

Formative Years

Lessons from
a Decade in the
Service-Learning Field



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“W.K. Kellogg Foundation Retrospective
of K-12 Service-Learning Projects, 1990–2000”

When the National Commission on Service-Learning, a blue-ribbon committee of educators, legislators, students, and public servants, published a report on the power of service-learning for American schools in February 2002, it marked an important turn in the road for the service-learning movement. Several national advocacy organizations had by then taken up service-learning as a focus of their efforts. A growing body of research had been established. Service-learning terms, definitions, and practices were becoming standardized. Government programs and agencies encouraged the use of service-learning in the schools.

In short, service-learning had become an established field.

But how did it become one? And what was learned along the way about the ingredients of successful service-learning programs? To answer these questions, the W.K. Kellogg Foundation commissioned a retrospective study of a variety of K-12 service-learning projects that it had funded between 1990 and 2000 – a 10-year span that saw service-learning become a widespread educational approach.

This report summarizes the findings of that study, focusing on the critical success factors of individual service-learning programs (Part 1) as well as the sustainability of the service-learning field (Part 2). To set the stage, this introduction defines service-learning, traces its emergence in the 1990s and the Kellogg Foundation's role, and describes the retrospective study of service-learning projects on which this summary report is based.



Defining Service-Learning

According to Dr. Shelley Billig of the RMC Research Corporation, who conducted the Kellogg Foundation retrospective study, service-learning is:

...a teaching and learning method in which K-12 students engage in community service as a means of learning important academic subject matter. The community service provided by the students typically meets an authentic community need and should be closely tied to school curriculum. Most service-learning projects involve young people in planning, service to community, reflection, and celebration.

The least of learning is done in the classrooms.

Thomas Merton

Service-learning provides a dual benefit: (1) it enhances the community through the service provided, and (2) it provides powerful learning consequences for students or others participating in providing a service. According to two leaders of collegiate service-learning, professors Janet Eyler, Ph.D. and Dwight E. Giles, Ph.D. (1999), the distinctive elements of service-learning are action and reflection. They write:

*One pound of learning
requires ten pounds of
common sense to apply it.*

Persian Proverb

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

In the service-learning process, students link personal and social development with academic and cognitive development. Eyler and Giles summarize their observations by writing that, in the service-learning model, “Experience enhances understanding; understanding leads to more effective action.”

In general, authentic service-learning experiences have these common characteristics (excerpted from Eyler and Giles):

- They are positive, meaningful, and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork, community involvement, and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e., the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no “right answers” in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants, generating emotional consequences. It is also more likely to challenge values and ideas, supporting social, emotional, and cognitive learning and development.

A Short History of the Approach



We helped people to realize that this is culturally compatible, it works, and it helps kids learn better.

McClellan Hall
National Indian Youth Leadership Project

The notion of service-learning has roots that go back to the early part of the 20th century with the scholarly leadership of John Dewey. As an educational approach, it first sprouted in the 1970s, spread in the 1980s and fully blossomed in the 1990s. As Dr. Shelley Billig writes in the full retrospective study:

Prior to 1990, service-learning was used only occasionally as a teaching and learning method in K-12 schools. While few reliable statistics exist, service-learning leaders recall that the national debate centered on community service for adults and the role of national service. While many schools valued community service as an afterschool activity, few had connected service with learning in any formal way.

Then two pivotal actions by the federal government, under two different administrations, propelled the service-learning movement. First, between 1989 and 1990, President George H.W. Bush created the Office of National Service in the White House and the Points of Light Foundation. Shortly thereafter, Congress passed, and President Bush signed, the National and Community Service Act of 1990. This legislation authorized grants to schools through Serve America (now known as Learn and Serve America) and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities.

The second pivotal action occurred in September 1993 when President William J. Clinton signed the National and Community Service Trust Act of 1993, creating AmeriCorps and the Corporation for National and Community Service (CNCS). The specific purpose of these government entities was to expand opportunities for Americans to serve their communities, and the Corporation soon became a catalyst for bringing service-learning to scale on a national level.

Against the backdrop of these national developments in the 1980s and 1990s, the W.K. Kellogg Foundation began to play a greater role as an early funder of specific service-learning activities and programs. As the Corporation for National and Community Service took shape, the Kellogg Foundation re-focused its grant making on developing leadership and excellence in the service-learning field; enriching it, and building momentum for adoption, implementation, and sustainability.

Near the end of the decade, the Kellogg Foundation also launched Learning In Deed, a national initiative to engage more young people in service to others as part of their academic life. The Learning In Deed initiative was based in part on the needs that emerged from the experiences of earlier Foundation service-learning grantees.

The Service-Learning Retrospective Study



Between 1990 and 2000, the W.K. Kellogg Foundation, through its Philanthropy and Volunteerism program area, funded approximately 30 K-12 projects related to service-learning. At the end of this period, the foundation commissioned a comprehensive retrospective study¹ of the 18 largest grants that totaled approximately \$14 million in investments to increase the quality and quantity of service-learning in the United States. Specifically, these grants aimed to:

- Generate knowledge about service-learning – specifically service-learning practice, effects, and sustainability – leading to greater adoption and “scale.”
- Develop support systems and infrastructures to encourage higher quality practice in the form of professional development, curricular materials, organizational capacity building, peer support networks, research, and leadership.
- Stimulate innovations in practice and replication of effective practice for multiple demographic groups, generating knowledge about what works best under what conditions.
- Encourage the growth of service-learning as a mainstream part of American education, creating service-learning opportunities for all K-12 students.

The remainder of this report mines the retrospective study of these 18 projects for answers to two key questions: (1) What are the critical success factors in successful service-learning programs? (2) How did these projects help service-learning become a field?

¹ The final study, *W.K. Kellogg Foundation Retrospective of K-12 Service-Learning Projects, 1990–2000*, was published in February, 2002. It is available for viewing and downloading on several Web sites including W.K. Kellogg Foundation (www.wkkf.org), National Service-Learning Partnership (www.service-learningpartnership.org), and National Service-Learning Clearinghouse (www.servicelearning.org). An interactive CD-ROM, based on the lessons learned from the retrospective study and designed to guide the improvement of service-learning practice, was completed in April 2003. Two thousand copies of the CD were distributed at conferences and by request. The online, interactive modules of that CD-ROM, “Looking Back, Going Forward,” are available on the National Service-Learning Partnership Web site (www.service-learningpartnership.org).

Part 1: Elements of Successful Service-Learning Programs

What are the factors that determine success in individual service-learning programs? Researchers asked this question of representatives of the 18 grantee organizations and other leaders in the field. Their responses were organized according to Rogers' (1995) "stages of change" model. These stages are:

- *Adoption.* Educators become aware of an innovation and its benefits and make a decision to try the new practice.
- *Implementation.* Educators learn how to use the innovation and experiment with it in their schools and classrooms.
- *Institutionalization.* Once implemented, the innovation becomes a part of the teachers' regular practice and is embedded within the culture of the school and/or district in order to be sustained over time. The institutionalization stage is often deemed "sustainability" because the innovation is expected to endure over time.

Because service-learning programs are at different stages of maturity, organizing the critical success factors into these three phases – adoption, implementation, institutionalization – will allow educators to choose the most relevant information for their needs.

Adoption: Critical Success Factors

Hardly anyone had ever heard of service-learning. So it gave us a chance to really bring a knowledge base, a confidence base, and excitement to lots of different people.

Roger Weis
Murray State University

While there is no one correct method to infuse service-learning into a course, school, or district, most of the successful approaches, according to the participants in the retrospective study, share some common features, including the following:

- *Early clarity.* As chaotic as beginning a service-learning program may be, adopters must be very clear about the reasons, benefits, methods, and expected outcomes. Service-learning adopters should limit the use of jargon with audiences unfamiliar with service-learning.
- *Connection to important education initiatives.* The benefits of service-learning, in and of themselves, are worthy of consideration. The chances of engaging other adopters increase, however, when service-learning's benefits are presented as a vehicle to achieve standards-based education, character education, youth development, and other prevalent state and federal initiatives.
- *Values alignment.* The adoption of service-learning is more likely when it is viewed as being clearly compatible with the values and philosophy of stakeholders.
- *Credible partners.* Having the right foundation sponsors, community partners or educational allies surrounds a service-learning program with an aura of credibility. A seal of approval by a respected organization helps to persuade other opinion leaders and funders.

We believed that if our Foundation could get behind service-learning, we could really help. We saw its potential to impact so many things that we care about: youth, service, education, and civic engagement, to name a few.

Chris Kwak
W.K. Kellogg Foundation

- *On-site champions.* Adoption of service-learning was more likely when a local individual or core group served as advocate. On-site champions harness the natural energy and passion of teachers and provide a voice for the service-learning cause.
- *Rapid response.* Interest in service-learning comes from all levels of the educational system: administrators, teachers, parents, and community leaders. On-site champions who act quickly and accurately in response to inquiries about service-learning create an immediate top-of-mind awareness. Modeling the service-learning methods of collaboration, joint planning, and decision making and listening in response to inquiries about service-learning is also important.
- *Participation incentives.* It is human nature to want to be valued and appreciated. Service-learning advocates are no different. Launching any innovation is usually labor-intensive and challenging, so incentives to continue the innovation play an important part in the adoption process. Incentives can be monetary (stipends) or compensatory (time off), but more often than not, the most effective incentives were those that clearly articulated the opportunities for personal or professional development, peer or community recognition, or other rewards that were high-esteem rather than monetary.

**Implementation:
Critical Success Factors**

Once service-learning has been tried and adopted, the focus normally shifts toward increasing quality and consistency of implementation. Four leading researchers and scholars² indicate that the availability of resources – human, financial, technological, physical, and informational – is particularly important for effective implementation to occur. The studies generated by these experts also showed that clearly articulated roles and responsibilities, well-defined and specified sequences of activities, and an acknowledgement of the need to be creative and flexible enhanced the quality of implementation. According to those interviewed, successful service-learning implementation has some unique influences, such as:

- *A culture of support.* Service-learning takes root best when there are commonly held beliefs about the viability and importance of service-learning to achieve valued outcomes. In general, implementation on a school-wide or system-wide scale meets less cultural resistance than implementation on a class or departmental basis.
- *Flexible training.* When a particular curriculum or program design is put into practice, implementers have to be clear about what must be standardized and where there is latitude. In-depth training is most effective when it allows for learning and practicing knowledge and skills,

²The experts referenced include Charles A. Maher and Randy Elliott Bennett, researchers of *Planning and Evaluating Special Education Services* (1984); as well as William H. Yeaton and Lee Sechrest, researchers of “Critical Dimensions in the Choice and Maintenance of Successful Treatments: Strength, Integrity, and Effectiveness” in the *Journal of Consulting and Clinical Psychology* (1981).

developing networks and interpersonal relationships, formulating strategies, creating and nurturing partnerships, and engaging in joint problem solving.

- *Targeted growth.* It is important to be deliberate about where to put time and resources. Several study participants said they made the mistake of scaling up service-learning programs too quickly, without proper evaluation. Eventually, they had to stop supporting less successful sites and deepen the support for those with greater promise.
- *Peer credibility.* While successful adoption requires champions, successful implementation more often requires the influence and support of peers from other sites. Peers give credibility to the process by offering the perspective of those who are in the field doing the work.
- *Community connection.* Implementers who clearly understand both the risks and benefits of partnerships with the community have an easier time implementing service-learning.
- *Educational climate.* The climate of educational reform influences implementation as much as adoption. Implementers should pay attention to educational reform trends and make the case that service-learning contributes to positive outcomes.
- *Youth voice.* Grantees acknowledge, and evaluation data show, that the greatest transformations in teaching and learning come when young people take strong roles in every aspect of service-learning implementation and when adults support their increasing youth leadership.
- *Experimentation and innovation.* Although there are some core pieces of service-learning that cannot be compromised, there are others that frequently need to be modified and adapted for local use. A strength, as well as a challenge of service-learning implementation, is that there is no single pathway to effectiveness. Implementers need to experiment and test different approaches to find the best fit for their needs.



Institutionalization: Critical Success Factors

Institutionalization of any new practice means that the innovation becomes embedded within an institution's culture and is supported by its policies and procedures. Factors critical for institutionalization, according to the study, include:

- *Letting go of the steering wheel.* The advocate who carried the service-learning banner through the adoption and implementation processes may not be the right person to navigate institutionalization. A different set of skills are needed, such as fundraising, advocacy, and facilitation. It is hard to do the work while guiding the work; leaders are less successful when they try to do both.



- *Long-term community partnerships.* Community partners need to have meaningful roles in any service-learning project. Retrospective participants said that institutionalization is easier when they find several different ways for partners to work together to maintain momentum and stimulate long-term commitment.
- *Sustainability from square one.* Successful service-learning advocates begin to think about sustainability issues early in the planning process. Partners should be asked to help formulate marketing strategies, media campaigns, and a business plan, and to look for social capital and venture capital from the beginning.
- *A paid staff person.* Study participants said creating a permanent staff position with an annual budget line helped to institutionalize their projects. Permanent staff, by virtue of their visibility within a system, help to keep a project on the radar screen within larger organizations.
- *Measuring results.* For most of the grantees, institutionalizing service-learning meant that projects had to show results – positive impacts on teachers and students. Programs that tracked results and steadfastly worked on improvement were more likely to be sustained. Partners, said grantees, should be informed about evaluation results and involved in the retooling process.
- *Tracking educational trends.* Study participants noted that the focus of educational reform changed several times during the last decade. They said service-learning practitioners seeking program sustainability need to pay attention to these reforms. Service-learning must be viewed as a key strategy for reaching valued educational outcomes.
- *Communicating up.* Retrospective participants found that maintaining strong relationships with leaders and advisory boards, including boards of education, is critical to sustaining service-learning. Communicating regularly, providing leaders and board members with frequent updates of progress, and inviting potential stakeholders to visit or become a part of the service-learning project helped to institutionalize the practice of service-learning.

Part 2: Strengthening the Service-Learning Field

*Bring people together and dialogue in a safe space.
Take what they have told you and do something about it.
Report back, get feedback, and devise the next steps.
Take your time.*

Joy DesMarais
National Youth Leadership Council

While many schools valued community service as an after-school activity, few had connected service with learning in any formal way. Some early service-learning leaders, most notably the National Youth Leadership Council (NYLC), the University of Minnesota, and several service and professional organizations, saw the potential for linking service and learning. But they found few models and existing programs, fewer curricula and supporting materials, poorly funded support networks, and a dearth of formal plans helping individuals in schools adopt, implement, and sustain service-learning activities. All in all, the service-learning programs that did exist across the country could hardly be called a field.

Today, the story is different. In part because of the efforts of Kellogg Foundation grantees, service-learning has become a field – what Fine (2001) terms “an area of specialized practice that encompasses specific activities carried out by trained practitioners in particular settings.” According to Fine, a practice must have several discrete components to be considered a field, including the following:

- *Distinct identity.* A set of clear, differentiated, and recognized activities that can be described.
- *Standard practice.* Consistent criteria for quality practice that achieves the desired outcomes as well as the contextual, developmental, and cultural conditions that foster the outcomes.
- *Knowledge base.* A cumulative source of research and standard practice that identifies desired outcomes and the conditions necessary to achieve them.
- *Leadership and membership.* A core group of recognized practitioners who are prepared to advance the quality of practice and train and give credential to other practitioners.
- *Information exchange.* Regular communication opportunities for disseminating knowledge.
- *Resources.* Structures and organizations that facilitate collaboration between and among practitioners and allies.
- *Committed stakeholders and advocates.* Individual and collective support from practitioners, researchers, administrators, policymakers, clients, influential leaders, and others to sustain activities and ensure continued support of key stakeholders.

Today these components are easily recognizable to anyone familiar with the field of service-learning. But how were the components established? And what role was played by the organizations funded by the Kellogg Foundation? The Retrospective study findings provide an answer, illustrating what Kellogg Foundation grantees, and the Foundation itself, did to establish these components and ultimately help build the field. The Foundation and its grantees undertook the following efforts:

Formed a distinct identity. In the early 1990s, definitions of service-learning did not appear in many of the study participants' grant applications. In fact, there was little agreement on many aspects of service-learning. By the middle of the decade, all had developed specific definitions and all of the definitions, with slight variations, resembled that found within the Corporation for National and Community Service standards. By the end of the decade, definitions of service-learning among grantees were almost completely aligned, with nearly all adopting the Corporation's definition.

We learned that we needed a champion in the school to serve as the coordinator of the service-learning program. This is the person who energizes the site and helps others to do what they need to do.

Michael Buscemi
Quest International

Established standard practice. According to the study, service-learning grantees in the 1990s were instrumental in the formulation, dissemination, and promotion of standard practice in service-learning. They developed quality indicators, model programs, curricula, job aids and other tools for planning and reflection. They developed a system of training and technical assistance to help individuals, schools, and programs initiate, develop, and refine service-learning practice. Several were involved in the Alliance for Service-Learning and Education Reform (ASLER), a group that defined the initial set of service-learning quality indicators. Experimentation with the ASLER standards eventually led to the development of the Essential Elements (Toole, 1999), a published set of standards widely used to define quality practice in the field. Most of the projects, through intentional evaluation efforts, discovered the contextual, cultural, and developmental conditions necessary to optimize success.

Established a knowledge base. Several of the study participants conducted research to investigate the outcomes and impacts of their service-learning efforts and determine the program elements that contributed to outcomes and impacts. For instance, one grantee documented the effectiveness of an ethical decision making curriculum in combination with service-learning, rather than service-learning alone. Another conducted systematic research on its Generator Schools (40 K-8 schools committed to developing effective service-learning practices). The research aimed to discover which specific program elements were necessary for success. Many retrospective participants employed evaluations to improve programs and shared information about good program practices during conferences, informal meetings, and networking conversations.

Helped cultivate leadership. Through its strategic early investments, the Kellogg Foundation cultivated and encouraged the service-learning leadership that already existed through the National Youth Leadership Council (NYLC), Quest International, the YMCA, the National Indian Youth Leadership Project (NIYLP), The Giraffe Project, the University of Minnesota, and others. The Foundation then invested in a second set of groups and nurtured the development of a new generation of leaders for the field. These new leaders included individuals associated with the American Youth Policy Forum (AYPF), the leadership of the Kellogg Foundation's Learning In Deed initiative, and others who could energize the field. In addition, leaders from communities of color, often under-represented in the field, were carefully selected and nurtured so that additional models of good practice could be established.

Supported members. Each study participant provided support to increase its membership and the participation of educators, students, and community members in service-learning. For example, one grantee provided training and support for teachers to use their service-learning approach. Another provided training in service-learning to teachers and community-based organization staff. A statewide organization conducted presentations, training sessions, consultations, and conferences. A university created a manual and trained educators on service-learning methodologies. A pilot program provided intensive technology assistance to its two sites, and then widely disseminated the lessons from the pilot sites through training sessions for teachers, students, administrators, service-learning coordinators, volunteer coordinators, and representatives from community-based organizations and businesses nationwide.



Shared information and ideas. Grantees created many communication vehicles for exchange of information. One established a national conference. Others hosted or took part in state and regional conferences. A university-based organization established a peer exchange system to disseminate information and provide one-on-one technical assistance and mentoring for service-learning leaders and practitioners. A national policy organization developed a series of forums for congressional policymakers in Washington, D.C. A national service provider established regular communication channels throughout its network of sites. A university brought its sub-grantees together to discuss progress. Many, if not all of the study participants, developed newsletters, Web sites, brochures, and other outreach channels, all focused on service-learning and its benefits.



Built and shared resources. As mentioned, most grantees formed vehicles for communication that helped them foster collaboration. In addition, several others established partnerships with other organizations active in service-learning. For example, a university-based peer consultant network was active in multiple states and partnered with a national organization and many other grantees. One organization used another's curriculum and materials. An advocacy organization used leaders from several other grantees as speakers for its forums. A national organization established its own National Resource Center and six regional support centers. Most groups contributed documents and publications to the Service-Learning Clearinghouse that was operated by the University of Minnesota.

Mobilized committed advocates. Nearly every grantee conducted outreach and awareness efforts and generated sustained support from stakeholders. Examples include policymakers' forums, administrators' meetings, participation in state legislative agendas, garnering of top administrators' support for a permanent position, activities to inform state and federal policymakers about the benefits of service-learning and the need to formulate policy to sustain its practice, and linking the practice of service-learning with other funded efforts such as School-to-Work legislation.

Between 1990 and 2000, both the notion and the practice of connecting community service with learning objectives in the classroom spread significantly. Today there are models, standards, national advocacy, and support from public and private sources. There are a growing number of K-12 students who take pride in being connected with their community, and a growing number of community organizations that see renewed benefit and value in the educational system. According to the retrospective study, Kellogg Foundation grantees and other service-learning advocates were able to achieve five long-term impacts on the service-learning field.

First, they put service-learning on the educational map. Before 1990, evidence of service-learning as a school-based practice was sparse. As a group, Foundation grantees generated awareness of service-learning among educators, policymakers, and the public. The grantees' projects led to significant growth in service-learning practice as an educational endeavor, and their work served to stimulate thinking and adoption of service-learning as an important educational approach. It is through the efforts of many advocates that service-learning has gained a measure of respect as a method for reconnecting schools and communities.

A second long-term impact was the development of two generations of service-learning leaders. Because the grants were implemented over a 10-year period, two generations of service-learning leaders were developed, as early leaders enlarged their programs and purposefully brought others on board. Many of the early leaders nurtured a new generation of leaders through mentoring and project participation, and many of this new generation are now leaders in the field.

Third, service-learning organizations and advocates have created new teaching tools. Since service-learning was relatively unknown during the early 1990s, many of the projects developed curricula and instructional materials for teachers to use in their classrooms. These materials helped teachers understand the essence of service-learning and gave them concrete steps to use in initiating service-learning in their classrooms. Some grantees created professional development materials to help teachers learn more about service-learning. These materials were widely copied and distributed. Service-learning practice started to become standardized, and service-learning became widely understood as a concept with its own parameters and identity. Collectively, the projects spawned models for effective practice and standards of quality. The formation of tools and venues for information exchange led to adoption by others, increased quality of practice, established a mindset for continuous improvement, and spurred greater recognition of service-learning as a legitimate school- and community-based activity.



Fourth, a culture of partnerships emerged. Because service-learning is a collaborative activity, its practitioners often value and favor collaborations. Expectations for collaboration, both as a value and as an informal norm modeled by the Kellogg Foundation, led to the creation of formal and informal networks. Organizations with similar missions and goals were able to come to quicker consensus on the standards than would have been otherwise possible.



And a fifth impact of the decade of work studied was significant maturation as a field. The work of the projects helped service-learning practitioners learn about service-learning and the conditions under which its practice could be optimized. Grantees learned and shared many valuable lessons about effective change strategies that improved the ways grantees implemented their projects.

This work creates a powerful legacy. Teachers, organizers, administrators, and advocates – supported by investments from the Kellogg Foundation and others – helped turn service-learning into a respected educational method and thriving field. The 1990s were formative years indeed, for both the service-learning movement and the young people involved. The achievements are concrete, in the form of strengthened structures, programs, and practices. And they are intangible as well, enhancing learning and growth for countless young people. Perhaps most significant, leaders and funders have laid the groundwork for service-learning to flourish as a widespread K-12 academic method in the years to come – nationwide and, indeed, around the world.

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**Organizations Participating
in the Service-Learning
Retrospective**

American Youth Policy Forum (AYPF) created programming to help policymakers understand that service is an integral and essential component of positive youth development.

Impacts. Over 2,000 people per year attend AYPF events. Participants used AYPF information to inform constituents; write reports, grant applications, speeches, and newsletters; and to draft legislative proposals.

Community Educational Services (CES) promoted (1) a youth empowerment approach in the classroom, (2) teacher training and support, and (3) a youth leadership program.

Impacts. Ninety-five percent of students demonstrated increased motivation to learn. Ninety percent of students improved their reading and writing skills. Ninety percent of students showed improvement in their interpersonal skills. One hundred percent of teachers made significant shifts toward student-centered practices in the classroom.

Institute for Global Ethics (IGE) investigated the effectiveness of integrating an ethics training component into service-learning programs in order to strengthen and support expected service-learning outcomes.

Impacts. Students who experienced the Building Decision Skills curriculum in addition to service-learning were significantly more likely than students in the other two groups studied to: interpret a situation as having an ethical dimension; take personal responsibility for solving a situation; and analyze a situation from the perspective presented in the curriculum.

Leadership, Education and Athletics in Partnership (LEAP) established mentor relationships between young adults and children at high risk of social and school failure to enhance the social and academic development of children, and increase the skills and leadership abilities of young adult mentors.

Impacts. LEAP's Youth Community Service Initiative (YCSI) motivated children and young adults to develop analytical and organizational skills, and strengthened their ability to serve as agents of social change and community renewal.

Maryland Student Service Alliance (MSSA) created 16 Youth Representatives Involved in Service-Learning Education (Youth RISE) councils to empower youth in decision making, developing curriculum, and engaging in policy planning.

Impacts. Sixty-nine percent of students surveyed stated that service-learning had a positive impact on their grades. Ninety-six percent felt that they would remain actively involved in service activities after high school.

National Youth Leadership Council (NYLC) developed model curricula, built capacity within participating pilot schools, formulated and promoted a national service-learning agenda, and engaged in projects that served to advance the quality and quantity of service-learning practice nationwide.

Impacts. Project leaders estimated that more than 100,000 individuals were directly impacted by this initiative. NYLC created an annual service-learning conference that now draws more than 3,000 attendees from across the United States and around the world.

National Youth Leadership Council's (NYLC) Diversity Project promoted an in-depth exploration of diversity issues and practices within the service-learning field and provided opportunities for service-learning leaders from diverse constituencies to exchange ideas about inclusion, equity, and social justice.

Impacts. Participation in leadership forums tripled from the 2000 conference (57) to the 2001 conference (170).

Project del Rio taught secondary school-age students to become environmental stewards through action research.

Impacts. Project del Rio provided students with the guidance and leadership to initiate over 40 community service projects throughout the Rio Grande watershed.

Quest International generated national awareness of service-learning as an effective learning modality, developed and provided support services to states and individual schools promoting and using service-learning, and helped middle and high school faculties implement and integrate a service-learning curriculum.

Impacts. The beneficial effect of service-learning was stronger for students identified as academically at risk and for those in the twelfth grade. More than 50 case studies were created.

The Giraffe Project developed a service-learning and character education curriculum designed to build courage, caring, and a sense of responsibility in children and in the adults and institutions that were touched by the program.

Impacts. The number of children who reported that “nothing could be done about the problems in their schools and communities” dropped by 55 percent over a 15-month period. Ninety percent of teachers in a formal survey reported “some” or “many” positive attitude and behavior changes in students and particularly noted an increase in self-esteem, caring, teamwork, and problem-solving skills.

The Kellogg investment catalyzed special organizing, training, and preparation that created in-depth programs; more importantly, [it] allowed development of a network that then could strategically be engaged in the political process.

James Kielsmeier
National Youth Leadership Council

Tufts University built collaborations between schools and communities in five school districts to promote service-learning as a tool for teaching and learning and as a method of addressing unmet community needs.

Impacts. Approximately 10,205 teachers were touched by this project, and in three sites, the project became self-sustaining.

University of Minnesota promoted the inclusion of service-learning in core academic curricula and educational reform by developing a peer consulting system in 24 states.

Impacts. Consultants conducted at least 1,000 presentations at the national, regional, and state levels and trained more than 10,000 teachers, administrators, parents, and community-based organization representatives in service-learning.

YMCA of Greater Seattle prepared youth and leaders of youth-serving organizations to improve their communities through service-learning.

Impacts. Between 1997 and 1999 there was a 236 percent increase in local YMCAs using service-learning in their program. Service-learning language and principles have been incorporated in 80 percent of the YMCA-USA program areas and agendas.

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