



Looking Back, Going Forward:

**Three Professional Development Packages
To Guide the Implementation of Service-Learning**

**Reflective Workshops and Study Group Modules
Based on the W.K. Kellogg Foundation
K-12 Service-Learning Retrospective Study**

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K-12 Service-Learning Projects, 1990-2000* by Billig & Klute, RMC Research Corporation.**

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Service-Learning at a Crossroad

Service-learning is presently at a crossroad. On one path, it remains an occasional practice, dependent on a few committed teachers or youth workers. On the other path, service-learning becomes a practice meaningfully and widely embraced at the school, district, community, and state levels. Which direction service-learning takes will partly depend on the ability of practitioners and advocates to implement service-learning in a manner that promotes its expansion, credibility, and sustainability. The material on this CD-ROM is intended to support change-agents who want to make this implementation happen and to fulfill the vision of the National Commission on Service-Learning:

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

-The National Commission on Service-Learning (2002)

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Origin of this CD-ROM

In October, 2001, representatives from 18 diverse educational and non-profit organizations from across the country gathered in Illinois for three days of reflection. What brought them together? The organizations had collectively received approximately \$14 million of funding for service-learning implementation from the W.K. Kellogg Foundation during the decade of the 1990’s (before the Learning In Deed initiative). The question that they had gathered to ask themselves was: *What did we individually and collectively learn?*

The participating K-16 educational and non-profit organizations had used their grants to focus on a wide variety of service-learning uses, including youth empowerment, environmental stewardship, Native American communities, character education, statewide reform, ethics training, mentoring, demonstration schools, and college outreach. (Note: See [handout #6](#) for a complete list of grantees, short project descriptions, and contact information).

For the year prior to the October retreat, RMC Research Corporation compiled data from first-hand interviews and secondary archival resources to construct a draft evaluative summary of the entire grantmaking cycle. The study was designed to document the activities of the grantees and the populations they served, determine the reach of the funded projects, describe the longer term impacts, glean the strategies that project directors believed were the most powerful and effective, capture the lessons learned, ascertain the degree to which projects were sustained, and derive implications for field-building.

Participants at the retreat discussed and offered feedback on the preliminary findings. The ensuing final report was entitled: “W.K. Kellogg Foundation Retrospective of K-12 Service-Learning Projects 1990-2000.” This work documented the activities and impacts of Kellogg’s grantees and is included in [Appendix A](#) of this CD-ROM. [Appendix B](#) gives the names of the Retrospective team that worked on the entire Retrospective project.

As the participants dialogued about their respective successes and challenges at the autumn retreat, they consistently raised one hope: “Make the results of our study and reflection available in a practical way that will help others who want to move service-learning forward.” In this manner, the idea of this CD-ROM was born.

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The Purpose of this CD-ROM

In thinking about how the Retrospective report could be distributed, we concluded that the information would need to be “repackaged” to fit the needs of those immersed in day-to-day work with or in youth-serving organizations. The idea was to format the learnings from the Service-Learning Retrospective into several professional development modules that would offer off-the-shelf materials that could be easily picked up and used.

To this end, we have provided sample workshop titles, workshop descriptions, handouts, PowerPoint presentations and discussion questions. Although educators will bring their own creativity to the process, we have provided a complete package as a starting point. Workshop facilitators can take what we have done and adapt the content and design to their particular setting and participants, but all key elements are included.

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Target Audiences

These materials are developed for change-agents involved in service-learning—those who are trying to help schools and/or neighborhood youth organizations adopt, implement and institutionalize service-learning. This group includes but is not limited to:

- Change agents and leaders within K-12 Schools (teachers, school administrators; service-learning coordinators);
- Non-profits that do training with schools;
- Community-based organizations;
- Consultants working with school systems;
- Governmental agencies, including state educational staff, supporting service-learning;
- Foundations supporting service-learning; and
- Corporation for National Service grantees.

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Format for the Professional Development Units

We have designed three distinct and complete professional development formats. Each represents a complete professional development package in and of itself. All three are based on the Service-Learning Retrospective results, but the second and third options take advantage of a longer time frame to present additional material and provoke more in-depth and comprehensive discussions. Here is a quick overview of the three formats:

Format	Sample Intended Use	Description
A 90 minute module	Workshops, Conference Sessions, Staff Development Sessions	Focuses on learning the change framework of Adoption, Implementation, and Institutionalization. Participants have a chance to chose and discuss ONE of these three areas and the related findings in depth.
A four hour workshop	Half-Day Workshop; Pre-Conference Session	Adds a self-assessment instrument. Adds participant reflection on all three change components.
A study group that meets five times	Schools or community-based organizations use the lessons for a study group among their staff.	Adds pre-readings on Adoption, Implementation, and Institutionalization (included on the CD-ROM). Formatted as group discussion rather than as a workshop.

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What is on the CD-ROM?

- Lesson Plans
- Activities
- Supplemental Activities
- Discussion Questions
- Handouts
- Slides: offered in both PowerPoint and standard overhead transparency formats

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Framework for Discussion: Roger’s Model of Change Stages

W. K. Kellogg Foundation grantees (participants in the Retrospective study) experienced and overcame many of the challenges associated with educational change. During interviews, participants reflected deeply on their experiences and the advice they would provide to others who would like to promote service learning in schools. The guidance offered by participants is organized according to the stages of change model articulated by [Rogers \(1995\)](#). These stages, which are the basis both of the Kellogg report and of the lessons included in this CD-ROM, are:

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Diffusion of Innovations Process

Change Component	Definition	Central Challenge
Adoption Stage	Educators must become aware of an innovation and its benefits and make a decision to try the new practice.	<i>How do we “scale up” or spread service-learning to more people and organizations?</i>
Implementation Stage	Educators must learn how to use the innovation and experiment with it in their schools and classrooms.	<i>How do we foster depth and quality in our service-learning practice?</i>
Institutionalization Stage	Once implemented, the innovation must become a part of the teachers’ regular practice and must be embedded within the culture of the school and/or district in order to be sustained over time.	<i>How do we sustain service-learning practice and programs for the long-term?</i>

Rogers, E. M. (1995). *Diffusion of Innovations*. (4th ed.). New York: The Free Press.

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How to Use this CD-ROM

Someone once wrote a book called “*Roadmap to School Reform*.” The title elicits a dream world in which, like a visit to the American Automobile Association (AAA), someone would provide organizations with a map marked with distances, best driving routes and places to stay on the road to successful change.

This interactive CD-ROM might be better called “*Road Signs to School Reform*.” If you are interested in spreading and deepening service-learning practice, there are no simple maps that will tell you how to get there. Road signs won’t get you to your destination, but they will help to alert you to opportunities and dangers on the road such as “Stop,” “Narrow Bridge” and “Children at Play.”

What this CD-ROM can offer is 22 “Road Signs” to guide the service-learning implementation process. Our assumption is that these 22 findings will spark conversation, not stop it. The CD-ROM is written in a way that participating groups add their own road signs based on their experience. The goal is for individual leaders, schools, and organizations to become more knowledgeable in finding their own way to increase service-learning Adoption, Implementation, and Institutionalization.

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Background of the The W.K. Kellogg Foundation Service-Learning Retrospective Project

The W. K. Kellogg Foundation (WKKF), through its Philanthropy and Volunteerism group, awarded almost \$14 million to approximately 30 projects related to K-12 service-learning from 1990 to 2000, excluding those grants funded as a part of the *Learning In Deed* Initiative. These projects were given funds to stimulate activities that would help reach the goal of increasing the quality and quantity of service-learning in the United States.

The purpose of this Retrospective evaluation was to describe the collective impact of the WKKF’s K-12 service-learning grantmaking in the 1990s, especially with regard to grantees’ contributions to service-learning practice and sustainability in the United States. The evaluation addressed multiple questions, including:

- What collective lessons did the projects learn especially with regard to service-learning adoption and implementation?
- What were the unanticipated challenges that occurred and how were they addressed?
- What strategies did the project directors believe were the most powerful and effective?

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Guiding Elements in the Design of the CD-ROM

In approaching the construction of this CD-ROM, these were a few of our guiding principles/assumptions:

1. The focus of these lessons is first on organizational change and secondarily on the Retrospective report. The lessons learned are presented not as findings but as tools for discussion and reflection.
2. The lessons are intended to be friendly both to schools and community-based organizations.
3. Similar lessons are structured to be used in different time frames: a 90-minute workshop; a half-day workshop; or a five-lesson study group.
4. We wanted to offer our lessons but leave room for participants' input and strategies to enrich the discussions.
5. It was important to keep the modules tightly focused on Adoption, Implementation, and Institutionalization to provide a clear and productive framework for discussions.

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Fair Use of the Materials

These materials have been generated to support YOUR work. We ask that handouts and materials be cited and credited to the authors and sponsoring organizations, but that you adapt and utilize the materials in the way that works best for you. We see educators and those involved with youth as being creative and responsible people who frequently take others' ideas and fine-tune them to meet their needs and the needs of their locale.

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