

Melanne Verveer

Kathy -

As we

prepare for Fri -

Some of this

may be useful

PHOTOCOPY
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School and Community Programs Learn and Serve America

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SCHOOL AND COMMUNITY PROGRAMS LEARN AND SERVE AMERICA



4/3/97

Dear Melanne,

I have enclosed a summary of the Brandeis study on service-learning and general background materials on service-learning and particular program examples.

I look forward to working with you.

Thanks,

Maureen Smith
(I am the new Director of
Learn + Serve America)
at the Corporation

Service Learning In South Carolina



Dr. Barbara Stock Nielsen
STATE SUPERINTENDENT OF EDUCATION

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION



Barbara S. Nielsen,
State Superintendent

Dear Classroom Teachers and School Administrators,

For the past four years, South Carolina's Learn and Serve America program has been recognized as a leader for the rest of the country by the Corporation for National Service. The number of students in service learning has increased significantly each year. All students, kindergarten through grade 12, are eligible to participate. Last year 43,011 students in 39 districts were actively involved in addressing critical needs in their communities. Eleven school districts have implemented Service Learning district-wide. These students volunteered over 600,000 hours in projects which addressed education, human, environmental and public safety needs.

Service Learning has allowed our students an opportunity to be contributing members of their communities. Students learn by doing through a clear application of skills and knowledge while helping to solve problems and meet identified needs in the school or greater community. Learning becomes very real in these situations. This teaching methodology helps students make the transition from school to work.

Service Learning is an excellent vehicle for districts to use to build character. Service Learning helps instill a sense of pride in our students and develop their sense of responsibility toward others.

The Office of Community Education has produced this report to highlight many of the accomplishments that have taken place during the past twelve months. I would like to thank personally the many teachers and administrators who are committed to making a difference in their schools and communities. I believe service learning is a wonderful way to engage all youth in the learning process and is making a difference in South Carolina.

Sincerely,

A handwritten signature in cursive script that reads "Barbara S. Nielsen".

Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

On the cover:

Spaulding Junior High students (Darlington County School District) illustrate the many forms service learning can take. Pictured on the cover are (front row, left to right) Marcus Sermond, John Alexander, (back row, left to right) Sammico McClain, Marquita Ray, Latrell Sumter, Larry Howell (teacher), and Brad Anderson.

A MESSAGE FROM THE FLORIDA COMMISSIONER OF EDUCATION



Since 1991, Florida Learn & Serve has allowed youth to apply their learning by helping community members. All students, kindergartners through grade 12, are eligible to participate. The number of students engaged in this "service learning" has increased each year. Since 1990, nearly 100,000 students in 62 school districts have gotten actively involved in addressing needs in over 800 projects. Students in 15 school districts have administered another 500 service-learning mini-grants. All told, Florida students have volunteered over a million hours of service to address education, human, environmental, and public safety needs.

Service learning gives youth the opportunity to practice citizenship through community involvement. Students learn by doing through a clear application of skills and knowledge while helping solve problems and meeting actual needs. This teaching methodology also helps students make the transition from school to work. Finally, service learning helps instill pride in students and develops their sense of responsibility toward others.

This report highlights a few of the many accomplishments that students and teachers have made. I want to thank the educators who are making a difference in their schools and communities. Service learning is a wonderful way to bring the learning process to life and is making a positive impact in Florida.

Sincerely,

A handwritten signature in dark ink that reads "Frank T. Brogan". The signature is fluid and cursive, with a large loop at the end.

Frank T. Brogan
Commissioner of Education

Learn And Serve America
School-And Community-Based Grantees

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joann@evansville.net or joann.winin@smtp.usi.edu

KIDS Consortium, Inc.

Ms. Caroline Allam
c/o Southern Maine Technical College
2 Fort Road
South Portland, ME 04106
Phone number: 207-767-9696
Fax number: 207-767-9696
CarolKIDS@aol.com

Project Adventure, Inc.

Ms. Nancy Terry
P.O. Box 100
Hamilton, MA 01936
Phone number: 508-468-7981
Fax number: 508-468-7605

Express mail address:
91 Grape Vine Road
Wenham, MA 01984

National Youth Leadership Council

Ms. Wokie Roberts-Weah
1910 West County Road B
Roseville, MN 55113-1337
Phone number: 612-631-3672
Fax number: 612-631-2955
nylcusa@aol.com

National Indian Youth Leadership Development Project, Inc.

Mr. John Guffey
P.O. Box 2140
Gallup, NM 87305
Phone number: 505-722-9176
Fax number: 505-722-9794
npniylp@technet.nm.org

National Academy Foundation

Ms. Bonnie Silvers
235 Park Avenue South, 7th Fl.
New York, NY 10003
Phone number: 212-420-8400
Fax number: 212-475-7375
hphili02@reach.com

Outward Bound, Inc.

Ms. Jane Height
RR 2, Box 280, Rte. 9D
Garrison, NY 10524-9757
Phone number: 914-424-4000
Fax number: 914-424-4280

North Dakota 4-H Foundation, Inc.

Ms. Deann Johnson
1010 2nd Ave. South
Fargo, ND 58108-2806
Phone number: 701-241-5700
Fax number: 701-241-5935

Quest International

Mr. Richard Kinsley
537 Jones Road
P.O. Box 566
Granville, OH 43023-0566
Phone number: 1-800-288-6580
Fax number: 614-522-6580

Express mail address:
1984 Coffman Road
Newark, OH 43055

Quest International

Mr. Michael Buscemi
P.O. Box 566
Granville, OH 43023-0566
Phone number: 614-522-6400
Fax number: 614-522-6580

Express mail address:
537 Jones Road
Granville, OH 43023

Institute for Service Learning

Mr. Harry C. Silcox
c/o Philadelphia College Of Textiles & Science
Henry Ave. & School House Lane
Philadelphia, PA 19144
Phone number: 215-951-0343
Fax number: 215-951-0345

Clemson University National Dropout Prevention Center

Dr. Patricia Duttweiler
205 Martin Street
Box 345702
Clemson, SC 29634-5111
Phone number: 803-656-2599
Fax number: 803-656-0136
ndpc@clemson.edu

Workers Assistance Program, Inc.

Ms. Susan Wilger
3410 Far West Blvd., Suite 250
Austin, TX 78731
Phone number: 512-343-9595
Fax number: 512-343-8558
jmbradley@earthlink.net

Close Up Foundation

Ms. Dawn Bora
44 Canal Center Plaza
Alexandria, VA 22314
Phone number: 703-706-3512
Fax number: 703-706-0001

American Association of School Administrators

Ms. Sharon Adams Taylor
1801 North Moore Street
Arlington, VA 22209-9988
Phone number: 703-875-0720
Fax number: 703-807-1849

3/13/97

Communities in Schools, Inc.

Mr. Peter R. Bankson/Karen Zent

1199 North Fairfax Street, Ste 300

Alexandria, , VA 22314

Phone number: 703-519-8999/404-873-2993

Fax number: 703-519-7213

Learn and Serve America School-and Community-Based Grantees

COMMUNITY-BASED STATE COMMISSIONS

Colorado Department of Local Affairs

Governor's Community Partnership Office

Mr. Greg Geissler

1313 Sherman Street, Rm. #500

Denver, CO 80203

Phone number: 303-866-4900

Fax number: 303-866-4992

DE Commission/Division of State Service Centers

Mr. Vollie Melson

820 N. French Street, 4th Fl.

Wilmington, DE 19801

Phone number: 302-577-6650

Fax number: 302-577-6828

D.C. Commission for National & Community Service

Ms. Yvonne M. Walker/Ms. Devora Kimelman-Bloch

441 4th ST N.W., #920 South

Washington, DC 20001

Phone number: 202-727-6979

Fax number: 202-727-3765

Florida Commission on Community Service

Mrs. Tabatha Burn McMahon

The Bloxham Bldg.

725 South Calhoun Street, Ste. 109

Tallahassee, FL 32301

Phone number: 904-921-5172

Fax number: 904-921-5146

Illinois Commission on Community Service (ICCS)

Ms. Jean Bradner

Dept. of Commerce & Community Affairs

100 W. Randolph Street, Ste. 3-400

Chicago, IL 60601

Phone number: 312-814-5940

Fax number: 312-814-7236

Indiana Commission on Community Service

Ms. Sheryl Shipp

302 West Washington St., Rm. #E220

Indianapolis, IN 46204

Phone number: 317-233-0900

Fax number: 317-233-5660

Kansas Office for Community Service

Ms. Patricia P. Kells
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Topeka, KS 66601
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Fax number: 913-234-1429

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Topeka, KS 66603

Kentucky Community Service Commission

Ms. Shawn Bowen
State Office Building
501 High St., Rm. #923
Frankfort, KY 40622
Phone number: 502-564-5195
Fax number: 502-564-7987
SWBOWEN@MAIL.KYTC.STATE.KY.US

Lousiana Serve Commission

Ms. Kay Bailey
P.O. Box 44243
Baton Rouge, LA 70804-4243
Phone number: 504-342-3333 or 3937
Fax number: 504-342-1218
KaySBailey@aol.com

Express mail address:
263 Third Street
Baton Rouge, LA 70802

Maine State Planning Office

Maine Commission for Community Service

Ms. Mary Alice Crofton
State House Station #38
184 State Street
Augusta, ME 04333
Phone number: 207-287-5300
Fax number: 207-287-6489

Maryland Governor's Commission on Service

Ms. Lynn Bopp
301 W. Preston Street, 15th Fl.
Baltimore, MD 21201
Phone number: 410-767-1053
Fax number: 410-333-5957

Massachusetts Youth Service Alliance

Ms. Jodi Crowley/Mr. Frank Barnes
87 Summer Street, 4th Fl.
Boston, MA 02110
Phone number: 617-542-2544
Fax number: 617-542-0240

Michigan Community Service Commission

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Fax number: 517-373-4977
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MN Commission on National & Community Service

Ms. Marlys J. Bucher
652 Capitol Square Building
550 Cedar St., Rm. #682
St. Paul, MN 55101
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Fax number: 612-296-3348
marlys.bucher@state.mn.us

Mississippi Commission for National & Community Service

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3825 Ridgewood Rd.
Jackson, MS 39211-6453
Phone number: 601-982-6779
Fax number: 601-982-6790
mgramham@ihl.state.ms.us

Nebraska Commission for National & Community Service

Mr. Tom Miller
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Box 98927
Lincoln, NE 68509-8927
Phone number: 402-471-6225
Fax number: 402-471-6826
ncncs@aol.com

Express mail address:
State Capitol, 6th Fl., West P.O.
Side
Centennial Mall
Lincoln, NE 68509

NC State Commission on National & Community Service

Mr. Tim Kelly
Governor's Office of Citizen Affairs
121 W. Jones Street
Raleigh, NC 27603-8001
Phone number: 919-715-3470
Fax number: 919-715-2972

OH Governor's Community Service Commission

Ms. Kitty Burcsu
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51 N. High Street, Ste. 481
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OK Community Service Commission

Ms. Nancy Deaver
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Oklahoma City, OK 73104
Phone number: 405-235-7278
Fax number: 405-235-7036

Mr. Charles Mohr
2500 N. Lincoln Boulevard
Oklahoma City, OK 73105
Phone number: 405-521-4795
Fax number: 405-521-6205

PennServe: The Governor's Office of Citizen Service

Ms. Marge Madigan
1304 Labor & Industry Building
Harrisburg, PA 17120
Phone number: 717-787-1971
Fax number: 717-787-9458

Rhode Island Commission for National & Community Service

Mr. David Karoff/Carla Swanson
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Tennessee Commission on National & Community Service

Ms. Susie Geist
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Fax number: 615-532-6950
sgeist@mail.state.tn.us

Utah Commission on National & Community Service

Mr. Michael D. Call
1530 North Technology Way, Suite D-03
Orem, UT 84097
Phone number: 801-222-2910
Fax number: 801-222-2917

Vermont Commission on National & Community Service

Ms. Jane Williams, Interim Executive Director
133 State Street
Montpelier, VT 05633-4801
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Fax number: 802-828-4988
jwilliams@state.vt.us

Washington Commission for National & Community Service

Mr. Bill Basl
140 Insurance Building
P.O. Box 43113
Olympia, WA 98504-3113
Phone number: 360-586-8292
Fax number: 360-586-8380

Wisconsin National & Community Service Board

Ms. Martha Kerner
101 East Wilson Street, 6th Fl.
Madison, WI 53707-7868
Phone number: 608-266-2125
Fax number: 608-267-6931

Wyoming Commission for National & Community Service

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Fax number: 307-638-8967
bmorro@missl.state.wy.us

Learn and Serve America School-and Community-Based Programs

COMMUNITY-BASED GRANT-MAKING ENTITIES

Summerbridge

Ms. Vanessa Coleman
1902 Van Ness Avenue, 2nd Flr.
San Francisco, CA 94109-3008
Phone number: 415-749-2875 ext. 104
Fax number: 415-749-5282
sbnation@aol.com

American Association for the Advancement of Science

Ms. Cathy Campos
1200 New York Ave., NW
Washington, DC 20005
Phone number: 202-326-6673
Fax number: 202-371-9849

American Red Cross

Ms. Dody Chang
43 East Ohio Street
Chicago, IL 60611-2791
Phone number: 312-440-2266
Fax number: 312-527-1092

Association for Community Based Education

Dr. C.P. Zacchariadis
1805 Florida Ave., NW
Washington, DC 20009
Phone number: 202-462-6333
Fax number: 202-232-8044
acbe@aol.com

Immigration and Refugee Services of America

Ms. Lynn Morland
1717 Massachusetts Ave. Ste. 701
Washington, DC 20036
Phone number: 202-797-2105
Fax number: 202-797-2363
lmorland@irsa-user.org

Youth Volunteer Corps of America

Ms. Veronica Knight
6310 Lamar Avenue, Ste. 125
Overland Park, KS 66202
Phone number: 913-432-9822
Fax number: 913-432-3313

Camp Fire Boys and Girls

Ms. Jan Emerson
4601 Madison
Kansas City, MO 64112
Phone number: 816-756-1950
Fax number: 816-756-0258

The Center for Collaborative Education

Ms. Heather Lewis
1573 Madison Avenue
New York, NY 10029
Phone number: 212-348-7821
Fax number: 212-348-7850

Big Brothers/Big Sisters of America

Ms. Stefanie Bernardo
230 North 13th Street
Philadelphia, PA 19107
Phone number: 215-665-7756
Fax number: 215-567-0394
BBBSA@aol.com

Wisconsin Positive Youth Development Initiative, Inc.

Ms. Susan R. Allen
110 B S. Main Street
P. O. Box 490
Plainfield, WI 54966-0490
Phone number: 715-335-6100
Fax number: 715-335-6105

Learn and Serve America School-and Community-Based Grantees

TRAINING AND TECHNICAL ASSISTANCE PROVIDERS

Social Science Education Consortium

Ron Shukar, Project Director
5541 Central Avenue, Ste 205
Boulder, Colorado 80301-2846
Phone number: 303-492-8154
Fax number: 303-449-3925

RMC Research Corporation

Shelley Billig, Project Co-Director
RMC Research
Writer Square, Suite 540
1512 Larimer Street
Denver, Colorado 80202
Phone number: 303-825-3636
Fax number: 303-825-1626
billig@rmcdenver.com

Clemson University - National Drop Out Prevention Center

Marty Duckenfield, Public Information Director
National Drop Out Prevention Center
205 Martin Street, Clemson University
Clemson, South Carolina 29634-5111
Phone number: 864-656-2599
Fax number: 864-656-0136
mbdck@clemson.edu

National Association of Partners in Education

Jim Pitofsky, Project Director
NAPE
901 N Pitt Street, Ste. 320
Alexandria, Virginia 22314
Phone number: 703-836-4880
Fax number: 703-836-6941

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**The Corporation
for National Service**

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AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

Program
Examples /
Statistics

Teaching Example Nomination for Presidents' Summit
Learn and Serve America: School and Community-Based Programs

1. Please describe briefly the work being done.

REACTS (Reading Education And Community Teamwork Service) is a service-learning class for 7th and 8th grade students at East Junior High School in Casper, Wyoming. It is an optional one-semester course that occupies a two-period block of time each day. REACTS students prepare for their service activities by learning more about their community and the various organizations that operate locally through adult volunteers visiting . The students then select and plan for their service-learning assignments.

Some of their service projects include visiting and helping at nursing homes, starting a recycling program in partnership with the Fire Department, working on developmental activities with 4-6 year old children in a day care center, educating kids about Halloween and Winter safety tips, serving holiday meals to impoverished and homeless people, educating people on responsible pet ownership, and special Martin Luther King Day activities. Journals are kept by the students to help them reflect on their service, and many improvements have been seen in their reading abilities, attitudes and "people skills".

2. In which geographic area, neighborhood or community does this effort focus?

Casper, Wyoming

3. Is the effort a neighborhood/locally-owned driven, planned and measured effort? If so, which individuals and organizations run this effort.

Yes, the two teachers and their students.

4. Which sectors are involved deeply? What are they doing?

School and students. (See #1, above.)

5. Which of the following five fundamental resources does the effort provide?

Caring adult (teachers must "stretch" in this role)

Marketable skill through effective education (students learn Internet, Planning, Communication and Writing skills)

Opportunity to give back through service

6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. How do you measure and evaluate success and what success level have you achieved?

This program is showing early signs of effectiveness. At the end of only one semester, this school year, students showed an impressive average gain of one full year in reading scores.

7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 and beyond. What are your measurable goals and your larger vision.

While goals are described above, in item 6, the larger vision is of students empowered to own the problems and solutions needed in their neighborhood. These students learn that the issues that face their community are issues they can do something about. They interact with adult volunteers, research the issue and it's local/national ramifications, discover what's been done elsewhere, and craft a local response to meet the need. In the process, their reading scores have grown at twice the expected rate, on average. Therefore, their service enhances their learning and prepares them to be assets and resources to their community, in the long run.

8. What else would you like to explain and add what you think this is a good teaching example?

Nothing more.

Contact: Holly Thompson (hollyt@trib.com) or Joyce Kiser (both - 307-577-4400), teachers, at:

East Junior High School
900 South Beverly Street
Casper, WY 82609

Turquoise Trail Elementary School
a sub-grantee of Learn and Serve America

1. Please describe briefly the work being done.

Turquoise Trail Elementary School students have formed a community service group called PROJECT CHEF. During the school year, multi-age classes ranging from K-5th grade, work in cooperative, cross-age groups to feed others. They prepare and deliver dinners to agencies such as St. Elizabeth's, a shelter serving the homeless. The menus are planned on seasonal, holiday or cultural themes and come complete with hand-crafted table decorations. The students also plant a vegetable garden and use the produce in their recipes. PROJECT CHEF mixes the complexities of food production and preparation with conveying the concept that many people in the community don't have enough food.

2. In which geographic area, neighborhood or community, does this effort focus.

Sante Fe, NM

3. Is the effort a neighborhood\locally-owned, driven, planned and measured effort.

Turquoise Trail Elementary School is a local school in Sante Fe, NM. PROJECT CHEF was created and is being implemented by staff and students at the school. It is locally driven.

4. Which sectors are involved deeply. What are they doing.

Turquoise Trail Elementary School works with local shelters such as St. Elizabeth's, The La Luz Shelter, and Esperanza shelter; the Prison Visitation Center; Habitat for Humanity; and the Teen Center. Also, parents and community volunteers, including local chefs, and teachers have facilitated the cooking and gardening.

5. Which of the following five fundamental resources does the effort provide.

Three of them - the opportunity and challenge to give back through their own service; a caring adult; and a marketable skill through effective education.

6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. How do you measure and evaluate success and what success level have you achieved.

Through PROJECT CHEF, students are given continual opportunities to demonstrate their expertise in reaching the five Turquoise Trail goals: to become a complex thinker, a self-directed learner, a collaborative worker, a quality producer and a community contributor.

7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 beyond. What are your measurable goals and your larger vision.

Turquoise Trail Elementary School is committed to continuing PROJECT CHEF. Funding has been made possible through individual donations from community members and from grants. The Project will continue current activities along with some proposed new ones such as constructing an adobe solar greenhouse on the school site; harvesting and packaging seeds; raising bedding plants and making pesto.

8. What else would you like to add to explain why you think this is a good teaching example.

This project is an outstanding example of elementary school students meeting a real community need and being seen as a community resource.

Marcia Alexander
Turquoise Trail Elementary School
Rt. 2 Box 300
Santa Fe, NM 87505
(505) 471-7282

Teaching Example Nomination for Presidents' Summit

As part of the Summit and for after the Summit, teaching examples are being collected by the Communities Task Force and nominations are welcome. Many projects will be listed on a Web site and fifty teaching examples will also be invited to attend the Summit itself and be displayed in a resource room. Two persons each from those 50 organizations will be invited to the Summit. At least one of the two persons must be under 25. *[This can be a younger person who has been involved in the leadership of the effort (board, staff, etc.), or a young person who has been involved in the program. The reason for this is to ensure that we are constantly "grooming" a new generation of community leaders as well as recognizing successful teaching examples. If the younger person is under 18, the adult partner would be responsible for getting parental permission and acting as chaperone during the Summit.]* If you know a great teaching example that you wish to nominate by Wednesday, April 2 at 5:00 p.m., send this form and supporting materials to Thomara Speight, President's Summit, 909 N. Washington Street, #310, Alexandria, VA 22314. 703/684-7328 fax or 703/783-0434 fax. The decision on which 50 teaching examples are selected will be made by a committee of Summit planners based on nominations like this one that come in. Examples nominated will also be placed into an annotated "phone book" and on the web-site. *[Here is an example, Project X has been working for Y years in the North Neighborhood of City Z. The project has been led by community leaders working with school, business and faith community leaders and they have achieved measurable results with and for youth in four out of the five areas. Here are articles and materials that show those measurable results of progress for the children and youth, not just lots of activity.]*

Here are the criteria. To nominate someone, please answer these questions briefly and include supporting materials (articles, information, brochures, etc.).

1. Please describe briefly the work being done _____

2. In which geographic area, neighborhood or community, does this effort focus? _____

3. Is the effort a neighborhood/locally-owned, driven, planned and measured effort? [It may be affiliated with a national organization but it must be a locally-based effort.] If so, which individuals and organizations run this effort? _____

4. Which sectors are involved deeply? [i.e. business, faith based organization, school, grass roots organization, community based organizations, government, health community, youth organizations.] What are they doing? _____

5. Which of the following five fundamental resources does the effort provide: A caring adult (mentor, tutor or coach); Safe places to learn and grow and structured activities during non-school hours; A healthy start, A marketable skill through effective education; The opportunity and challenge to give back through their own service? _____

6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. For example, are graduation rates in that area going up, are youth crime rates going down, etc... How do you measure and evaluate success and what success have you achieved? _____

7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 and beyond. What are your measurable goals and your larger vision. (Feel free to attach additional sheets) _____

8. What else would you like to add to explain why you think this is a good teaching example? _____

Please feel free to add articles, profiles or other information as you wish especially that show measurable results. Thank you!

If this example is selected, two people would be invited to the Summit. They (or their organization) would need to cover the costs of their transportation to and from the Summit and their housing. At the Summit, they would display information on their effort in a resource room and "staff" the booth during specific times and possibly be available for interviews. During other times, they would attend sessions with community delegations. One of the two people must be under age 25. Who is the person who would probably come if selected? (If selected, you can name the other person/young person later.) Thank you for taking the time to nominate an effort. Decisions will be made April 5 and announced April 7. While all cannot be selected to attend the Summit itself, we are grateful for all examples of success from which we can all learn!

Name: _____
 Title: _____ Institution/Organization: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Day Phone: _____ Fax: _____ Home Phone: _____
 E-mail address: _____

Linking San Francisco
a sub-grantee of Learn and Serve America

1. Please describe briefly the work being done.

Linking San Francisco (LSF) is a city and district wide initiative to incorporate service-learning into all the schools and communities of San Francisco. As part of the San Francisco Unified School District, the program's mission is to change the way teachers teach, students learn and schools and communities interact through service learning. LSF achieves this mission by training teachers and staff, creating leadership opportunities for youth and building partnerships in the community.

2. In which geographic area, neighborhood or community does this effort focus?

All communities and neighborhoods throughout San Francisco, including over 45 public and private schools.

3. Is the effort a neighborhood/locally-owned driven, planned and measured effort? If so, which individuals and organizations run this effort.

LSF is a public-private partnership between the San Francisco Unified School District and the Volunteer Center of San Francisco, including an AmeriCorps partnership with Urban Service Project and Partners in School Innovation. The program has always been driven by the community from its very first days of creation when students named it *Linking San Francisco*. Teachers, youth and members of the community are involved in all stages of planning and leadership. Schools and communities work together to determine how service-learning will become an integral part of the curriculum and the fabric of their neighborhoods.

4. Which sectors are involved deeply? What are they doing?

Youth, Schools & Community-Based Organizations: San Francisco Unified School District provides overall coordination for the project, including teacher training and curriculum development to promote service-learning. The Volunteer Center of San Francisco maintains a clearinghouse of youth service opportunities and trains community-based organizations. High School students comprise a youth advisory council that promote youth voice and guide policy for a potential HS service requirement.

5. Which of the following five fundamental resources does the effort provide?

The opportunity and challenge to give back through their own service.

6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. How do you measure and evaluate success and what success level have you achieved?

LSA has reached over 6,000 youth in grades Kindergarten through 12 in the 1996-1997 school year alone. This year, LSH anticipates reaching close to 10,000 students in over 45 schools through more than 350 teachers in partnership with over 250 community-based organizations.

A formal three-year evaluation plan conducted by West Ed Laboratories, under the direction of Dr. Bonnie Scott, has demonstrated academic success for service-learning, including increased attendance rates, a greater sense of belonging amongst students and effective changes in teacher practice as indicated by less class-time lecturing and increased teacher prep time.

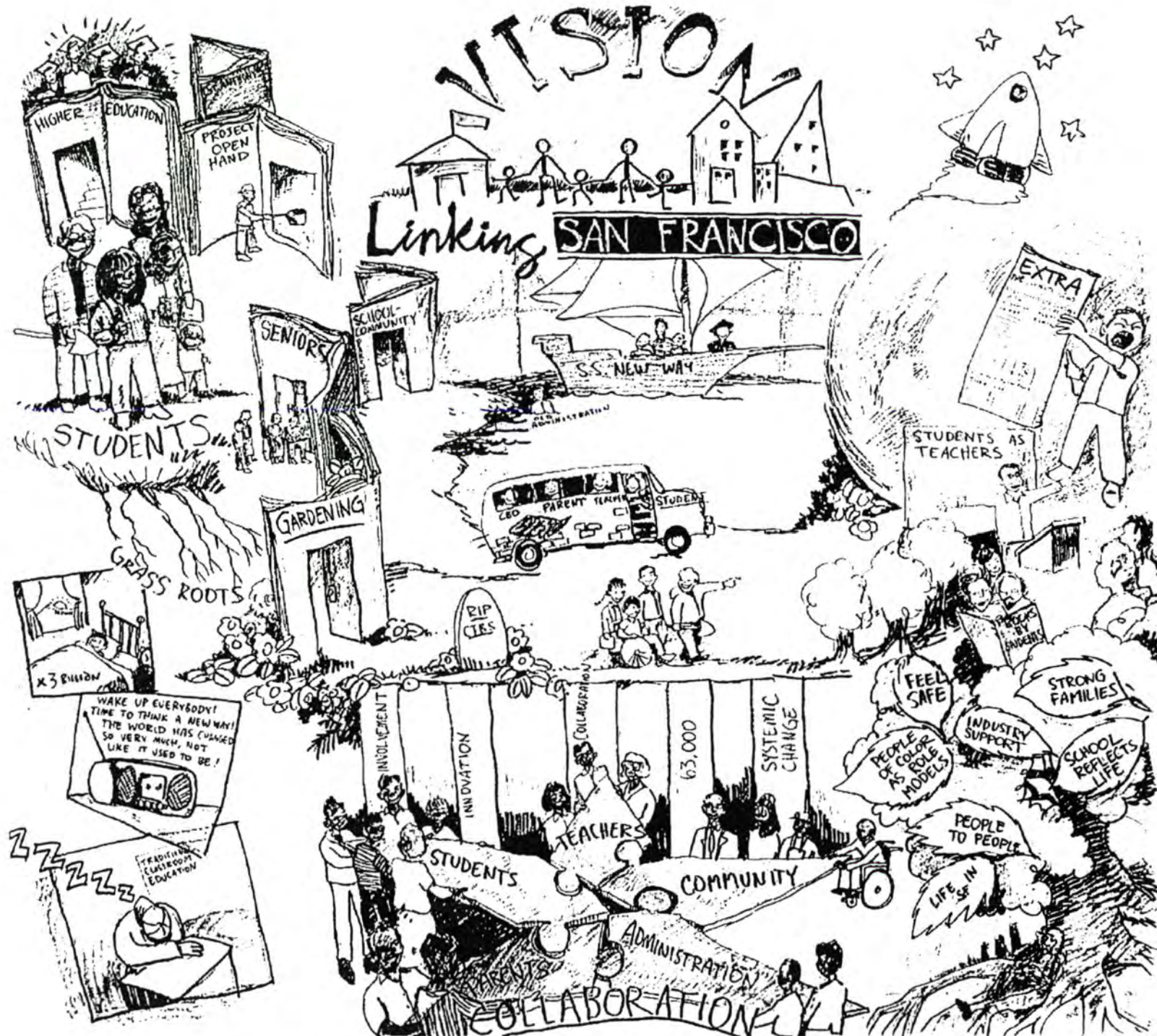
7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 and beyond. What are your measurable goals and your larger vision.

LSF recently completed an inclusive planning process to create a vision for the program through the year 2000. Based on this proposal, the CA Department of Education, CALSERVE, has renewed a three year grant to Linking San Francisco starting in the 1997-98 school year. In addition, the SFUSD provides increased support for the project through office space and the salary of a Resource Teacher on staff. National and local foundations have also demonstrated their belief in the program through a number of private grants.

8. What else would you like to explain and add what you think this is a good teaching example?

LSF offers an effective wide-scale model for developing and sustaining service opportunities for youth through schools and community organizations across an entire city. The foundation of the program rests on the partnership of individuals and organizations that make up it's neighborhoods and schools.

Jill Glickman
Program Director, LINKING SAN FRANCISCO
c/o Alvarado School, 625 Douglass Street, Room 24
San Francisco, California 94114
(415) 920-5020, phone (415) 920-5024, fax
email: linkingsf1@aol.com



1. Please describe briefly the work being done _____

2. In which geographic area, neighborhood or community, does this effort focus? _____

3. Is the effort a neighborhood/locally-owned, driven, planned and measured effort? [It may be affiliated with a national organization but it must be a locally-based effort.] If so, which individuals and organizations run this effort? _____

4. Which sectors are involved deeply? [i.e. business, faith based organization, school, grass roots organization, community based organizations, government, health community, youth organizations.] What are they doing?

5. Which of the following five fundamental resources does the effort provide: A caring adult (mentor, tutor or coach); Safe places to learn and grow and structured activities during non-school hours; A healthy start, A marketable skill through effective education; The opportunity and challenge to give back through their own service?

6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. For example, are graduation rates in that area going up, are youth crime rates going down, etc... How do you measure and evaluate success and what success have you achieved?

7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 and beyond. What are your measurable goals and your larger vision. (Feel free to attach additional sheets)

8. What else would you like to add to explain why you think this is a good teaching example?

Please feel free to add articles, profiles or other information as you wish especially that show measurable results. Thank you!

If this example is selected, two people would be invited to the Summit. They (or their organization) would need to cover the costs of their transportation to and from the Summit and their housing. At the Summit, they would display information on their effort in a resource room and "staff" the booth during specific times and possibly be available for interviews. During other times, they would attend sessions with community delegations. One of the two people must be under age 25. Who is the person who would probably come if selected? (If selected, you can name the other person/young person later.) Thank you for taking the time to nominate an effort. Decisions will be made April 5 and announced April 7. While all cannot be selected to attend the Summit itself, we are grateful for all examples of success from which we can all learn!

Name: _____
 Title: _____ Institution/Organization: _____
 Address: _____
 City: _____ State: _____ Zip: _____
 Day Phone: _____ Fax: _____ Home Phone: _____
 E-mail address: _____

Teaching Example Nomination for Presidents' Summit
Learn and Serve America: School and Community-Based Programs

1. Please describe briefly the work being done.

"Bobcats On Line" is a Learn & Serve America Program at Seneca High School, in South Carolina, using the Internet as the focal point for expanded learning and community service. Classroom assignments include independent research on the Internet in math, science and other classes. Participating students are taking a lead role bringing the Information Highway to their parents and the entire Seneca community.

One result has been the establishment of a web site at Seneca High serving both the school and the community. After a trial year, independent Internet research is now an accepted part of the learning process. Students teach their parents and other adults how to use computers and access the Internet, after being cautioned to be patient and avoid laughing when mom and dad take their first cyber-steps.

2. In which geographic area, neighborhood or community does this effort focus?

Seneca, South Carolina

3. Is the effort a neighborhood/locally-owned driven, planned and measured effort? If so, which individuals and organizations run this effort.

Yes, teacher and students.

4. Which sectors are involved deeply? What are they doing?

School

5. Which of the following five fundamental resources does the effort provide?

Caring adult (teachers must "stretch" in this role)

Marketable skill through effective education (students learn Internet, Planning, Communication and Writing skills)

Opportunity to give back through service

6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. How do you measure and evaluate success and what success level have you achieved?

"Bobcats On Line" shows how a school, once wired to the Internet, can take the lead in getting the entire community into the computer age. Students are able to expand their learning horizons in a stimulating way, while using their new computer skills to serve the entire community. For

Seneca High, the great mix of service-learning and the computer age continues to grow and demonstrate the power of youth-adult partnerships.

7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 and beyond. What are your measurable goals and your larger vision.

While goals are described above, in item 6, the larger vision is of students empowered to own the problems and solutions needed in their neighborhood. These students learn that the issues that face their community and their neighbors' are issues they can do something about. They interact with adults, provide a community resource and teach modern skills to their neighbors. In the process, their commitment to education increases and their skills are enhanced. Therefore, their service is integrated with their learning and prepares them to be assets and resources to their community, in the long run.

8. What else would you like to explain and add what you think this is a good teaching example?

Seneca High is wired to the Internet and is committed to make full use of its potential for learning and for the entire community. Vice Principal Ken Rushlow provides dynamic, computer-savvy leadership. Most important, as Ken observes: "Students are an untapped resource in making others become computer literate. Adults are intimidated and in awe of what a computer can do. Students just use it as a tool similar to how we use a ball point pen."

Contact:

Vice Principal Ken Rushlow: (864) 885-5000

Seneca, South Carolina

Seneca High web site at <http://www.acog.greenville.sc.us/seneca> on the Internet.

Teaching Example Nomination for Presidents' Summit
Learn and Serve America: School and Community-Based Programs

1. Please describe briefly the work being done.

At Malcolm Shabazz City High School, an alternative high school in Madison, Wisconsin, over half of the enrolled students participate in an optional service-learning program which interweaves academic learning with service in the school, the community and on annual field trips. In English class, after learning sign language, they "signed" stories and songs to hearing-impaired elementary school students. Study of literature describing domestic violence led to students writing poems on the issue which they read in a Madison coffeehouse to raise funds for a respite center for children in situations of family violence. On annual field trips to places including Appalachia, Northern Wisconsin Native American reservations and the Mississippi Delta, students gained a knowledge of the history, culture and lives of people while cleaning and fixing up homes of senior citizens, working with Head Start classes and tutoring in schools. When they return home, they share their experiences and knowledge in presentations to schools throughout Madison and on local Cable TV.

2. In which geographic area, neighborhood or community does this effort focus?

Madison, Wisconsin

3. Is the effort a neighborhood/locally-owned driven, planned and measured effort? If so, which individuals and organizations run this effort.

Yes, teacher and students.

4. Which sectors are involved deeply? What are they doing?

School

5. Which of the following five fundamental resources does the effort provide?

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6. The success of the project must be measured in terms of progress of the youth, not just the number of strategies and activities. How do you measure and evaluate success and what success level have you achieved?

Participants are turned on to the excitement of learning , many for the first time. Studies show a positive correlation between participation in service-learning and classroom success and

academic probation was down by one-third. At the same time, senior citizens, children with disabilities and Head Start programs benefit. By year's end, the students' grasp of service-learning enabled them to participate in developing improved curriculum for the next school term.

7. Briefly describe the long-term commitment of this effort to your local community from now to the year 2000 and beyond. What are your measurable goals and your larger vision.

While goals are described above, in item 6, the larger vision is of students empowered to own the problems and solutions needed in their neighborhood. These students learn that the issues that face their community and their neighbors' are issues they can do something about. They interact with adult volunteers, research the issue and it's local/national ramifications, discover what's been done elsewhere, and craft an appropriate response to meet the need. In the process, their commitment to education increases and they become interested in shaping their curriculum. Therefore, their service enhances their learning and prepares them to be assets and resources to their community, in the long run.

8. What else would you like to explain and add what you think this is a good teaching example?

The service-learning experience is carefully designed to supplement and enhance classroom lessons. Service projects are an integral part of the curriculum, not an after-thought or add-on. The students' service gives them hands-on experience with their own communities and people with other backgrounds, applying skills they've learned in the classroom to real world situations. It adds up to a highly interactive, unique educational experience.

Contact:

Jane Hammatt Kavaloski (608) 246-5040. (Email: jhammatt@facstaff.wisc.edu)
Teacher
Malcolm Shabazz High School
Madison, Wisconsin

Learn and Serve America

National Service News Highlights

National Headlines from the Past Year (May 1996 - March 1997)

NATIONAL READING INITIATIVE - NATIONAL SERVICE CHALLENGE (Issue #10, 9/9/96)

On August 27, the President announced the "America Reads" initiative with a goal of every child reading independently by third grade. The heart of this proposed effort is "America's Reading Corps," a citizen army of 30,000 volunteer coordinators who will help mobilize 1 million tutors to provide reading help to 3 million children. National Service -- with a proven track record and special emphasis on the challenges facing youth -- will play a key role as a volunteer generator and a laboratory of successful literacy models to be replicated. \$200 million in additional funding already requested for National Service for 1997 by the administration will be targeted to this initiative. The President cited the successful AmeriCorps*SLICE Corps in Simpson County, KY, described in the June 3rd issue of National Service News. Other terrific models include:

- Parents and Children Working Together (PACT) at Harcum College in Bryn Mawr, PA, is a Learn & Serve America program which trains inner-city Philadelphia parents to be volunteer tutors in their children's classrooms. They receive 12 college credits as participants in Harcum's Early Childhood Education Program. Last year 60 parents provided 480 at-risk children with 6,000 hours of individual tutoring. 90 percent of the students increased their reading skills, 40 percent of the parents obtained jobs and 15 percent of the parents pursued college studies.

- Start Making a Reader Today (SMART), sponsored by the Oregon Children's Foundation, has the goal of increasing reading scores among at-risk children in kindergarten through second grade. This year, 27 AmeriCorps*VISTA members will replicate the model in 78 schools statewide, recruiting and training 3,900 community volunteers to work with 3,900 children. Preliminary program assessments show a decrease in school absenteeism and an increase in positive attitudes; research on school success will begin this November.

- Senior Corps*RSVP in Cleveland, OH, has had volunteers serve as tutors in Cleveland Public Schools for 25 years, helping children learn to read, learn math and science, and acquire positive values. Experts now say that the lack of a one-on-one relationship with a role model is often all that stands in the way of an at-risk student's scholastic success -- and last year, 63 Senior Corps volunteers gave 7,334 hours of their time to tutor 516 children in overcrowded classrooms.

AMERICA READS NETWORK: GETTING STARTED (Issue #19, 1/13/97)

America Reads is on the march! An "America Reads Networks" is being formed to link existing service programs working to help children read. Any National Service program with members and volunteers helping children from birth to third grade, and their families, learn to read is invited to join. The purpose of the network is to promote collaboration, exchange information, improve quality, measure progress, and increase public awareness. Working with the Department of Education and others, we will also use the Network to match programs with resources, making sure that volunteers, members, parents, teachers, schools and interested groups are aware of the resources and opportunities available to improve and expand tutoring programs. This will be your network! Help share America Reads as it takes off and grows. More information will be coming soon by mail and on the Corporation website, or call Barbara Agresti at (202) 606-5000, ext. 132. University Presidents: Resources for America Reads

America's colleges and universities are responding to the America Reads challenge. Twenty school presidents have pledged that half of their new federally funded work-study positions will be allocated to students who will serve as reading tutors. President Robert A. Corrigan of San Francisco State University will chair a steering committee comprised of the twenty presidents, which will work to implement President Clinton's call for 100,000 student volunteers to join with AmeriCorps members, Senior Corps and Learn and Serve America volunteers in a million-strong army of reading tutors.

DC READS: PRESIDENT AND MRS. CLINTON AT GARRISON SCHOOL (Issue #23, 3/10/97)

On February 21, President and Mrs. Clinton visited the Garrison Elementary School in Washington, DC, to read with first graders and support Washington schoolchildren and the volunteers who help them learn to read. National Service is actively involved in DC Reads. The President met with three A*VISTA Members who coordinate volunteer efforts at Garrison, including 30 RSVP volunteers and 5 Foster Grandparents. Beginning this summer, 36 additional AmeriCorps*VISTA Members will recruit and coordinate community volunteers tutoring first graders at 18 elementary schools. Members will also work with public and private sector partners to set up Family Resource Centers at the targeted schools, which will help families support their children's reading, while addressing social service needs.

VOTE OF CONFIDENCE: CONGRESS SUPPORTS NATIONAL SERVICE (Issue #12, 10/7/96)

By overwhelming margins Congress passed, and the President has signed, appropriations measures that fund all National Service Programs for Fiscal Year 1997. AmeriCorps, including AmeriCorps*VISTA and AmeriCorps*NCCC as well as State and National Programs; and also Learn & Serve America, were funded at the same level as FY'96. The Senior Corps programs received an increase of \$16.4 million. The AmeriCorps budget will engage 25,000 Americans in community service through 1998. CNS CEO Harris Wofford stated "This vote of confidence - and resources - will allow National Service another year to prove itself as a non-partisan, cost-effective way to engage citizens in community problem solving".

States are also stepping up for National Service. Massachusetts Governor William Weld and the state legislature joined in a bipartisan move to allocate \$2,750,000 in funding for community service programs across the Commonwealth - a 360% increase compared to the \$750,000 provided last year! "Community service programs mean real results for neighborhoods," commented Governor Weld. More than 120 community service programs throughout the Commonwealth will receive support; the people of Massachusetts will benefit from tutoring, health screening, housing and mentoring programs.

FEDERAL WORK-STUDY PROGRAM: NEW SERVICE OPPORTUNITY (Issue #15, 11/18/96)

Congress recently approved a major expansion of the Federal Work-Study Program, creating over 250,000 additional positions. President Clinton proposed that colleges use the new positions for off-campus community service and plans legislation requiring that at least 100,000 of these new work-study positions focus on tutoring young children as part of the "America Reads" initiative. Currently, five percent of all work-study positions must be allocated for community service assignments. The President's proposal would also waive the 25% matching requirement for the wages of federal work-study students who are assigned as tutors for children. CNS CEO Harris Wofford called this "an extraordinary opportunity to expand the scope and impact of our service efforts" and urged America's colleges to work with campus community service offices to allocate the new positions.

National Service programs are already involving work-study participants. At Clark University in Atlanta, Learn & Serve work-study students coordinate 60 college volunteers who tutor and mentor 300 elementary school children. The AmeriCorps Jumpstart program is another example; more than half of the 150 members are work-study students from 13 colleges in Boston, MA and New Haven, CT, who help preschool children improve their reading skills.

PRESIDENTS AND POWELL: SPRING SERVICE SUMMIT (Issue # 20, 1/27/97)

President Bill Clinton and former president George Bush announced on January 24 that the President's Summit for America's Future will take place in Philadelphia, PA on April 27-29, 1997. General Colin Powell will chair the Summit, which will focus on service as an effective strategy for solving community problems, especially those facing our youth. The Presidents' Summit: Staying Informed

Plans for the Presidents' Summit on America's Future are moving ahead quickly. Between now and April 27, when the Summit opens in Philadelphia, we'll try to keep you up to date on developments, but to stay current with what's happening, visit the Summit website at <http://www.citizenservice.org>.

A FOCUS ON YOUTH (Issue #23, 3/10/97)

The Presidents' Summit on America's Future has identified five fundamental resources that are essential to healthy, fulfilling and productive lives for the nation's youth. These include: (1) an on-going relationship with a caring adult: mentor, tutor, coach; (2) safe places and structured activities during non-school hours to learn and grow; (3) a healthy start; (4) a marketable skill through effective education and (5) an opportunity to give back through community service. The Summit will set targets to measure progress in making these resources available for children through the year 2000. Service for and by youth is the focus of this issue of NSN. There's a lot going on, including a Presidential visit to a school where National Service members serve, a new Learn & Serve America Director and great programs, including the National Literacy Corps described below.

NETDAY 97 (Issue # 22, 2/24/97)

NetDay97 is coming soon. Already, 40 percent of America's schools have been connected to the Internet. Mark April 19, 1997 on your calendar; that's when thousands of American cybervolunteers will help wire schools not yet on the 'net. For more information, watch this space or visit <http://www.netday96.com>.

What Works in Service-Learning Programs

WHAT WORKS: LEARNING & SERVING AT THE SHABAZZ SCHOOL (Issue #10, 9/9/96)

The Project: At Malcolm Shabazz, an alternative high school in Madison, WI, over half of the enrolled students participate in an optional service-learning program which interweaves academic learning with service in the school, the community and on annual field trips. In English class, after learning sign language, they "signed" stories and songs to hearing-impaired elementary school students. Study of literature describing domestic violence led to students writing poems on the issue which they read in a Madison coffeehouse to raise funds for a respite center for children in situations of family violence. On annual field trips to places including Appalachia, Northern Wisconsin Native American reservations and the Mississippi Delta, students gained a knowledge of the history, culture and lives of people while cleaning and fixing up homes of senior citizens, working with Head Start classes and tutoring in schools. When they return home, they share their experiences and knowledge in presentations to schools throughout Madison and on local Cable TV.

Results: Participants are turned on to the excitement of learning, many for the first time. Studies show a positive correlation between participation in service-learning and classroom success; academic probation was down by one-third. At the same time, senior citizens, children with disabilities and Head Start programs benefit. By year's end, the students' grasp of service-learning enabled them to participate in developing improved curriculum for the next school term.

Why It Works: The service-learning experience is carefully designed to supplement and enhance classroom lessons. Service projects are an integral part of the curriculum, not an after-thought or add-on. The students' service gives them hands-on experience with their own communities and people with other backgrounds, applying skills they've learned in the classroom to real world situations. It adds up to a highly interactive, unique educational experience. Contact: Jane Hammett Kavaloski (608) 246-5040.

WHAT WORKS: LEARN AND SERVE AMERICA'S "BOBCATS ON LINE" (Issue #13, 10/21/96)

The Project: Named for the ill-tempered feline who is the Seneca, SC High School mascot, "Bobcats On Line" is a Learn & Serve America School Based Program using the Internet as the focal point for expanded learning and community service. Classroom assignments include independent research on the Internet in math, science and other classes. Participating students are taking a lead role bringing the Information Highway to their parents and the entire Seneca community.

The Results: A web site has been established at Seneca High serving both the school and the community. After a trial year, independent Internet research is now an accepted part of the learning process. Students teach their parents and other adults how to use computers and access the Internet, after being cautioned to be patient and avoid laughing when mom and dad take their first cyber-steps.

Why It Works: Seneca High is wired to the 'Net and is committed to make full use of its potential for learning and for the entire community. Vice Principal Ken Rushlow provides dynamic, computer-savvy leadership. Most important, as Ken observes: "Students are an untapped resource in making others become computer literate. Adults are intimidated and in awe of what a computer can do. Students just use it as a tool similar to how we use a ball point pen."

Lessons: "Bobcats On Line" shows how a school, once wired to the Internet, can take the lead in getting the entire community into the computer age. Students are able to expand their learning horizons in a stimulating way, while using their new computer skills to serve the entire community. Opening the door to this potential is what NetDay '96 was all about. For Seneca High, the great mix of service-learning and the computer age continues to grow. Contact: Vice Principal Ken Rushlow: (864) 885-5000 or visit the Seneca High web site at <http://www.acog.greenville.sc.us/seneca> on the Internet.

WHAT WORKS: THE IOWA SERVICE-LEARNING PARTNERSHIP (Issue #15, 11/18/96)

The Project: The Iowa Service-Learning Partnership is a Learn & Serve America Higher Education program that incorporates service-learning into teacher education programs at Iowa State University, the University of Iowa, and Northern Iowa University. Along with training current K-12 teachers and administrators, the Partnership trains future teachers who pair up with supervising teachers during their student teaching assignments to implement a service-learning project for the K-12 students.

The Results: More than 3,500 Iowa school children have been involved in service-learning projects, thanks to the work of the 400 current teachers, and 450 prospective teachers who have received training in service-learning concepts and practice over the past three years. A follow-up study found 50 percent of the classroom teachers continued service-learning a year after the original Partnership experience.

Why It Works: The Iowa Service-Learning Partnership has developed productive relationships reaching beyond the schools where student teachers are implementing service-learning projects. Almost 50 percent of Iowa local school districts and all 15 area education agencies have joined the Partnership. With the help of students, community groups and classroom teachers, 12 "Joining Hands" Kits have been developed for primary and intermediate level students on six different themes, including environment, intergenerational, poverty/hunger, animals, school community and health/safety.

Lessons: Student teachers are an effective resource for introducing service-learning into the schools, providing there is an effective partnership between the college and the school where student teachers are assigned. Teacher training and service-learning is a natural fit; with some imagination and creative work other academic disciplines can develop service-learning programs which are an essential part of internships and other "real world" learning experiences for prospective lawyers, MBA, health professionals and many more. Contact: Program Director Rahima Wade: (319) 335-5118

WHAT WORKS: NATIONAL LITERACY CORPS (Issue #23, 3/10/97)

The Project: The National Literacy Corps is a Learn & Serve America School-Based Program that involves high school students who tutor elementary school students in reading and writing. Based at the Institute for Service Learning in Philadelphia, PA, the program is now active in seven states and the families of the tutors and those tutored are involved through projects and home lessons.

The Results: 80% of second graders who were tutored are now reading at their grade level, contrasted with 57% at grade level before National Literacy Corps tutors arrived. Teachers report an increase in positive behavior and higher motivation toward studies. The high school service-learning tutors benefit as well. At Lincoln High School in Philadelphia, 64% of the volunteer tutors went on to college, contrasted with 3% of other students in other English IV classes. Attendance was up to 95%, compared with 83% by the other students and disciplinary problems went down.

Why It Works: The tutors are well trained for their service, supported by the expertise of the Institute for Service Learning and reinforced by teachers and coordinators. Participants must master five basic competencies before they actually begin tutoring.

Lessons: The National Literacy Corps is grounded in proven learning design and has a strong research component which documents results. It can readily be replicated on a larger scale. The bonding of older and younger students is proving to be an inspirational and motivational strategy for improving student performance. Contact: Director Carol Albritton (215) 951-0343

Service-Learning Stories in the News

DID YOU KNOW? Service learning reduces absenteeism, study shows (Issue #1, 5/6/96)

Middle school students who do service through school miss 35% fewer days of class than other students, according to a study by Abt Associates. A report by Rand/UCLA found another benefit for student service: while volunteers often improve the quantity of service provided by organizations, 71% of non-profits surveyed reported that college students working through Learn and Serve programs improved the quality of services.

SERVICE-LEARNING: Mall Talk (Issue #12, 10/7/96)

Bob Franco, who directs Learn and Serve at Kapi'olani Community College in Honolulu, Hawaii, relates what happened when a consultant went shopping after attending a service-learning workshop:

"The consultant was still wearing her lei as she entered the "Crazy Shirt" store. An employee welcomed her and asked: 'Is this your birthday? Why are you wearing a lei?' The consultant replied that she had just made a presentation at the University on service learning. The employee exclaimed, 'Service- Learning! I love that!! I am a student at KCC (Kapi'olani) and do Service-Learning in my English and biology classes. It's great.' The other "Crazy Shirts" employee heard this conversation and chimed-in, 'that sounds great. In my classes all we do is take tests.'

Learn & Serve America: Dial 911 (Issue #16, 12/2/96)

When the 911 emergency call system was introduced in McNairy County, TN, ambulances responding to calls got lost because many rural roads were not mapped or marked. Learn & Serve America students at McNairy Central High School made marker stakes and developed a computerized emergency response directory providing distances and directions. Shop, math, English and computer students were all involved. Hospital ambulance officials report a significant reduction in emergency response time.

Toy Story: From Learn & Serve America (Issue #17, 12/16/96)

At the Flint Hills Special Education Cooperative in Emporia, KS, students receiving special educational services participate in a service-learning program that collects used toys and bikes, refurbishes them, and then provides them good-as-new to needy children. Toys are donated by local residents and taken to the Cooperative's "Toy Shoppe" where students evaluate the condition of the toys and, if they are restorable, list what needs to be done and the steps to be followed before getting to work. Toys are distributed through the Toy Shoppe, which is operated by the Flint Hills students as a "store". Two toys per child can be "purchased" with a donation of a can of food, which is then provided to a local food bank. In 1995, over 1,000 toys and 200 bikes were distributed. This holiday season, the student volunteers expect to provide kids with even more. Contact: Program Director John Coufal (316) 341-2325

MARILYN SMITH: NEW LEADER FOR LEARN & SERVE AMERICA (Issue #23, 3/10/97)

On March 3, 1997, Marilyn Smith joined Learn & Serve America as its new Director. Marilyn has a strong background in National Service as well as service-learning. She's been the Executive Director of the Maryland Governor's Commission on Service and has taught service-learning courses at the University of Maryland. Her doctoral thesis was on the impact of community service-learning for college students. Dr. Smith will be able to meet her new colleagues almost immediately at the National Service-Learning Conference in Orlando, FL on March 19-22.

UTAH'S COLLEGES: A*VISTAS PLANT THE SEEDS OF SERVICE-LEARNING (Issue #23, 3/10/97)

Last fall eleven two and four year colleges in Utah signed a Campus Compact, committing to service-learning as an integral part of the student experience. Now A*VISTA Members are turning vision into reality. Members are assigned to the schools, where they recruit students for community service, identify service needs in low-income communities, especially in rural areas, and encourage colleges to give service-learning credit. Contact: VISTA Supervisor Don Warner (801) 581-4811

BOSTON SCHOOLS: INTEGRATED SERVICE-LEARNING (Issue #23, 3/10/97)

Mandatory completion of service hours is a graduation requirement in many school districts across the country. Rather than mandate "volunteer service", the Boston, MA Public Schools have made service-learning an integral part of classroom teaching from kindergarten through 12th grade. The service-learning curriculum is an innovative way to instill an ethic of service in children at an early age while applying learning directly to real life experiences. Boston's choice to integrate service-learning has taken the focus away from counting service hours, and shifted it to emphasizing individual and community development.

Perspectives on Service-Learning

PRIVATE THOUGHTS: From the diary of a high school student volunteer (Issue #2, 5/20/96)

Tutoring is not what I expected. I thought the students would look up to me because I was older and could help them get through this course. This could not have been further from the truth. They are disrespectful, loud, and I detest being near them. I'm almost scared to help because the kids are so rude. That is probably not the right attitude but I can't help feeling so frustrated. . . . I won't give up!

Three months later: Mark decided to cooperate with me and we got farther than anybody else on the review. He's bossy- and I shouldn't put up with him telling me what to do. But he provably needs somebody to listen to him so I don't mind so much! I'm certain he will do well on the final if he applies himself and decides to care.

This is from the diary of a student in a service learning course in Middletown High School in Maryland. It was collected by Suzanne Goldsmith (202-785-7844), who is editing an anthology of service journals.

SEEING THE LIGHT: From the journal of a Learn and Serve participant (Issue #5, 7/1/96)

As part of an Environmental Science 101 class at Flathead Community College in Kalispell, Montana, twenty students conducted a community waste analysis. One student wrote: Our assignment was to do a cost and energy comparison of the incandescent and compact fluorescent lighting used at the college. I became very overwhelmed. I thought that counting all of the lighting fixtures on campus (that had the potential to be switched to compact fluorescent) would probably take 15 hours. It seemed like a rather tedious project...Reading the assigned material helped me understand the difference between an incandescent and compact fluorescent light bulb. I had no idea that the type of bulb could affect the cost of a lighting bill. I found this information very interesting and useful. I went to the office to inquire about the campus lighting bill. I was stunned that it's over \$5,000! It was then that I realized I had absolutely no clue about lighting and I would learn a lot from this project. It will help the college reduce waste.

CYBER TALK: Is high school-required service a good idea? (Issue #7, 7/29/96)

An email discussion on service-learning focuses on service as a high school requirement. Service-learning involves youth in activities that both benefit the community and help them understand how to use academic skills in real life.

-- If youth are "pushed" into service-learning experiences because they would not otherwise volunteer, more harm than good is likely to result in terms of building a positive, service-oriented culture.

-- I am a teacher who originally opposed service as a requirement. To my surprise, I now see it can be a tried and true experiential learning activity. It can show that the classroom has a relationship to real life.

-- I favor a service requirement. Many students wouldn't elect to do community service unless it were required. After all, how many would choose to take grammar or math?...I had a student who fought me every step of the way. I almost pulled my hair out for every one of his community service hours. At the end, this student sat in my office and said, "I'm so glad you made me do this."

-- Try designing service programs that are so attractive to kids that they, themselves, really strive to be a part of the programs. The students, in effect, will make the program 'mandatory.'

I argue forcefully against a graduation requirement for service...If a service activity is not related to the curriculum or is a creation forced upon students, they develop no service ethic but merely anger and hostility towards the notion of service. If you are interested in how we get students involved in true service-learning that builds on a specific aspect of the curriculum with service to the community, please feel free to contact me. Ddiamond@ix.netcom.com. -- Discuss service issues through Internet email by subscribing to national service listservs. Find easy instructions on the World Wide Web at WWW.cns.gov.

Reflections on Mentoring: A Learn & Serve Experience (Issue #14, 11/4/96)

Day 7: "Chris is a student I tutor. He had been making D's and F's. Today he got the first test back since I've been tutoring him and he made his first "B" for the quarter."

Day 13: "Got a note from a teacher saying there has been a remarkable change in my mentee's attitude toward English."

Day 25: "Mentee has come from failing English to three points away from an "A". No student in my group has less than a "C"."

Day 27: "This is my last day for Community Service. I have been offered a coaching job with pay for next year and it is because they felt I did a good job with the students during my Community Service." Casey Thomas, a student at Morris Brown College, mentored students at Avondale High School in Atlanta, GA, while participating in the Learn & Serve America Higher Education Program.

School-Based Learn and Serve America



**Students Served in 1994-95 School Year:
629,943**

Total Cost of Program: \$24,835,551

Cost Per Participant: \$39.43

Service-learning means a method -

- under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community;
- which is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community;
- which helps foster civic responsibility;
- which is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
- which provides structured time for the students or participants to reflect on the service experience.

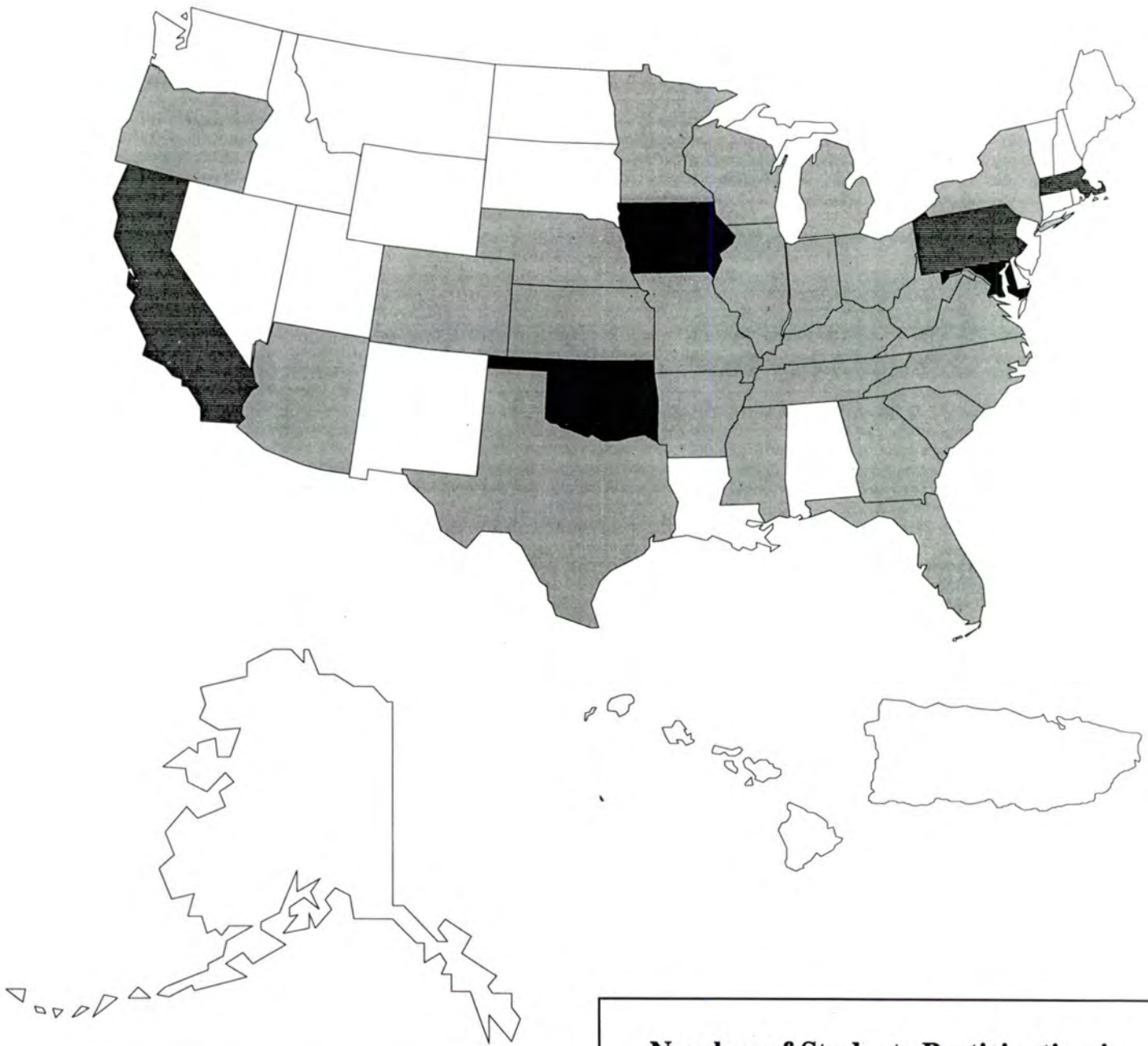
National and Community Service Trust Act of 1993

Based on information provided by State Learn and Serve Grantees. Information compiled and prepared by the Close Up Foundation, the Council of Chief State School Officers, National Association of Partners in Education, and the American Youth Policy Forum. Additional copies are available for \$1 (prepaid) to cover cost of postage. Order from:

***American Youth Policy Forum
1001 Connecticut Avenue, NW
Suite 719
Washington, DC 20036***

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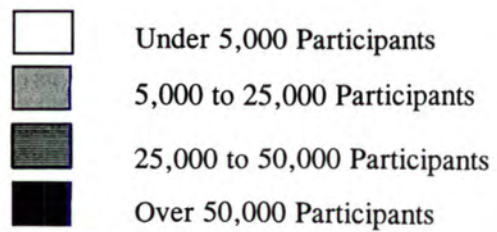
This compilation supported by the W. K. Kellogg Foundation and DeWitt Wallace-Reader's Digest Fund



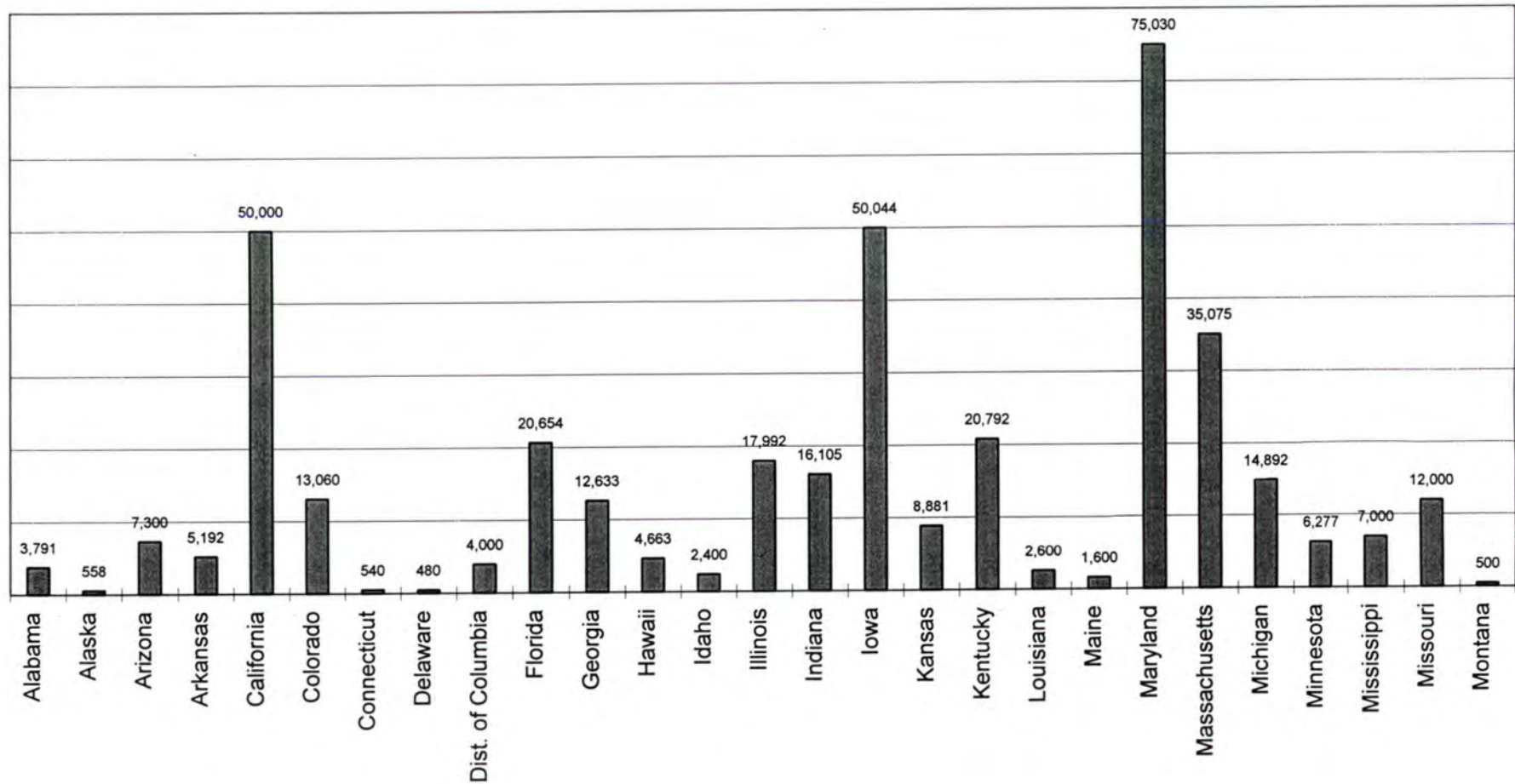
629,943
K-12 Students
Involved In
School-Based Service
Learning

**Number of Students Participating in
 Service-Learning Programs**

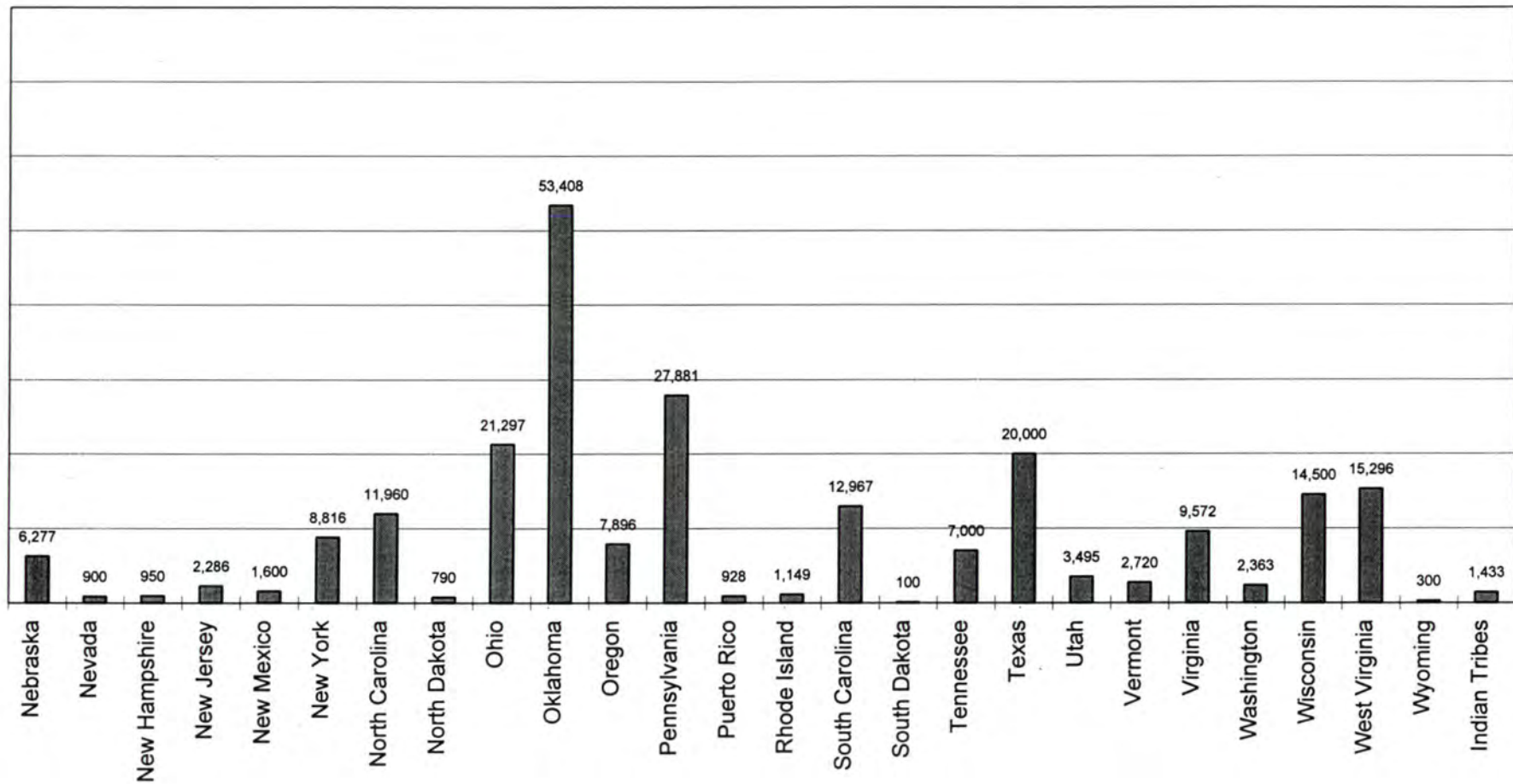
1994/95 School Year



**Number of Students by State in School-Based Service Learning Programs
in the 1994/95 School Year**



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Learn and Serve America

Human Touch



"My attitude is getting better and I am learning to work with people."

- 5th grader, Mississippi



"After two weeks in this program, my daughter began to hug me again. Instead of dropping out, she feels good about who she is and is earning the credit she needs to graduate."

- Parent of a high school student in Oregon



"When I first came to middle school, I was real wild and I would follow behind my friends even if they weren't doing the right thing. Project Leadership Service taught me that if I can follow behind somebody that's doing wrong then, they can follow behind me when I'm doing right just as easy."

- Student, Crispus Attucks Junior High School, Indianapolis, Indiana

Background Information

On September 21, 1993, the President signed into law the bipartisan National and Community Service Trust Act, which created the Corporation for National and Community Service. The Act and the Corporation's mission is to engage Americans of all ages and backgrounds in community-based service. This service will address the nation's education, public safety, human, and environmental needs to achieve direct and demonstrable results. Through the Act, the Congress hopes to foster civic responsibility, strengthen the cords that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service.

Part of the Act, known as Learn and Serve America, supports service-learning initiatives for elementary and secondary schools and institutions of higher education.

Human Touch



"One of the very first things in the science book is the scientific method. How they teach it in the text is very dry. I use the book to get out the steps and then I close the book. We start off with 'Identify a problem that you might have personally or that's in the neighborhood or that's in the community.' They [students] start brainstorming all kinds of real problems, not just little problems...Each class votes on one problem that they are going to get together as a team and solve...It's made all the difference in the world to my teaching."

- Susan Esley, Science
Teacher, Crispus Attucks
High School, Indianapolis,
Indiana



"Service learning has had a tremendous impact not only on the 450 individuals involved in giving service, but also on members of our communities... Students received information from community members and organizations to identify problem areas...Community leaders worked side by side setting an example and getting to know our elementary age citizens...The community saw what the kids were doing and wanted to do more themselves. Just before school let out, several groups of students came to me with new projects they wanted to complete. It was neat to realize that they had experienced the intrinsic rewards of giving service and have learned that, indeed, they do make a difference."

- JaNene Parish, Service
Learning Coordinator,
Ferron, Utah



Purpose of the Learn and Serve America Program

Under the Learn and Serve America Program for school-age youth, the Congress funds and assists in developing high-quality service-learning programs in elementary and secondary schools and community-based organizations (CBOs). A clearinghouse of information and technical expertise on service-learning is also supported under the Act.

Learn and Serve America supports school-based and community-based initiatives that provide youth with opportunities to learn and develop their own capabilities through service-learning. Service-learning is an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them develop the skills needed for productive citizenship.

Human Touch



"Service has to do with powerful purposes. Getting kids into the world. Jean Piaget says schooling isn't worth anything unless it creates for people the capacity to believe that when they leave school, they can change the world. If our kids don't believe they can change the world, then I think we ought to say that our education has not been powerful enough."

- Vito Perrone, Director,
Teacher Education
Program, Harvard
Graduate School of
Education

Toward these overarching goals, the Act funds programs that:

- create, develop, and offer service-learning opportunities for all school-age youth;
- educate teachers about service-learning and incorporate service-learning opportunities into classrooms to enhance academic learning;
- encourage the work of adult volunteers in schools;
- introduce young people to a broad range of careers and expose them to further education and training;
- hire service-learning coordinators to assist with identifying community partners and implementing school-based service-learning programs; provide technical assistance and information to facilitate the training of teachers who want to use service-learning in their classrooms; and assist local partnerships in the planning, development, and execution of service-learning projects.

How *Learn and Serve America* is Helping to Transform Schools, Communities, and Young People's Lives

After much discussion, students in Auburn, Maine decided to turn the badly littered and neglected woods behind Edward Little High School into a recreation area with nature trails. In the course of a few months, they cleaned up the extensive litter and removed more than a thousand dead trees. Before beginning the project, students developed a fifty-page, six-point proposal designed to benefit the entire community. They made presentations to the school board and city council, with the help of a city planner who encouraged and mentored them. There are now ten student subcommittees and an executive board that oversees the project. The project is one of many fostered by KIDS Consortium, a non-profit group that trains educators how to integrate community service into students' academic work. While in the course of teaching English, history, math and science, teachers help students make direct connections between their classwork and the world around them. *Involving young people in community service is a practical way to give them civic responsibility and meaningful participation.*



Students at Junior High School 43 in Central Harlem are learning that youth can make a difference through service-learning. This year's projects include peer mediation, adopt-a-class, feed the hungry and mentoring. Students and faculty work together in identifying community issues and conducting needs assessments in the Harlem community.



In Tucson, Arizona the Yaqui Educational Group Effort transformed a patch of desert into a traditional Native American Yaqui garden. Nearly one-third of the students participating in this education program were high school drop-outs who were unsuccessful in a traditional setting and lacked roots in their community. Through this effort they learned horticulture skills, research skills, history and participated in reflection. The students demonstrated the lasting impact of this project when they conducted a Yaqui storytelling session and garden tour for Head Start children.



In Coral Gables, Florida as part of their science classes, high school students research environmental issues and develop lesson plans to use to teach elementary school students. The lessons correlate with the "Enviro-mentor" curricula, and high school students receive training in presenting the lesson plans to the elementary students. Journals are kept by elementary and high school students of information learned, successful practices, and of their activities. Community clean-up days are also held each month; involving elementary and secondary students and their families.

How We Serve...

What We Learn



"The school system subgrantee has done a great job implementing their program: the entire student population had the opportunity to be involved, build on their cognitive skill base and build high self-esteem. The students worked with the community in establishing the solid waste and recycling plan for the county. Then they took the plan and created an educational package to inform the community and to rally support for the plan. In addition, they created public announcements and taped them for PSAs to be used by a local cable TV network. They built a fitness hiking trail utilizing shredded tires. They composed and printed a promotional brochure about the opportunities in the county for tourists and visitors. Obviously, the entire community is able to see the active participation of youth in the process of positive community problem solving. Of most importance, these activities were woven into the curriculum throughout the grade span, especially in the areas of English, language arts, math and science."

- Learn and Serve Coordinator,
Pickett County Schools, Tennessee

IMPROVING OUR SCHOOLS and the CHALLENGE of CITIZENSHIP

A Declaration of Principles

Ours is a nation blessed with unmatched resources, and an inspiring tradition of self-government. As we face the rising of a new century – indeed a new era – perhaps no single issue demands more serious attention than how we shall go about assuring the highest quality education for all Americans. The challenge of citizenship in a democratic society demands from each of us our very best.

What effort must we make to develop the leadership and skills that it will take for our children not simply to survive but to thrive in the 21st Century?

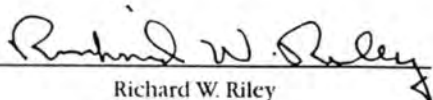
Education is the key to honoring America's promise. Our schools are indeed the crucible of our democracy. Their quality and constant improvement – a daily obligation, a daily rediscovery – is very much the measure by which our success as a nation depends. That is a daunting standard, but its achievement is within our grasp.

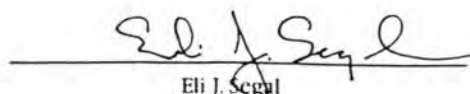
That is why we believe it is important to emphasize the common enterprise of school improvement and the national service movement. Service learning is the bridge. Travelers from both directions know how much each depends upon the other, and how each contributes to the greater good of our schools and indeed our public life. Working together, the U.S. Department of Education and the Corporation for National and Community Service seek to honor and to support the many thousands of teachers and parents and students who each day continue to make distinctive contributions to the quality of learning and life in their many communities across the country.

Six principles declare our shared commitment to school improvement and what's best in our American tradition of self-help and community spirit. Each is a partner to the other; neither stands alone. Achievements across the country already demonstrate that there are many effective ways to advance the goal of school improvement, and many models to praise and follow. No single formula for school improvement will fit every local community's needs, but innovative service learning is invariably a key feature of local school success. A remarkable symmetry of both purpose and pedagogy illustrates the partnership we seek to advance:

1. All children can achieve higher levels of academic success while learning to serve others if they are setting challenging standards and given the opportunity to reach them. Demand the most from young people, and they will confidently exceed your best expectations. Not only do students learn more by serving their communities, but their communities prosper as their students learn.
2. By solving real-life problems, students engaged in service learning are challenged to exercise leadership and responsibility. Citizenship is something we learn, not something we merely inherit. Contributing extraordinary hours of productive service each year, hundreds of thousands of young people everywhere are getting things done for America's communities.
3. School improvement and service learning require career-long teaching and professional development. Successful service learning programs invariably find innovative ways to advance the twin goals of teacher development and innovative curriculum development. That's the kind of partnership at the local level that will improve the quality of learning for all our children.
4. Improving our schools requires parental and community involvement. Service learning provides both teachers and parents with significant roles in helping students bridge the academic skills of the classroom and the responsibilities of daily life.
5. Improving our schools requires the participation of the private sector and the full range of every community's resources. Businesses, community organizations, places of worship, recreational centers, institutions of higher education and training: each has a distinctive role to play in strengthening the partnership between community service and the improvement of our schools. Partnerships of this kind underscore the fundamentally local and community-based tradition of American public education.
6. Ours is a nation of diverse cultures. Yet we are one people. Service learning is a vital factor in the movement to improve our schools. Their partnership is essential to helping our children to understand and to respect each other, and to exercise the rights and responsibilities of democratic citizenship.

Unflinching devotion to the highest academic standards and expectations of community responsibility are the cornerstones of genuine education reform and national service. We invite and anticipate the support of every American.


Richard W. Riley


Eli J. Segal

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Learn and Serve America Pin



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