Kwak, program director, W.K. Kellogg
   Foundation
Kathleen Lee, teacher, Turner Middle School
Dan Moore, vice president for programs, W.K.
   Kellogg Foundation
William C. Richardson, chief executive officer, W.K.
   Kellogg Foundation
Marilyn Smith, executive director, Communities in
   Schools, Inc.
Tony Wagner, co-director, Change Leadership Group,
   Harvard Graduate School of Education
Annie Weber, associate vice president, Roper Starch
   Worldwide

**Meeting 2: April 3-4, 2001, Denver, Colorado
Service-Learning Site Visit to Place Middle School**
Pattyanne Corsentino, teacher, Place Middle School
   and her 7th grade students
Kate Cumbo, director, Service-Learning Colorado,
   State Department of Education
Tim Creasey, graduate, Colorado State University
Judy Jepson, service-learning coordinator, Grand
   Junction School District
Linda Johnson, principal, Place Middle School
Pia Johanson, intern, Colorado Department of
   Education
Jay Moss, student, Colorado College

Luncheon with Colorado Students
Nate Bowers, student, Tavelli Elementary School
Rob Deacon, teacher, Tavelli Elementary School
Ashley Hernandez, student, Lincoln Junior High
   School
Mandy Hoffer, student, Lincoln Junior High School
David Kampf, student, Grand Junction High School
Hannah Muse, student, Tavelli Elementary School
Patti Schmitt, teacher, Lincoln Junior High School
Elizabeth Tice, student, Grand Junction High School

Meeting/Dinner April 3
Patricia Barnicle, regional associate, National Center
   for Community Education
Sheldon Berman, superintendent, Hudson
   Massachusetts Public Schools
Wade Brynelson, assistant superintendent, California
   Department of Education
Todd Clark, executive director, Constitutional Rights
   Foundation

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Amy Cohen, director, Corporation for National and
    Community Service
Rudy Crew, former executive director, K–12
    Leadership Institute, University of Washington
Don Ernst, government relations director, Association
    for Supervision and Curriculum Development
Kenny Holdsman, director, Service-Learning, The
    School District of Philadelphia
James Kielsmeier, president, National Youth
    Leadership Council
Joanna Lennon, executive director, East Bay
    Conservation Corps
Malaika McKee, former director of training/assistant
    project director, National Civilian Community
    Corps
Sallye McKee, Bowling Green University
Dan Moore, vice president for programs, W.K.
    Kellogg Foundation
Ted Sanders, president, Education Commission of the
    States
Ushma Shah, Sabin Middle School arts teacher,
    Chicago Public Schools (on leave at Harvard
    Graduate School of Education)
Jamaal Young, student, Georgetown University and
    Service-Learning Consultant

Meeting/Dinner April 4
Judy Bray, Education Commission of the States
Mike Brugh, Department of Education, California
Wade Brynelson, assistant superintendent, California
    Department of Education
Teri Dary, Waupun Middle School, Wisconsin
Cathy Gibson-Carter, Department of Education, South
    Carolina
Carol Ginsberg, Department of Education, California
Carter Hendricks, Department of Education,
    Minnesota
Karen Horne, Department of Education, South
    Carolina
Beverly Jackson, Department of Education, Oregon
Barbara Kaufman, KIDS Consortium, Maine
Robert Palaich, Education Commission of the States
Elizabeth McCabe Park, Campus Compact, Maine
National Forum on the Future of Service-Learning
Approximately 150 adults and youth participated

Meeting 3: July 25-26 2001 Columbus, Ohio
Fort Hayes Metropolitan Education Center
Theatre Ensemble
  Sally Kriska, assistant principal
  Todd Adam Decker, director
  Tionna Barnes, student
  Devon Boyd, student
  Latina Calendar, student
  Cliffone Dawkins, student
  Kristina Gainey, student

Jaret Gardner, student
Scott Hansan, student
Mazy Hayes, student
Fatima Kabia, student
Ronnika Kelley, student
Ciera Massey, student
Elise Meyers, student
Christina Needles, student
Vanessa Panfil, student
Milo Petruziello, student
James Purtue, student
Davon Ransom, student
Kari Renell, student
Jennifer Shively, student
Jennifer Zapp, student

Appendix B

Report Readers Circle
The Commission would like to thank the following
individuals who provided feedback and advice on
early drafts of the report.

1. Jill Blair, director principal, BTW Consultants-
    Informing Change

2. Nelda Brown, executive director, State Education
    Agency K–12 Service-Learning Network

3. Barbara Cervone, founder, What Kids Can Do; for-
    mer National Coordinator of the Annenberg
    Challenge

4. Amy Cohen, director, Department of Service-
    Learning, Corporation for National and
    Community Service

5. Ryan Coughlin, student, Phillips Academy,
    Andover, Massachusetts

6. Sam Halperin, founder and senior fellow,
    American Youth Policy Forum

7. Sarah Pearson, program associate, American
    Youth Policy Forum

8. Kenny Holdsman, director, Service-Learning,
    Philadelphia Public School District

9. Rachel Jacobs, student, Sharon High School,
    Sharon, Massachusetts

10. Janice Jackson, assistant professor, Boston
    College; former Deputy Superintendent, Boston
    Public Schools

11. Eric Jolly, vice president and director of special
    programs, Education Development Center, Inc.

12. James Kielsmeier, president, National Youth
    Leadership Council

13. Dane Linn, director of education policy studies, National Governors Association

14. Larissa Slovin, student, Sharon High School, Sharon, Massachusetts

15. Marilyn Smith, executive director, Communities in Schools, Inc.

16. Robert Tate, senior policy analyst, National Education Association

17. James Toole, president, Compass Institute

18. Shane Thoreson, student, Marysville High School, Marysville, Kansas

Appendix C

National Service-Learning Resource Organizations

Compact for Learning and Citizenship
c/o Education Commission of the States
700 Broadway, Suite 1200
Denver, CO 80203-3460
303/299-3600
www.ecs.org/clc

A national membership organization of local and state superintendents committed to spread service-learning and civic education in K–12 education.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
213/487-5590
www.crf-usa.org

A national organization promoting school-based youth service and civic participation, which offers free and low-cost service-learning programs, publications, and curriculum.

Corporation for National and Community Service
1201 New York Ave. N.W.
Washington, DC 20525
202/606-5000
www.nationalservice.org

The federal agency that houses the three major streams of service: AmeriCorps/VISTA, the National Senior Service Corps, and Learn and Serve America. The following two projects provide supports for service-learning:

National Service-Learning Exchange
www.nslexchange.org

National Service-Learning Clearinghouse
www.servicelearning.org

Do Something
423 West 55th Street
New York, NY 10019
212/523-1175
www.dosomething.org

A nationwide network of young people who know they can make a difference in their communities and take action to change the world around them. Do Something Clubs are organized in schools and community organizations.

Earth Force
1908 Mount Vernon Avenue
Alexandria, VA 22301
703/299-9400
www.earthforce.org

A national organization with regional offices that involves young people in community action and problem solving around environmental issues and produces resource materials to guide youth efforts.

The Giraffe Project
PO Box 759
Langley, WA 98260
360/221-7989
www.giraffe.org

A national organization that finds and celebrates local heroes, "people who are willing to stick their necks out and take responsibility for solving tough problems."

National Helpers Network
875 Sixth Avenue, Suite 206
New York, NY 10001
212/679-2482
www.nationalhelpers.org

An organization that provides national leadership in the development of service-learning programs for the middle grades, and provides training and technical assistance on a fee-for-service basis.

National Indian Youth Leadership Project
P.O. Box 2140
Gallup, NM 87301
505/722-9176
www.niylp.org

A grassroots, nonprofit, service organization, which has developed a variety of national and local programs for native youth and communities.

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National Service-Learning Partnership
c/o Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
212/367-4588
www.service-learningpartnership.org

A national membership organization that promotes best quality service-learning practice through a variety of information exchange vehicles and advocacy efforts.

National Youth Leadership Council
1667 Snelling Avenue North
St. Paul, MN 55108·
651/631-3672
www.nylc.org

An advocate of service-learning and youth service, the NYLC's mission is to build vital, just communities with young people through service-learning.

SEANet
Council of Chief State School Officers
One Massachusetts Avenue N.W.
Suite 700
Washington, DC 20001
202/336-7031
www.seanet@ccsso.org

A national network of state education agency Learn and Serve America staff members responsible for statewide service-learning initiatives.

Related National Organizations

Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
212/243-1110
www.aed.org

An independent nonprofit organization committed to solving critical social problems in the U.S. and throughout the world. Houses and staffs the National Service-Learning Partnership.

American Youth Policy Forum
1836 Jefferson Place, N.W.
Washington, DC 20036
202/775-9731
www.aypf.org

A nonprofit, professional development organization for policymakers working on education and youth issues at the local, state, and national levels.

America's Promise
The Alliance for Youth
909 N. Washington Street, Suite 400
Alexandria, VA 22314-1556
703/684-4500
www.americaspromise.org

Advocates for nationwide commitment to Five Promises for young people: 1) ongoing relationships with caring adults in their lives; 2) safe places with structured activities during nonschool hours; 3) healthy start and future; 4) marketable skills through effective education; and 5) opportunities for community service.

American Association of State Service Commissions
1400 I Street, NW Suite 800
Washington, DC 20005-6526
202/729-8263
www.aassc.org

A national peer network of state commissions that advance service and volunteerism in all streams of national and community service.

Campus Compact
Brown University, Box 1975
Providence, RI 02912
401/863-1119
www.compact.org

A coalition of more than 750 college and university presidents committed to the civic purposes of higher education by promoting community service, citizenship and values, and partnerships between campuses and communities, and assisting faculty who seek to integrate public and community engagement into their teaching and research.

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
818/591-9321
www.civiced.org

A nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. Developed National Standards for Civics and Government.

Character Education Partnership
1600 K Street NW
Washington, DC 20006
800/988-8081
www.character.org

A nonpartisan coalition of organizations and individuals dedicated to developing moral character and civic virtue in our nation's youth as one means of creating a more compassionate and responsible society.

Coalition for Community Schools
c/o Institute for Educational Leadership
1001 Connecticut Avenue, NW
Washington DC 20036
202/822-8405
www.communityschools.org

A coalition that brings together local, state, and national organizations that represent individuals and groups that work to create and sustain community schools.

Close-Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314-1592
800/CLOSE UP
www.closeup.org

A nonprofit, nonpartisan citizenship education organization working to promote responsible and informed participation in the democratic process through educational programs in Washington, D.C. and nationally.

Communities in Schools
National Office
277 S. Washington Street
Suite 210
Alexandria, VA 22314
703/519-8999
www.cisnet.org

Supports a nationwide, independent network of local and state offices to champion the connection of needed community resources with schools to help young people learn, stay in school, and prepare for life.

Education Commission of the States
700 Broadway, Suite 1200
Denver, CO 80203-3460
303/299-3600
www.ecs.org

An interstate compact that helps state policymakers and education leaders build partnerships, share information, and promote development of policy based on research.

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458
617/969-7100
www.edc.org

A nonprofit education and health organization that conducts research and develops programs to solve critical problems. Houses staff for the National Commission on Service-Learning.

The Grantmaker Forum on Community and National Service
2550 Ninth Street, Suite 113
Berkeley, CA 94710
510/665-6130
www.gfcns.org

A group of over 700 private, corporate, nonprofit, and philanthropic organizations, whose purpose is to build awareness of the power of volunteering and service as strategies for community problem-solving—and to make life better for all people.

Learning to Give
630 Harvey Street
Muskegon, MI 49442-2398
231/767-3100
www.learningtogive.org

An academic project to infuse philanthropy (giving, service, and private citizen action for the common good) into the K–12 curriculum.

National Center for Community Education
1017 Avon Street
Flint, MI 48053
810/238-0463
www.nccenet.org

A resource center that provides leadership development, training and technical assistance focusing on community and education change and emphasizing community schools.

National Dropout Prevention Center
Clemson University
209 Martin Street
Clemson, SC 29631-1555
864/656-2599
www.dropoutprevention.org

An advocate for the use of service-learning to serve high-risk young people and the Southern Regional Center for the Learn and Serve America Training and Technical Assistance Exchange.

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National Society for Experiential Education (NSEE)
9001 Braddock Road Suite 380
Springfield, VA 22151
703/933-0017
www.nsee.org

A membership organization and national resource center that promotes experience-based approaches to teaching and learning.

Public Education Network
601 Thirteenth Street, NW, Suite 900 North
Washington, DC 20005
202/628-7460
www.publiceducation.org

A national network of local education funds working for the improvement of education and stronger relationships between schools and the communities they serve.

Points of Light Foundation
1400 I Street, NW Suite 800
Washington, DC 20005
202/729-8000
www.pointsoflight.org

A nonpartisan nonprofit organization devoted to engaging people in effective volunteer community service to help solve serious social problems.

RMC Research Corporation Denver
1512 Larimer Street
Denver, CO 80202
303/825-3636
www.rmcdenver.com

An international organization that provides products and services to help other organizations and groups develop and maintain high quality effective programs.

The Rural School and Community Trust
1825 K Street NW, Suite 703
Washington, DC 20006
202/955-7177
www.ruralchallengepolicy.org

An organization that works to enlarge student learning and improve community life by strengthening relationships between rural schools and communities and engaging students in community-based public work.

What Kids Can Do
P.O. Box 603252
Providence, RI 02906
401/247-7665
www.whatkidscando.org

A recently founded national nonprofit organization that documents the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose for an audience of educators and policy makers, journalists, community members, and students.

Youth Service America
1101 15th Street, Suite 200
Washington, DC 20005
202/296-2992
www.servenet.org

A resource center and 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.

Appendix D

Staff to the National Commission
The Commission deeply appreciates the commitment and dedication of the talented team of individuals who assisted us in our work to bring service-learning to the forefront of education in the country.

Senator John Glenn and the members of the National Commission on Service-Learning thank the many individuals and organizations who contributed to the preparation and production of this report.

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Appendix E

Acknowledgements

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What People are Saying...

The report of the National Commission on Service-Learning makes clear that engagement in service-learning both stands side by side with and reinforces academic learning in providing for the young a necessary apprenticeship in democracy. The report is a compendium of publications and ongoing initiatives nationwide as well as a call for further funding and innovative action on a wide range of fronts.
John I. Goodlad, president, Institute for Educational Inquiry

Service-Learning helps translate book lessons into life lessons. It teaches our young people the importance of being engaged both academically as well as in the community. I commend the National Comission on Service Learning for taking the lead role in promoting an educational experience that will serve our students and our nation well into the future.
Representative Pete Hoekstra, member of Congress

Service-Learning offers the opportunity for today's young people and tomorrow's leaders to learn, while addressing local needs. Hands-on experiences reinforce learning in the classroom, promoting civic responsibility and showing that citizens working together are a powerful force.
General Colin Powell, founding chairman of America's Promise

Students who participate in service-learning are likely to continue to work all their lives in many different ways to improve the world around them, with lasting benefits for our country and our planet.
Senator Edward M. Kennedy

Effective democracy depends upon people who are committed to doing what's best for the neighborhood as a whole. Citizen-service is more important than self-service. Service-learning transcends political boundaries.
Jim Geringer, governor of Wyoming

By pursuing the education of our children and young people in service and learning roles, we can increase the productivity of our schools and enhance the future of society.
Jim Hodges, governor of South Carolina

We believe that partnerships among schools, businesses, and local leadership provide the greatest potential for strengthening communities. Service-learning can play an important and constructive role in these partnerships.
Edward B. Rust, Jr., chairman and chief executive officer, State Farm Insurance Companies

The lessons that students learn through service to their communities are important "life lessons" that will serve them well as they grow into adulthood. Molding a responsible citizenry requires a well-rounded education, and learning first-hand that the importance of service to others is a vital part of that education. Giving young people an opportunity to apply the knowledge, and practice the citizenship they acquire from the classroom makes their lives fuller and their communities better places to live.
Bob Chase, president, National Education Association

Well-designed service-learning programs that contribute to academic achievement can strengthen schools and communities and prepare young people for a lifetime of good citizenship.
Sandra Feldman, president, American Federation of Teachers

Service-learning engages students in education and helps connect their personal lives and community responsibilities with their own academic achievement.
Anne Bryant, executive director, National School Board Association

If we want our students to lead creative, productive and responsible lives, we must give them opportunities to learn in ways that have consequences for others, as well as for themselves. I know of no better way to invoke the many facets of cognitive development, moral reasoning and social responsibility than to engage students in service-learning opportunities. At its best, a service-learning experience can be transformative. Clearly learning within a context of responsibility is powerful.
Judith A. Ramaley, assistant director, Directorate for Education and Human Resources, National Science Foundation

Service-learning is a key education reform strategy. Policymakers need to move this tool to the top of their list of priorities.
Ted Sanders, president, Education Commission of the States

Edward B. Fiske is co-author of the Commission Report: *Learning In Deed*. He is the editor of The Fiske Guide to Colleges and was education editor at The New York Times.

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