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Colorado Department of Education

State Office Building
201 E. Colfax Avenue
Denver, CO 80203

William T. Randall
Commissioner of Education

FAX COVER SHEET

TO: Name: Gina Sanone
Location: _____
Phone #: _____
Fax #: _____
Date: _____

FROM: Elaine Ardura
Colorado Department of Education
State Office Building
201 E. Colfax
Denver, CO 80203
Fax # (303) 830-0793

REGARDING: _____

COVER PAGE PLUS 6 PAGES

STATE OF COLORADO

COLORADO DEPARTMENT OF EDUCATION

201 East Colfax Avenue
Denver, CO 80203
FAX: (303) 830-0793



William T. Randall
Commissioner of Education
Richard A. Laughlin
Deputy Commissioner

March 8, 1993

Ms. Gina Sanone
White House Office of National Service
VIA FAX: (202) 456-8420

Dear Ms. Sanone:

Enclosed is a brief explanation of Colorado's plan of our State-wide System of Youth Service.

It is a privilege for Colorado to participate in your project. I mailed, today, additional information further explaining Colorado's momentum in service learning.

Please call if I can be of further assistance, (303) 866-6097. Thank you for your interest and support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Elaine", is written over the typed name.

Elaine Andrus
Director, Service Learning-Colorado

EA:sa

Ms. Gina Sanone
White House Office of National Service
March 8, 1993
FAX: (202) 456-8420

Service Learning Colorado

A State-wide System of Youth Service

President Bill Clinton has propelled National Service to the forefront of the domestic agenda by proposing that a program be created where students could repay their college loans by performing community service. Some people are focusing their efforts on high school students; whereas others are concentrating on high school graduates who will not be going to college. Still, others are focusing their efforts on preparing college students for national and community service.

Yet, there is another way to conceptualize these various approaches to service. Rather than thinking about these service programs as separate entities which have little to do with one another, it is more productive to think about them as integrated parts to a whole system of youth service, and that is what Colorado is doing.

The goal of this proposal is to develop a state-wide system of youth service. This state-wide system will involve Colorado elementary, middle and high schools, organizations that provide a service to Colorado communities (non-profit organizations), Youth Conservation and Service Corps, governmental organizations, and colleges and universities throughout the state.

Specifically, the model includes the following components:

- The development and implementation of service learning opportunities for all young people, K-12. This involves teachers, utilizing service learning in the curriculum as a teaching strategy. Students utilize what is learned in the classroom and apply it to a real-life community setting.
- The development and implementation of service learning civics classes throughout the state's high schools which will prepare students for community service after graduation.
- The creation of comprehensive service programs, (like the INVSIT program at Colorado University-Boulder), as well as the implementation of individual service learning classes at universities and colleges which do not adopt the full service program model.
- A state-wide system that allows for high school and college students to easily access and choose an organization that provides a service to the community.
- A state-wide system to supervise the young adults while they are in the field.

Ms. Gina Sanone
White House Office of National Service
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- A holistic service system which integrates elementary, middle level and high school service learning, post-high school/pre-college service, collegiate service learning and post-college service,
- A closure to the community service learning experience that will highlight their contributions and empower other young people to perform service.

I. Service Learning as a Teaching Strategy, K-12-Connected to the Curriculum-An Integral Part of Education Reform:

Students apply what is learned in a classroom setting to help solve the need in the school community or the community/at/large.

If the team of students at the middle level adopt senior citizens as "grandparents", for example, related topics can include life expectancy statistics, demographics, disease and medical technology, writing a biography of their senior citizen, reading novels dealing with the aged, nutrition, social programs, governmental responsibilities and problems of the aging population.

Service Learning promotes caring, critical thinking, cooperation, and helps to develop the coping skills of students. Service learning provides students with an opportunity to develop decision-making skills and develop a positive self-concept and enhanced self-esteem. It also fosters an awareness of their environment as it relates to personal, social, career and academic development. Service learning becomes a means of developing in students productive relationships with persons of various ages.

II. High School Service Learning Civics Classes:

The objective is to develop and implement service learning civics classes throughout the state's high schools. The goal is two-fold: The short-term goal is to prepare students for community service, while the long-term goal is to prepare students for citizenship in a multi-cultural society.

The Colorado Department of Education is facilitating the development of the curriculum for the service learning civics class by recommending topics for discussion in the class. The topics include: multi-cultural issues, problem solving and consensus, conflict resolution, community, group dynamics, power and leadership. Students are then involved in service learning activities in their communities to help solve community concerns.

While the curriculum for the civics class will not be completely spelled out, what will be expected from the civics teachers is to utilize the pedagogy of service learning. Teachers will receive in-service training to become successful in the implementation of these service learning civics classes. The teachers will also learn how to be trainers, so that when they return to their schools, they can instruct other teachers in the methodology of service learning.

Ms. Gina Sarone
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Page 3 of 5

III. Comprehensive Service Learning Programs (i.e. INVST from Colorado University-Boulder and Individual Service Learning Classes at Colleges and Universities):

The goal is to create comprehensive service learning programs throughout the state, as well as to implement individual service learning classes at universities and colleges. Professors are also encouraged to use service learning as instructional methodology for all courses. Departments of Education at colleges and universities are also encouraged to teach service learning as an instructional technique in individual methods courses (i.e. Methods of Teaching, Methods of Social Studies, Methods of Science, etc. These comprehensive service learning programs and individual service learning classes are crucial to the success of the National Service Trust Fund, due to the need to prepare so many young people for service).

IV. A State-wide System to Choose a Service Organization:

A high school or college graduate will have many options to choose from to do community service. They might decide to do their service with Year One (Colorado's version of City Year), a Youth Conservation Corps, a Service Corps, a non-profit or governmental agency. Their decision will be made easier by the development of our state-wide system that allows high school and college students to easily access and choose an organization that provides some type of service to the community.

This system is being implemented by the Serve America "Five Regional Action Teams". With the financial support of Serve America of Colorado, which is federally funded by the Commission on National and Community Service, the Regional Action Teams are developing the best strategy to match young adults with service providers. The Regional Action Teams are citizen groups composed of young people, teachers, parents and business leaders, higher education and youth corps representatives. Also included on the team will be representatives from non-profit agencies, foundations, governmental agencies, and adult service groups.

The Regional Action Teams, which are currently being formed, will be encouraged to work on a state-wide data base system. With a data base system in place, a young person could go to the high school library, local university volunteer clearinghouse, a community volunteer clearinghouse, or a library, and match his or her skills and interests to a service provider.

The Teams will also be encouraged to develop a publicity campaign to educate young people about the various service providers in the state. However, a majority of this education will most likely take place in the high school and college classes that are preparing the students for their community service.

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White House Office of National Service
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V. A State-wide System to Supervise the Young Adults:

The objective will be to develop a plan to supervise the young adults when they are in the field doing their post-high school/pre-college and post-college community service. In this context the word "supervise" means: (1) to ensure that the young adult is performing their service to the satisfaction of the service organization, (2) to ensure that the student is satisfied in his or her placement; and (3) to organize bi-monthly, or possibly weekly, regional meetings for the young adults to reflect on the challenges they are facing in their community service projects. The regional meetings might also be used to further enhance their skills in conflict resolution, group dynamics, multi-cultural issues, and meeting facilitation. The overall supervision of the young adults and the facilitation of these meetings will be conducted by the Serve America Regional Action Teams.

These regional meetings will be held at a local university or community college. Since the meetings will be held on a college campus, this exposure might provide a high school graduate who was not planning to attend college the opportunity to explore what a university education has to offer. A good day for the meetings would be on Fridays, since many of the service corps already operate on the principle of serving four days in the field, while reserving Friday for some type of educational enhancement.

It should be noted that if a young adult is service in a youth corps, the issue is less problematic because the students will be supervised by the corps. However, it still might be helpful for the corps members to attend the regional meetings. The reason being is that they could obtain a broader perspective of the issues surrounding service since they will have the opportunity to learn and network with the other young adults that are involved in service.

VI. A Holistic Service System:

The advantage of Colorado's State-wide System of Youth Service is that integrates elementary school, middle level, high school service learning, post-high school/pre-college service, collegiate service learning, and post-college service.

At the end of the post-high school/pre-college service, the young adults who decide to go on to college in the State of Colorado will have the opportunity to further their knowledge about leadership roles, community service, building multi-cultural alliances, non-violent social change, and socially and environmentally sustainable development, by enrolling in the comprehensive service programs that have been started at the four universities. These students would be prepared to take leadership roles in organizations once they graduate.

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At the same time, young adults who normally might not have thought about attending college, might be so inspired by what they learned during their post-high school year of service that they decide to apply to a university, possibly with the hope of combining their service and academics in a comprehensive service program. This desire to attend college could be sparked by the hope to gain further knowledge and insight into the social and environmental issues they have been exposed to in their service projects.

Recent college graduates who complete the comprehensive service programs can pay back their tuition by participating as role models and interns with the high school civics classes, post high school service programs, or as leaders with the Youth Conservation and Service Corps.

Colorado's State-wide System of Youth Service combines the importance of service learning K-12 with President Clinton's National Service Initiative in a way that students are both prepared and connected to academic and meaningful service opportunities. Instead of an isolated national service program, Colorado's integrated approach of K-12, post-high school/pre-college, college and post-college community service learning is systemic and comprehensive. It make educational reform a reality.

COMMUNITY SERVICE LEARNING CENTER
258 WASHINGTON BLVD.
SPRINGFIELD, MA 01108

COVER LETTER

CLSC FAX NUMBER: (413) 747-5368
CLSC TELEPHONE NUMBER: (413) 734-6857

DATE: 3-12-93

TO: Jind Sanone

FROM: Carol Kinsley

MESSAGE: A copy of my memo to Susan Strand
containing a brief description of CSL - K-12.

TOTAL NUMBER OF PAGES 2+ cover



To: Susan Stroud

From: Carol Kinsley, Community Service Learning Center

Subject: K - 12 Service Learning Description

Date: March 12, 1993

In the past five years, Community Service Learning (CSL) has emerged as one of the nation's most promising educational strategies for involving young people in significant opportunities for service. CSL has become recognized as a way to help integrate young people directly and productively into the life of their communities, and to reinforce the nation's effort to broaden and improve the quality of education for all children. CSL programs are successfully promoting citizenship education and school reform in hundreds of communities in nearly every state.

The Community Service Learning Center believes that two of the most significant advantages of CSL for effecting real educational change are 1) the pedagogical potential in CSL for integrating learning across the whole K - 12 school curriculum in collaboration with the community, and 2) CSL's potential as a lever for system-wide school and community reform.

(1) CSL as a Pedagogy: CSL has been shown to be an effective learning experience for making students aware of their responsibilities as citizens and productive members of society. These critical foci of education for every child in a democratic society can, in fact, serve as points of integration across the academic curriculum, incorporating writing and communication skills, information gathering and research, critical thinking, math and science concepts and experimentation, and the specific content of social studies. Every CSL experience can and should be a strong academic experience that helps bring learning to bear on specific projects and problems.

(2) CSL as a Lever for School Reform: CSL, through its "hands-on" orientation, acts as a lever for school improvement and reform by making it necessary for school systems to restructure the delivery of instruction to provide a framework for active learning. It literally reconfigures how education happens, tying it to the child's direct experience. CSL also provides a way for children to learn cooperatively through peer learning, an educational restructuring technique that has been proven among the most effective in the pedagogical arsenal. CSL involves the whole class, and in many cases the whole school. Moreover, CSL's use of community partners can help bring a community together around education reform goals.

I'd like to share several examples of experiences in the Springfield (MA) Public Schools which clearly demonstrate the impact of CSL. Combining their talent, their natural creativity and ethic of service, teachers developed a variety of projects linking service with learning including

can't

Affiliated with the School of Education, University of Massachusetts/Amherst

258 Washington Blvd. ■ Springfield, MA 01108
Telephone (413) 734-6857 FAX 413-747-5368

Office of Teacher Education ■ Furcolo Hall
University of Massachusetts Amherst, MA 01003

Carol Kinsley, CSLC, Memo to Susan Stroud p. 2

Christopher Collins, the supervisor of The Environmental Center of Springfield, initiated a service project in which all (1500) fifth grade students spent one class day creating a conservation area in a former ravine. Students created trails, planted shrubs and bushes, and helped develop a sledding area for the community to use. Letters were sent home to parents, recognizing the students' efforts and inviting them to use the facility.

At Alice B. Beal School, a K - 4th grade school, the theme was "Helping the Hungry and the Homeless." The major school project took place in the spring when students collected 140 pounds of sneakers for children in Haiti. As the sneakers piled up, they were weighed and children charted their progress on a wall chart. They viewed slides of Haiti, learned about the country in geography class, and read about it in their basal reader. The sneakers were delivered to an orphanage by a local gentleman who travels to Haiti periodically. Kathy Heaps, the teacher-leader, observed in a newspaper article on the project, "For the first time, many of these kids understood poverty. The thing that most affected them was that not one child in the slides had anything on his feet. By donating their own used sneakers, they really felt that would affect the poverty of the world, if only in a small way." The children's contributions were recognized in a letter which stated, "Lots of Haitian boys and girls will have their first pair of shoes, thanks to you."

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Service learning becomes a natural part of the educational process when it is integrated into curriculum areas. By selecting a service theme and building a unit of study around it, service learning becomes unified with the learning process, instead of an extra task for teachers to add to an already busy day. Educational content objectives are achieved through activity learning as well as traditional learning methods. Students apply what they learn to real life service activities.

Broad service learning objectives include helping students gain an understanding of their role, relationship and responsibility to the community. As youth perform useful service and help others, they connect with their community and develop a sense of meaning and purpose. In addition to the academic results of service learning, other outcomes are growth in self-esteem, encouragement of affective growth, the development of higher level thinking skills, the creation of a caring environment including more positive relationships between teachers and students, the development of democratic values, and the opportunity for students to become resources as they make a difference in their own lives and in the lives of others.

FAX TRANSMISSION

Date: 3/18/93
To: Jina Sanone
Firm: National Service
Subject: Washington State Brief
Page: 1 of 40 (including this sheet)

From: **Project Service Leadership**
Kate McPherson, Director
2810 Comanche Drive
Mount Vernon, WA 98273
Phone: (206) 428-7614
FAX: (206) 428-7619

Message:

Hope this is helpful.

Let me know if I can provide more
details

Washington State's K-12 Service-Learning Brief Summary

Policies and Programs.

Washington State schools have traditionally been very decentralized in their approach to school change. At this time, there is no statewide policy or mandate that requires districts to develop service curriculum. At the same time, educators in Washington are innovative and a growing number of districts in Washington incorporate service into their school curriculum and programs. Many include service as a part of an elective or required course, while an increasing number are establishing requirements for graduation. A survey is currently being developed to capture a more complete picture of school and district policies and programs.

A few examples include:

Centralia School District requires all students at every grade level to be involved in community service. In grades 9-12 students are required to complete a minimum of 5 hours of service each year as a part of their social studies curriculum. It annually assesses the amount and the effects of this involvement.

Peninsula School District has incorporated service-learning into its long range planning and service-learning is part of the curriculum goals of a variety of subjects. Each building develops site-based plans.

Oak Harbor Middle Schools require service as a part of their health curriculum.

Issaquah School District has identified "positive contributing citizen" as a central part of their long range plan. Each building has developed a variety of service-learning opportunities and service-learning is part of their integrated curriculum plans.

Shorecrest High School requires 60 hours of community service as a graduation requirement.

Auburn, Nooksack and Everett offer elective courses in service and Tacoma offers elective credit for independent community service.

• Whatcom Middle School. A student at Western Washington University is serving as the community projects coordinator for a middle school community service program which involves all eighth graders.

Exemplary Programs

Gig Harbor High School. Gig Harbor has incorporated service-learning into every curriculum area. For example, biology students coordinate the elementary school's science activity center and they have helped to protect local wetlands; Spanish students help to write storybooks for Spanish-speaking families; the business science class publishes newsletters for non-profit organizations and the English classes require community service as a part of students' study of American literature. A Student Leadership class prepares students to plan and implement school and community projects and they assist classroom teachers in developing the community contacts needed to establish significant community partnerships. A community board, lead by students, currently provides the major leadership for this program. In addition, the WAYS (World Awareness Youth Service) involves hundreds of students in providing after school care for homeless children, collects food for the food bank and this club was recognized as a Point of Light. The school has built service learning

into its school improvement plan and has restructured the school day to provide larger chunks of time for community connections.

Washington Elementary School. Washington Elementary has infused service into each grade level's curricular theme. Every fourth grader is a tutor to a younger child and an ethic of caring pervades the school. Each student will develop a service portfolio as they progress, so that as they graduate they can see what they have accomplished and they know that service is a central focus for learning at Washington. Because many students in this school speak Spanish and there are many opportunities for these students to teach Spanish to other children and teachers, and for bilingual students to teach English to other students.

The Best SELF Program. The Best SELF program was collaboratively supported by Skagit County, The Private Industry Council, two local school districts, the Higher Education Coordinating Board and Project Service Leadership. Last summer this program provided 400 young people in rural communities with a comprehensive recreation, child care, service-learning and community exploration program. Learning teams consisting of one certified teacher, two college students and four high school youth worked with 25 first through sixth grade participants. 70% of the participants qualified for free or reduced lunch. This program was recently recognized by the National Association of Counties for its outstanding design and for the impact it had on college and high school participants as well as the children. This summer the program will expand to serve 600 students.

Linking service-learning to education reform

- The recent report from the Governor's Council on Education Reform and Funding have included as a primary goal that "Students function as caring and responsible individuals and contributing members of families, work groups and communities." Community involvement/service has also been included as an indicator of this goal.
- *Schools for the 21st Century* (A statewide school reform demonstration program) Many Schools for the 21st Century include service learning components. These models and programs will become part of the state program database and educators will become informed of other models and staff development opportunities through the I*Earn Computer Network.
- *Outcome Based Assessment.* State Evaluation and Assessment coordinators will help to refine the methods currently being developed to assess social responsibility. These will then become available to districts throughout the state.

Training and Development

- Since 1988, more than 2,000 educators have received training through workshops and on-site assistance. Washington has also sponsored an annual service-learning conference for 4 years and in 1992 hosted the National Service-Learning Conference.
- Two teacher-leaders have received training to serve as regional presenters of service-learning.
 - *Service: The Roots and Wings of Culture.* This forum explored the cultural ties to service and discussed ways to enhance a sense of cultural identity and multicultural understanding through service. Attended by 195 students, educators and community organizations. The video of this session will be edited and made available nationally.

Resource Center.

In 1990 a Chapter II grant from OSPI provided support for the establishment of a Service-Learning Resource Center which includes model curriculum and resource materials.

- This center has provided telephone consultation to 235 teachers, students and administrators.
- Packets of grade specific information including bibliography, program models with contact people, brochures and articles have been provided to more than 215 educators and community members.

New Resource Materials.

• *How You and Youth Can Make A Difference.* The Seattle Post-Intelligencer as part of The Youth in Partnership for Service has published a resource guide for King and Snohomish Counties. More than 3,000 copies will be distributed to schools and service clubs in those counties this year.

• *Service-Line.* This quarterly newsletter provides up-to-date information on resources, programs and addresses significant issues related to school-based service-learning.

• *A.S.B. Leadership for Service Guide.* This pamphlet will assist middle and high school student leaders in developing service programs and projects. This guide will be distributed by the Washington State Principals' Association.

• *Parenting for Caring.* This booklet is for Latino families and it outlines ways that service has been part of different Hispanic communities and ways that parents can more consciously foster an ethic of service.

Assessment: A study team representing six districts has been working to development classroom and district assessment methods for social responsibility. This resource packet will be available May 1993

Teacher Education.

Two universities - Seattle University and Washington State University have already developed programs which incorporate service-learning into their pre-service teacher education programs. Five additional campuses have indicated an interest. Washington State University is ready to develop a national model for preservice education pending additional funding. PSL will continue to work with Colleges of Education through Washington Association of Colleges of Education.

COMMUNITY SERVICE LEARNING CENTER
258 WASHINGTON BLVD.
SPRINGFIELD, MA 01108

COVER LETTER

CLSC FAX NUMBER: (413) 747-5368
CLSC TELEPHONE NUMBER: (413) 734-6857

DATE: 3/15/93

TO: Jan Skane

FROM: Carol Kinch

MESSAGE: Enter name of your donor
animal samples, please send.

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To: Susan Stroud
From: Carol Kinsley, Community Service Learning Center
Subject: K - 12 Service Learning Description
Date: March 12, 1993

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•Massachusetts

State Contact: Joe Madison, Executive Director
Massachusetts Youth Service Alliance
(617) 542-2544

K-12 Programs:

Massachusetts is embracing the value of community service learning as a tool for educational reform and they are developing their program with this philosophy as a guiding principle. In many schools and community agencies, service experiences are being integrated into the curriculum and culture, thereby enabling young people to use their academic knowledge and intellectual skills to address important issues and concerns that exist in their communities. The mission of the Massachusetts program is to foster an ethic of community service throughout the state and generate a continuum of service opportunities for young people that will result in life-long commitment to community change through service-learning experiences.

An example of Massachusetts 39 Serve-America subgrantee projects is "Community Service Learning in the Springfield Public Schools." Starting at early grade levels, students involved in the Springfield District-wide demonstration project will engage in service to their community through the reform movement that is going on in Springfield. As part of the effort to enhance schools through partnerships with the community, students will participate in intergenerational projects and after-school enrichment and remedial programs. In addition, the project is paving the way toward the establishment of a city-wide network of partnerships in which older youth serve younger youth.

Higher Ed Programs:

- Bentley College
Waltham, MA

Bentley College has formed an innovative partnership with Project Place, a community development organization, through which business students provide a variety of financial, accounting, and management services to public housing residents. Students will help in small business development plans among other projects. Students gain valuable experience while providing needed services.

- Assumption College
Worcester, MA

Assumption College is implementing an exciting service-learning program for elementary school students at-risk for dropping out of school. The program



CELEBRATING 10 YEARS OF LEADERSHIP FOR SERVICE

Facsimile Cover Sheet

Date: 3 / 4 / 93

To: Jina SANOW

Organization: ONS

Fax Number: (202) 456 - 6420

From: Jim Kielesmeyer

_____, NYLC

Pages (including cover sheet): 9

Comments:

*Call if added
information needed*

Hard Copy Will Be Sent Following this transmission:

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This is Exec. summary of State Youth Service Report
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State Capitol and Governor
Minnesota Governor's Task Force on Community Service
March 1993

"I don't know what your destiny will be, but the one thing I know; the only ones among you will really be happy are those who will have sought and found how to serve." Albert Schweitzer

INTRODUCTION

Since the mid-1980's Minnesota has articulated a comprehensive vision for youth service which calls for the integration of service into the full spectrum of a person's life. Organizations reaching K-12 young people, college students, adult volunteers, and full- and part-time service volunteers in the Minnesota Conservation Corps and other programs would provide service opportunities at every age level for every Minnesotan. We continue to advance toward that vision with important achievements outlined in this report.

In 1992 Minnesota influenced youth service policy in other states and on the national level as well. We hosted a regional hearing December 14, 1992 at Minneapolis North High School for the Commission on National and Community Service and the Clinton Transition Team which focused on creating a vision for a new National Service program. Minnesotans of all ages and backgrounds came forward to share their experiences and testify in support of youth service.

A key to the future of this burgeoning movement in Minnesota is the establishment of a leadership hub within state government comparable to offices established in other states (i.e. PennServe, SerVermont). State of Minnesota authority is needed if the full potential for youth service and mentoring is to be realized. For the past three years the Minnesota Office on Volunteer Services has served in this role, but now with rapid expansion of youth service programs possible thanks to existing and potential federal funding it can no longer carry this responsibility. The Department of Education has volunteered to staff the Governor's Task Force, help establish and house a MN'Serve department that would coordinate K-12, college and the newly proposed Youth Works program and similar state youth service models. (See Appendix A) The Task Force strongly endorses this transition and looks forward to a revitalized new chapter in the advance toward full implementation of a comprehensive state service model.

SUMMARY OF GOVERNOR'S ADVISORY TASK FORCE ON MENTORING AND COMMUNITY SERVICE RECOMMENDATIONS

As mentioned in the introduction, the future of youth service and mentoring in Minnesota depends on the creation of a reinforced leadership hub within State Government that will coordinate existing state programs, monitor federal funds and staff the Governor's Task Force. Our general recommendation is that the Governor and Legislature act together to create a Minnesota Service Office (Minnesotan's Serve — MN'Serve) within the current Department of Education or future Department of Children and Education Services. Other recommendations are summarized below. (See Appendix B for complete recommendations)

Issue #1

Comprehensive State Plan

All youth should have access to mentors and the opportunity for meaningful service-learning experiences.

- Create an infrastructure enabling all youth to: have the opportunity to participate in community service, have a meaningful service-learning experience, provide service which is of mutual benefit to young people and communities, have access to a mentor is necessary to ensure that the needs of youth are met.
- Add the two recommended milestones to *Minnesota Milestones*: a long-range plan based on Minnesotan's vision for the state and a series of goals against which progress can be measured,
 - "all youth have the opportunity to participate in community service throughout their growing up experience"
 - "all children will have access to a mentor who encourages and guides their personal growth and development."

Issue #2

Teacher Training

Ensure that graduates are capable of implementing service-learning methods of instruction as part of every grade and discipline they are qualified to teach by December 31, 1994.

- Teacher training institutions must report their approach and the results of teacher preparation for service-learning to public System Offices, the Minnesota Higher Education Coordinating Board and the State Board of Teaching.
- Request monies for networking, training, capacity building and evaluation activities to be administered by the Higher Education Coordinating Board in cooperation with the Minnesota Department of Education.

Issue #3

Integration into Higher Education Institutions

All higher education institutions will encourage integration of service-learning into collegiate courses and curriculum.

- Involve young people in projects that encourage interaction with people from socio-economic and cultural backgrounds which are different from their own.
- Funding for mini-grants, training, technical assistance and evaluation related to collegiate curriculum in service-learning is requested to be administered by the Higher Education Coordinating Board.

Issue #4

Increase Capacity in K-12 Schools

Increase the capacity for school-based and community-based service-learning.

- Increase the youth service levy aid from \$.85 to \$1.00 per capita. Annually review each school districts youth development/youth service program to access the additional \$.15.
- Establish staff positions for capacity building for school-based service-learning and to assist community agencies to support youth involved in community service.
- Establish a public/private matching grant program for local organizations to prepare them for involving youth in community service and to be designated for youth service entrepreneurial initiatives.

Issue #5

Build Capacity for Mentoring Statewide

Initiate a state focus on mentoring through personal example, a challenge to state agencies and the development of policies to support involvement of state employees as mentors to children and youth.

- Build capacity for mentoring statewide by funding a part-time staff person in the Minnesota Office on Volunteer Services or other appropriate agency to develop and support the Minnesota Mentoring Network.
- Expand the existing database on people involved in mentoring in schools, agencies and nonprofit organizations through surveys, hearings and focus groups.

Issue #6

Full and Part-Time Service Corps

Full and Part-Time Service Corps should be implemented which are geared toward the "forgotten half" including individuals who are undereducated and underemployed.

- Identify grant recipients in urban and rural areas
- Develop a program involving at least 100 participants.
- Seek "non-State" funding match to cover costs above the state appropriation for the service corps.
- Incorporate the "Principles of Best Practices" developed by Youth Service America's Working Group on Youth Policy.

BACKGROUND: MENTORING AND YOUTH SERVICE

Mentoring programs match caring, responsible individuals with youth to encourage and guide their personal growth and development.

Mentoring is a cost-effective way to make a difference in the lives of young people. Studies show young peoples' ability to succeed depends greatly on the absence or presence of adults who help them establish values, build confidence and inspire effort. Yet the increase in one-parent families and two-parent working families, the breakup of the extended family and other factors have left many young people without access to caring, mature adults who are able and willing to play that role. The Minnesota Mentor Network funded by Lutheran Brotherhood and others evolved from a 1991 recommendation by Minnesota's Blue Ribbon Committee on Mentoring and Community Service. The Network partners are working with the Governor's Advisory Task Force on Mentoring and Community Service, as well as existing and new organizations, addressing mentor-related issues and needs. The goal of the Minnesota Mentor Network is to expand the quantity and enhance the quality of mentor opportunities in Minnesota by providing a coordinated statewide system for recruitment of mentors, encouraging networking among mentor program leaders to share ideas, experiences and resources, and promoting quality guidelines for mentor programs.

Youth community service involves efforts by young people to make significant contributions to the welfare of the community. Youth community service takes place through a variety of organizations such as: schools, colleges, government agencies, community based organizations or through individual initiatives.

Young people of all ages are working to build a better Minnesota. On October 7, 1992, students from the Ojibwe School on the Fond De Lac Reservation participated in St. Louis River Watch water quality monitoring activities. Students conducted water

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E. Anderson

chemistry tests and surveyed the benthic macroinvertebrate community. A core group of students has been identified to develop the sediment testing center. In Minneapolis, the Students Reaching Out Program at Anwatin Middle School has 13 students with disabilities tutoring three to eight year olds with disabilities. In Rochester, seven Youth Service Leadership Action Teams for 7th and 8th graders at two junior highs are involved in service-learning projects which address community needs related to poverty. In St. Paul, the Hmong American Partnership, Hmong Youth Pride has 13 Hmong students from Central and Como High Schools participating as mentors for fourth to eighth graders enrolled in Hmong Youth Pride, a drug and crime prevention program serving Hmong children living in St. Paul public housing. Much of this creative service-learning programming can be attributed to the \$3.5 million available to schools through the community education levy. (See Appendix C)

Both mentoring and youth service provide a unique opportunity for youth to develop leadership, achieve academically, bolster self-esteem, and build a commitment to serving others, thus building better communities and a better Minnesota.

1992 BENCHMARKS OF ACHIEVEMENT IN MENTORING AND YOUTH SERVICE

Minnesota Designated "Leader State" by CNCS, STATE RECEIVED FUNDING FROM COMMISSION IN THREE AREAS

Minnesota's vision and long term commitment to youth service played a key role in securing federal dollars to support activities in this state. Minnesota received resources in two of the four available funding slots, K-12 and Higher Education. Minnesota was also selected as one of eight "leader states." An honor which includes additional funding to assist other states in the areas of evaluation, self-evaluation, curriculum development, and the establishment of academic standards.

The breakdown of funding is as follows:

- \$235,942 for ServeAmerica (K-12 Programs)
- \$150,000 for Higher Education collaboration
- \$245,000 as "leader state" funding

As a result of this funding package, Minnesota has been able to fund 23 K-12 programs. Of the 23 grantees, nine are in urban areas - eight in Minneapolis and St. Paul and one in Rochester; nine are in greater Minnesota which includes rural areas and small towns and an Indian reservation; five are in the Twin Cities suburban area. The state has also established a higher education collaboration effort with a focus on incorporating service-learning principles into teacher education.

Minnesota is unique in the nation because of our comprehensive plan for mentoring and community service and the extent to which development has taken place in these areas over the past several years. U. S. Senators Paul Wellstone and David Durenberger and the National Youth Leadership Council have been working with the Clinton Administration since the November election to develop the proposal for a national service program. Advocating for the use of existing infrastructures and exemplary program models, Minnesota is once again in position to compete for additional federal

resources and to have a part in shaping our nation's future for young people and youth service.

Proposed Minnesota "Youth Works" Legislation to Create a Minnesota Version of the Peace Corps and Expand Opportunities for Existing Youth Service Programs

This bill, introduced in the House of Representatives in January by Representative Andy Dawkins (DFL), and cosponsored by Representatives Kathleen Blatz (IR), Roger Cooper (DFL), Howard Orenstein (DFL), and Wayne Simoneau (DFL), and introduced in the Senate by Senators John Marty (DFL), Ellen Anderson (DFL), Tracy Beckman (DFL) and Linda Runbeck (IR) links youth to community service, community service to education, and education to the business community. The authors of the bill ask the state of Minnesota to stop planning for children's failure and start investing in our children's success. "Minnesota Youth Works has been called a lot of things - a workfare program or a modern day Civilian Conservation Corps, for example," said Representative Dawkins, the bill's chief author. "But I like to call it a Minnesota version of the Peace Corps, with G.I. Bill benefits."

Minnesota Youth Works will:

- Use young people as resources to solve problems at the local level
- Guarantee education and job training
- Promote safer communities and a better-trained workforce

Key
Legislative
Initiative
related to
Peace Corps
Program

While the focus of the legislation is the youth service corps, other components of the bill include:

- Work-based learning program
- Career exploration at the elementary school level
- Increase in the youth service revenue for school districts from \$.85 to \$1.00
- Consortium of higher education institutions

A press conference, organized by high school students from across the state, was held on January 25, 1993 to introduce the bill. Young people have been involved with this legislation from the very beginning, helping to shape the vision of the Youth Works bill. A group of students from North High School in Minneapolis receive the credit for the "Youth Works" name. A unique "lobbying team" of high school and college students have agreed to answer questions, talk to the media, and to contact legislators asking for support of the bill.

The bill has been endorsed by many groups including the Inner City Youth League and the St. Paul Chamber of Commerce. It has high potential as a model for the new Clinton National Service proposals and received solid support from the Governor's Task Force.

Efforts of both young people and legislators will culminate April 17, 1993 at a noon rally on the steps of the State Capitol. (See Appendix E)

Model Learner Outcomes

only one of its kind

The document Model Learner Outcomes for Youth Community Service was published by the Department of Education in November, 1992. It was written by a team of young people and adults and outlines learner outcomes based on end results of actual life experiences gained through service opportunities. Included in the 120 page publication are values, philosophies, and goals for education in the State of Minnesota, descriptions of the model learner outcomes, examples of model programs which integrate service-learning into the curriculum, and a new paradigm of youth which insists that young people have significant contributions to make to the community, and should be viewed as our nation's most valuable resource.

K-12 Service Learning

Key #'s

There has been a noticeable increase in the number of school districts offering a specific "Youth Service" class for credit on the high school level during the past three years. In 1992, 325 of 399 districts offer programs in youth service with funding through community education. The number of youth participating in community-service increased by 40,000 over 1991; over 97,000 young people are now involved in school-based youth service programs under state legislation. Over 3,000 youth are involved in service-learning through the federal ServeAmerica program, bringing the state total of Minnesota youth involved to over 100,000. At the senior high level, 148 districts reported that they are offering credit for youth service and service-learning. This compares with 112 districts in 1990-1991, and 49 districts in 1989-1990 as the materials describing the program have been distributed widely. In 1992, CNCS awarded Minnesota a \$235,942 ServeAmerica grant which was used to strengthen 23 K-12 programs across the state. (See Appendix G)

Minnesota Conservation Corps

During 1992, the MCC's Serve-Earn-Learn program, devoted to natural resource conservation and youth development, involved 76 youth in its summer residential program, and 187 youth in the year-round young adult program. The Youth in Natural Resources program introduces minority youth to career and educational opportunities in resource management. Seventy-three youth of color participated in the '92 summer program. Several MCC programs were honored with awards in 1992, including the National Association of Service and Conservation Corps' National Exemplary Service Award for the hearing impaired summer youth program, and the "Star of the North" Polaris Award for excellence in human resource management. (See Appendix H)

Higher Education

The campus service-learning movement made significant strides in 1992. Eleven Minnesota campuses received National and Community Service Act funds, 20 campuses offered co-curricular service programs, 12 integrated community service throughout the curriculum, and 3 campuses now incorporate service-learning principles into teacher training. A total of more than 7500 students participated in one of these many service options. As a result, Minnesota's college and university presidents are moving boldly ahead to create Minnesota Campus Compact, a state-wide coalition for service-learning. Moreover, service-learning is being seen as an integral strategy that crosses all institutional and curricular lines; a strategy that reinvigorates faculty, staff, students, and communities to enhance academic learning and add insight to solving social problems.

NYLC Training

Thousands of educators and youth professionals across the nation are turning to the National Youth Leadership Council (NYLC) for help in integrating service-learning and youth leadership into their schools or agencies. The goal is to ensure a healthy and lasting integration of service-learning and youth leadership through hands-on training by experienced service-learning practitioners. In 1992, the NYLC Training Department has:

- trained over 1500 teachers and educators in over 30 states. Of those trained, over 44% work in settings with at-risk youth and over 45% work with minority youth.
- helped practitioners, administrators and community leaders to understand the concept of and implement service-learning
- raised the knowledge base of influential figures in educational policymaking, teacher education, the government and non-profit sector who attend workshops.

Governor's Youth Service Recognition

Since 1988, the annual Minnesota Governor's Youth Service Recognition has received over 700 exemplary youth service nominations. The range and quality of nominated programs has improved every year. In 1992, Governor Arne Carlson recognized the top 28 programs in the state. These "star" programs consisted of school-based, community-based and college/university level programs. The 1993 Minnesota Governor's Youth Recognition will be held April 20, 1993. (See Appendix I)

Mentoring

The state of Minnesota has been a leader in the development of mentor programs to fill this void through recruitment of caring, responsible adults to be friends, tutors and role models for young people. The Minnesota Mentor Network, a joint effort of the Minnesota Office on Volunteer Services (MOVS), the Minnesota Department of Education, KARE 11, Lutheran Brotherhood and others will help bring all the various mentor programs together. The goal of the Minnesota Mentor Network is to expand the quantity and enhance the quality of mentor opportunities in Minnesota by:

- providing a coordinated statewide system for recruitment of mentors,
- encouraging networking among mentor program leaders to share experiences, ideas and resources
- promoting quality guidelines for mentor programs.

(See Appendix K)

Other Service Activities

Not included in this brief report are the projects and programs of numerous nonprofit/nonformal education and youth development programs statewide such as Camp Fire, 4-H, Tree Trust, Scouts and the Y's. Likewise it does not include the impressive work of adult volunteer programs. In subsequent reports our plan is to be more inclusive as staff and resources allow.

See attached appendices for complete documents from which these summaries have been obtained. Full reports to the Legislature and Governor contain these documents. For a complete report please contact the Minnesota Office on Volunteer Services.

1. Preliminary training for pupil volunteers conducted, when possible, by organizations experienced in such training;
2. Supervision of the pupil volunteers to ensure appropriate placement and adequate learning opportunity;
3. Sufficient opportunity, in a positive setting for human development, for pupil volunteers to develop general skills in preparation for employment, to enhance self esteem and self worth, and to give genuine service to their community;
4. Integration of academic learning with the service experience;
5. Integration of youth community service with elementary and secondary curriculum.

The number of youth participating in community service increased by 40,000 over the previous year. There are now close to 97,000 youth involved in school-based youth service programs. The breakdown by age group is as follows:

42,104	Early Elementary
18,366	Middle School
13,303	Junior High
22,730	Senior High

Key STATE #'S
 For Schools

At the senior high level, 148 districts reported that they are offering credit for youth service and service learning during the 1991 - 92 school year. This compares with 112 districts in 1990 - 91 and 49 districts in 1989 - 90. This dramatic increase has been of national influence for other states considering youth service programs.

The types of credit offered for youth service within a school curriculum or program by the 148 participating districts include the following:

63	Separate Class
43	Independent Study
48	Within existing class for credit
28	Other

There has been a noticeable increase in the number of districts offering a specific "Youth Service" class for credit on the high school level during the past 3 years.

FURTHER RESOURCES

When asked "What further resources do you need to support youth service activities?" the districts responded as following:

135	Additional Workshops for Staff
150	Additional Youth Service - Leadership Prog.
168	Additional Funding
44	Other



Council of Chief State School Officers
One Massachusetts Avenue, N.W., Suite 700
Washington, D.C. 20001-1431

FACSIMILE TRANSMITTAL SHEET

Telephone: (202) 408-5505

Fax: (202) 408-8072

Attention: Jana. SanouéFrom: Barbara PerryCompany: ONISCompany: CCSSOFax Number: 456-6420Date: 3/23/23Total Pages: 9 (including this cover page)

ALLIANCE FOR SERVICE LEARNING IN EDUCATION REFORM

Service Learning is a method:

by which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

that is integrated into the young person's academic curriculum or provides structured time for a young person to think, talk, or write about what he/she did and saw during the actual service activity;

that provides young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;

that enhances what is taught in the school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Background

Many educators have become involved in service learning over the past five years, as practitioners, advocates for change, policy makers, theoreticians, and researchers. Although there are existing organizations to advocate for national service, **no such organization has existed to focus on school-based service learning, especially as it supports education reform. And for the first time ever federal funds are available specifically to support K-12 service learning under the National and Community Service Act, increasing the need for more professional exchange, collaboration, and the development of standards to encourage and support high quality practice.**

A group of practitioners and advocates met at the National Youth Leadership Council's National Service Learning Conference in April 1992 and subsequently in July to consider joint actions and collaborations in this field. During the two-day meeting, work was accomplished by three committees to develop a purpose statement, an advocacy strategy for education and related professional organizations, and a legislative agenda. General agreement was reached on the timeliness of joint action, the areas in which action should be taken, a statement of general purpose, and a commitment to meet again in October to advance the agenda.

In October the group's decision was to establish the Alliance for Service Learning in Education Reform. The group requested that the Council of Chief State School Officers temporarily house the Alliance and that Barbara Gomez act as coordinator/facilitator for the Alliance during its developmental phase. In addition, the Alliance would seek financial support so it could eventually become an independent organization and extend invitations very broadly to individuals and organizations to join, especially education organizations.

Purpose Statement

The present and future needs of our democratic society demand the full participation of a well-educated citizenry. Education institutions, both formal and non-formal, must assure that all youth have opportunities to develop into healthy, competent, caring citizens. Service-learning, a method of teaching and learning, engages youth in addressing needs in their schools and larger community, while advancing the academic achievement and personal development necessary for a vital democratic society.

We believe that service-learning should be an essential element of the growing up experience of every young person in the nation.

We seek to become the effective collective voice for service-learning, as a program, method of instruction and educational philosophy. To reach that goal, we have formed the Alliance for Service Learning in Education Reform.

Initial tasks for the Alliance are to:

- Assure high quality practice through well articulated standards
- Shape policy through advocacy
- Strengthen capabilities of practitioners through peer support
- Develop standards for quality programs for all institutions employing service-learning methods
- Communicate standards to all institutions and practitioners employing service-learning
- Encourage and support practitioners in achieving high standards
- Seek endorsement and dissemination by organizations concerned with youth
- Advocate for policy development and organizational priorities that will support service learning at the institutional, organizational, local, state, and federal levels
- Encourage convening, broad dissemination of materials, exchange and interaction of practitioners

Participants

Pat Barnicle, Thomas Jefferson Forum; John Briscoe, Louise Glugliano, PennServe; Wade Brynolson, California Department of Education; Mike Buscemi, Quest International; Bernadette Chi, California Youth Ambassador; Todd Clark, Kathleen Kirby, Ingrid Sausjord, Constitutional Rights Foundation; Frank Dirks, Close-Up Foundation; Barbara Gomez, Council of Chief State School Officers; Sam Halperin, William T. Grant Commission; Alice Halsted, Joan Schine, National Center for Service Learning in Early Adolescence; Starla Jewel-Kelly, National Community Education Association; Cathryn Berger Keya, Gail Kong, StarServe; Jim Kleismeler, National Youth Leadership Council; Carol Kinsley, Community Service Learning Center; Joanna Lennon, East Bay Conservation Corps; Kate McPherson, Project Service-Leadership; Cynthia Parsons, SerVermont; Julien Phillips, McKinsey & Co; Shirley Sagawa, National Women's Law Center; Toni Schmiegelow, City Volunteer Corps; Harry Silcox, Penn State; Rob Shumer, Generator Center; Frank Slobig, Youth Service America; Chuck Supple, Points of Light Foundation; Allen Wutzdorff, National Society for Experiential Education.

For more information, contact Barbara Gomez, Council of Chief State School Officers, One Massachusetts Avenue, Suite 700, Washington, D.C. 20001-1431, (202) 336-7026.

To: Susan
From: Jina
Re: Alliance for Service Learning in Education Reform paragraph
for the briefing book. II
March 23

How is this?

With the growing influence of CS in schools &

With funding for K-12 programs now available from the Commission on National and Community Service, the Alliance for Service Learning in Education Reform (ASLER) has been formed to create a vehicle for exchanging information about service-learning. Until ASLER no advocacy group had been constructed to promote grade school based community service. The Alliance is temporarily being housed at the Council of Chief State School Officers with Barbara Gomez acting as the coordinator. The goal is to support service-learning through a coordinated effort which will ensure a "high quality practice."