

2007-2008 Program and Performance Measurement Report Community Based Organization

Please fill out this form completely.

The Program and Performance Measurement Report Registration Information (pages 2-3 of this form) should be completed by any organization receiving Learn and Serve funds (CNCS grantees, subgrantees, organizations receiving grants from subgrantees).

This Program Reporting Form (beginning on page 4) should be completed by:

(1) LSA grantees (such as direct higher education grantees) directly operating LSA funded service-learning programs;

(2) Any organization receiving a subgrant under the Learn and Serve America (LSA) program (i.e. a Learn and Serve grant awarded by a State Education Agency, Grantmaking Entity, or Higher Education Consortium);

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(3) By institutions receiving program grants from subgrantee organizations.

The questions on this form refer to the July 1, 2007 – June 30, 2008 program year.



Corporation for
**NATIONAL &
COMMUNITY
SERVICE** 

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including the time for reviewing instruction, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Corporation for National and Community Service, 1201 New York Avenue, NW, Washington, D.C. 20525; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

Registration Form

Subgrantee ID number: (from grantee):		
Organization/School Name:		
School District (if applicable):		
Program Name (if any):		
Contact Person - First Name:	Last Name:	
Contact Title:		
Street Address:		
City:	State:	Zip+4:
Email:		
Telephone:		
Fax:		
Website (if any):		
Additional Contact Persons:		
First Name:	Last Name:	
Title:	Email:	
Telephone:	Fax:	

1. Please choose one of the descriptions below. Only fill out the ethnic description if you are a higher education organization and one applies.

K-12	Higher Education	Community-Based Organization
<input type="radio"/> School District	<input type="radio"/> 2 Year Public College	<input type="radio"/> National Not-for-profit Organization
<input type="radio"/> Regional Education Agency	<input type="radio"/> 2 Year Private College	<input type="radio"/> State or Regional Not-for-Profit
<input type="radio"/> State Education Agency	<input type="radio"/> 4 Year Public College or University	<input type="radio"/> Local Not-for-Profit
	<input type="radio"/> 4 Year Private College or University	<input type="radio"/> State service commission
<input type="radio"/> Public School	<input type="radio"/> Graduate/Professional Program	
<input type="radio"/> Private School	<input type="radio"/> Higher Education Association/ Consortia	
<input type="radio"/> Public Charter School	If checked above, secondary window asks for the following: "Is your college or university a:"	
<input type="radio"/> Indian/Tribal School	<input type="radio"/> Historically Black College/University	
	<input type="radio"/> Hispanic Serving Institution	
	<input type="radio"/> Tribal College/University	

2. Is your institution or organization religious or faith-based?

Yes No Don't Know

3. Please indicate which of the following activities you performed during the 2007-2008 program year using Learn and Serve grant funds:

My institution or organization used Learn and Serve funds to provide training and technical assistance and/or curriculum development for service-learning activities

Yes

No

My institution or organization subgranted Learn and Serve funds to other institutions

Yes

No

or organizations

My institution or organization ran Learn and Serve funded service-learning activities (Note: answering yes to this question indicates that you will report on participants and service-learning activities for this program year) Yes No

4. Please list all of the institutions or organizations to which you make grants of Learn and Serve America funds. For each, please provide the name of the organization, the size of the grant, and contact information for the lead contact person for the programs. Please note, do not include mini-grants or grants to individuals within your institution, or small grants to individuals (for example, training stipends) in other institutions.

Institution/ Organization	Grant Size (Dollars)	Contact Person	Address	Telephone/ Fax	Email

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End of Website Registration Questions

Program Reporting Form

I. Organizational Questions

1. Organization size: provide the number of youth (ages 5-17) who participate in your organization as a whole

Total Number of Youth

2. What best describes the scope of LSA funded service-learning activities at your organization during the 2007-2008 program year? Check all that apply.

<input type="radio"/> Integrated into all activities at the agency/ agency-wide program	<input type="radio"/> One or more stand alone programs (e.g., an after school service club, leadership program or summer camp)
<input type="radio"/> Integrated into all youth programs	<input type="radio"/> Other (specify)
<input type="radio"/> An ongoing activity or element that is part of a larger program (e.g. a regular activity in a comprehensive after school program)	<input type="radio"/> Don't know

3. Does your organization have service-learning requirements for any of the youth who participate in your organization?

- Yes, for all youth
- Yes, for some youth
- No (skip to question 5)
- Don't Know (skip to question 5)

4. If your organization has a service-learning requirement, what type(s) of service-learning requirement(s) does your organization have?

Required classes that incorporate service-learning	<input type="radio"/> Yes	<input type="radio"/> No
Specific number of hours of service outside the classroom	<input type="radio"/> Yes	<input type="radio"/> No
Some other requirement (specify _____)	<input type="radio"/> Yes	<input type="radio"/> No

II. Funding Sources

5. 2007-2008 Learn and Serve Grant Amount (from grantee file link/lookup): \$ _____

6. Is the current grant the first Learn and Serve America grant that your organization has received?
- Yes, this is the first grant
 - No, we have received prior grants
 - Don't know

7. What are the other (non-Learn and Serve) sources of funding for your service-learning programs this year? (check all that apply)

<input type="radio"/> State service-learning funds (non-LSA)	<input type="radio"/> Community/private contributions (e.g. United Way)
<input type="radio"/> Other state grant or program funds	<input type="radio"/> Individual contributions
<input type="radio"/> General agency operating funds	<input type="radio"/> Other Corporation for National and Community Service Grants
<input type="radio"/> Foundation grants	<input type="radio"/> Other federal funds (e.g., Safe and Drug-Free Schools, 21 st Century)
<input type="radio"/> Corporate grants	<input type="radio"/> Other
	<input type="radio"/> Don't Know

III. Service-Learning Participants, Beneficiaries and Staff

In this section we are interested in the individuals who participate in your LSA service learning programs and activities.

8. Please provide demographic information on the service-learning participants who were engaged in Learn and Serve-supported activities from July 1, 2007 to June 30, 2008. If you have no students in a given category, enter "0" in the relevant box.

Note: for the purpose of this survey, a **service-learning participant is a student, between the ages of 5 and 17, who is involved in service-learning programs or activities that engage service-learners in learning activities, assessment and reflection, and direct or indirect service to beneficiaries.** Service-learning programs and activities include preparation and reflection, as well as direct service. Youth or adults engaged in one-time volunteer activities, as well as beneficiaries of the service-learning activities, should not be counted as service-learning participants, .

LSA Funded Service-Learning Participants	Estimated Number of Youth
Total number of individual service-learners in LSA supported activities/programs at your organization	

Grade Level of all LSA service-learning participants	Estimated Number of Youth
K – 5 th grade	
6 th grade – 8 th grade	
9 th grade – 12 th grade	
School dropouts	
Grade unknown	

Ethnic background of LSA service-learning participants	Estimated Number of Youth
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

Racial background of LSA service-learning participants	Estimated Number of Youth
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race Unknown	

Gender of LSA service-learning participants	Estimated Number of Youth
Male	
Female	
Gender Unknown	

LSA service-learning participants with disabilities	Estimated Number

	of Youth
Service-learners with disabilities	

Staff Participation in Service-Learning

9. How many staff were involved in teaching, leading, and operating LSA funded service-learning programs in your organization this year? Number (part- and full-time combined) _____

Additional Volunteers

10. Approximately how many **youth volunteers** (defined as youth 5-17 years old) were involved in LSA supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular program participants as reported above.

_____ Estimated number of youth volunteers Don't Know

11. Approximately how many **adult volunteers** (defined as 18 or older) were involved in LSA supported service-related activities (i.e. one-time volunteers or volunteers recruited for service-learning activities. Do not include program staff).

_____ Estimated number of adult volunteers Don't Know

11a. Approximately how many of these adult volunteers are Baby Boomers (defined as individuals born between 1945 and 1965, or between the ages of 40 and 60)?

_____ Estimated number of Baby Boomer volunteers Don't Know

Youth Participants from Disadvantaged Circumstances

12. Approximately how many youth (defined as youth 5-17 years old) from disadvantaged circumstances provided community service through your LSA supported service activities during the 2007-2008 program year?

(Note: Disadvantaged youth are defined as children and youth who, because of certain characteristics, special and exceptional needs, circumstances, experiences or insufficiencies, encounter financial, legal, social, educational, emotion, and/or health problems and may have significant difficulties growing into adults who are responsible citizens, productive workers, involved members of communities, and good parents.)

_____ Estimated Number Don't Know

IV. Beneficiaries

13. Did any of your LSA supported activities provide services to youth from disadvantaged circumstances during the 2007-2008 program year? (NOTE: youth included here may have also been reported in question 13 if they provided community service as part of their activities.)

- Yes No Don't Know

(If yes, proceed to 13a. If No or Don't Know, proceed to 14)

13a. Approximately how many of the youth beneficiaries of your LSA supported activities belong to the following populations (categories are not exclusive):

	Estimated Number	Don't Know
Economically disadvantaged youth		<input type="radio"/>
Foster children		<input type="radio"/>
Adjudicated youth		<input type="radio"/>
Children of incarcerated parents		<input type="radio"/>
Students who are disabled/ in special education		<input type="radio"/>

14. Approximately how many youth (ages 5-17) were mentored through your LSA supported service-learning activities?

- _____ Estimated Number Don't Know Do not have mentoring activities (skip to question 15)

17a. Approximately how many of those mentored are from disadvantaged circumstances?

- _____ Estimated Number Don't Know

15. Approximately how many youth (ages 5-17) were tutored through your LSA supported service-learning activities?

- _____ Estimated Number Don't Know Do not have tutoring activities (skip to question 16)

18a. Approximately how many of those tutored are from disadvantaged circumstances?

- _____ Estimated Number Don't Know

16. Approximately how many individuals received independent living services, including respite care, to help them live independently in their homes in community-based settings?

- _____ Estimated Number Don't Know Do not have independent living service activities

V. Service-Learning/Participant Experience

Program Hours and Duration

17. In this question we are trying to get information about the duration of the LSA programs and activities in your organization and the amount of time service-learners are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of program participants and **average** hours of preparation and service. If you do not run projects for any of the three durations, check "Do Not Run." If you don't know the number of participants and average hours for any of the three durations, check "Don't Know."

Instructions for completing table on service hours

1. First, estimate the number of service-learning participants who were in service-learning programs of the durations listed in the table below from July 1, 2005 to June 30, 2006. If you have more than one activity or program, please combine them in reporting participant numbers and hours. The total number of participants for all durations should equal the total number of participants reported in question 11.

2. Next, for each of the project durations, calculate the **average** hours of preparation for the service and formal reflection per participant during or after the service and enter that figure in column 3. 3. Finally, enter the average number of hours of service for a participant. Enter that figure in column 4.

- *Preparation activities* might include conducting background research, collecting data, attending trainings, assembling materials, rehearsing parts, and meeting to plan project activities during and after class.
- *Formal reflection* activities might include classroom discussions, keeping a journal, writing an essay or a poem, and making a class presentation.
- *Service* might include a variety of activities, including the following: providing direct service to individuals (tutoring, assisting at a human services agency, working in a classroom, etc.); service projects addressing a community need (for example, cleaning a park, raising money for a local program, monitoring local water quality), or education and advocacy efforts such as presenting a play on a community issue, organizing or testifying at a public hearing, or preparing educational materials (brochures, posters, etc.) on a local issue.

Example 1. The "Plant a Tree Project" lasted 2 months and involved 60 students (see 'a' in the table below). The average student in this project spent 8 hours engaged in preparation for the service and in formal reflection activities during and after the service (see 'b'). The service activity itself took approximately 2 hours per student (see 'c').

Example 2: The senior Civics Class is organized around a core service-learning program. It meets one hour, two days a week for one semester, and has 25 students (see 'd'). Each student in this class spent 63 hours engaged in service-learning preparation for the service and formal reflection during and after the service (see 'e'). The service activity itself was 10 hours (see 'f'). (Calculation: 2 hours of class + 1 hour of preparation + .5 hours of formal reflection x 18 weeks = 63 hours per student; 10 hours of service per student).

EXAMPLES

Duration	Do Not Run this Type of Program	Number of Participants	Average Hours of Preparation and/or Formal Reflection per Participant	Average Hours of Service per Participant	Do Not Know
Programs and activities that 2 months or less		a. 60 participants	b. 8 hours each	c. 2 hours each	
Programs and activities that last for most or all of one term (or about half the school year)		d. 25 participants	e. 63 hours each	f. 10 hours each	
Programs and activities that last for most or all of the whole school year					

[End of pop-up instruction page]

PLEASE FILL IN

Duration	Do Not Run	Number of	Average Hours of	Average Hours	Do Not
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	this Type of Program	Participants	Preparation and/or Formal Reflection per Participant	of Service per Participant	Know
Programs and activities that last 2 months or less					
Programs and activities that last for most or all of one term (or about half the school year)					
Programs and activities that last for most or all of the whole school year					

IF DO NOT KNOW – instruction will pop up: “If you do not know, please estimate the number of hours you expect someone to spend.”

Project Characteristics

18. To what extent are the following characteristics present in the Learn and Serve-funded service-learning programs in your organization?

	Never	Rarely	Occasionally	Frequently	Always
a. Service activities are of sustained or significant duration (e.g. more than 40 hours per participant per year).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Service projects have clear and specific learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Program staff (teachers, faculty, program coordinators, etc.) work with participants to draw the connections between the service that participants are providing and what they should be learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The service that students perform has a strong connection to the curriculum they are studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The relationship between service and civic participation, responsibility, skills and concepts are made explicit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Project participants are given organized time to reflect on their service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Participants have a leadership role in all phases of a project, including making decisions about the development of the project as well as its execution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Projects are based in strong partnerships with community groups that include mutually agreed upon goals, roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Both learning and service are emphasized in all projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. LSA Service-Learning Activities

Service Categories

19. For each of the following service categories, fill in the **percentage** of your LSA-supported service-learning activities and/or programs that fall into the category. If you do not have any service activities in a given category, leave the % blank; do not enter "0." For each category where activities take place, please check up to *three* of the most common types of service being conducted.

Community and Economic Development _____ % of service activities/programs

<input type="checkbox"/> Civic/Community Organizing	<input type="checkbox"/> Food Production	<input type="checkbox"/> Thrift Store
<input type="checkbox"/> Community Clean-up	<input type="checkbox"/> Housing Referrals/Relocation	<input type="checkbox"/> Transportation Services
<input type="checkbox"/> Consumer Education	<input type="checkbox"/> Housing Rehabilitation/Construction	<input type="checkbox"/> Volunteer Recruitment
<input type="checkbox"/> Economic Revitalization/Improvement	<input type="checkbox"/> Small Business Development	<input type="checkbox"/> Workforce Development, including Adult Mentoring
<input type="checkbox"/> Financial Asset Development	<input type="checkbox"/> Technology Access and Training	<input type="checkbox"/> Other Economic and Community Development (specify)

Disaster Recovery/Relief* _____ % of service activities/programs

<input type="checkbox"/> Disaster Mitigation	<input type="checkbox"/> Disaster Recovery	<input type="checkbox"/> Other Disaster (specify)
<input type="checkbox"/> Disaster Preparedness	<input type="checkbox"/> Disaster Response	

*If you have activities under Disaster Recovery/Relief, please answer questions 23 and 24 below

Education _____ % of service activities/programs

<input type="checkbox"/> Adult Literacy	<input type="checkbox"/> ESL	<input type="checkbox"/> Service-Learning
<input type="checkbox"/> After School Programs	<input type="checkbox"/> GED	<input type="checkbox"/> Special Education
<input type="checkbox"/> Classroom Education - Elementary	<input type="checkbox"/> Job Preparedness	<input type="checkbox"/> Tutoring - Elementary
<input type="checkbox"/> Classroom Education – Middle School	<input type="checkbox"/> Library Services	<input type="checkbox"/> Tutoring – Middle School
<input type="checkbox"/> Classroom Education – High School	<input type="checkbox"/> Pre-Elementary Day Care	<input type="checkbox"/> Tutoring – High School
<input type="checkbox"/> Cultural Heritage	<input type="checkbox"/> School Preparedness including Head Start	<input type="checkbox"/> Other Education (specify)

Environment _____ % of service activities/programs

<input type="checkbox"/> Clean Air	<input type="checkbox"/> Environmental Protection	<input type="checkbox"/> Waste Reduction, Management, Recycling
<input type="checkbox"/> Clean Water	<input type="checkbox"/> Environmental Restoration	<input type="checkbox"/> Other Environment (specify)
<input type="checkbox"/> Energy Conservation	<input type="checkbox"/> Indoor Environment	
<input type="checkbox"/> Environmental Awareness	<input type="checkbox"/> Toxic Waste Management	

Health/Nutrition _____ % of service activities/programs

<input type="checkbox"/> Boarder Babies	<input type="checkbox"/> Health Screening	<input type="checkbox"/> Mental Health
<input type="checkbox"/> CHIOS/CHIPS	<input type="checkbox"/> HIV/AIDS	<input type="checkbox"/> Developmental Disabilities
<input type="checkbox"/> Congregate Meals	<input type="checkbox"/> Hospice/Terminally Ill	<input type="checkbox"/> Physical Disabilities Programs
<input type="checkbox"/> Delivery of Health Services	<input type="checkbox"/> Immunization	<input type="checkbox"/> Public Health
<input type="checkbox"/> Food Distribution/Collection	<input type="checkbox"/> In-Home Care	<input type="checkbox"/> Substance Abuse
<input type="checkbox"/> Health Education	<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> Other Health/Nutrition (specify)

Human Needs _____ % of service activities/programs

<input type="checkbox"/> Adoption	<input type="checkbox"/> Safe Havens	<input type="checkbox"/> Transitional Housing
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Social Services Planning and Delivery	<input type="checkbox"/> Other Human Needs (specify)
<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Social Services Community Coordination(specify)	

Independent Living

_____ % of service activities/programs

<input type="checkbox"/> Adult Day Care/Senior Center	<input type="checkbox"/> Respite	<input type="checkbox"/> Senior Companionship
<input type="checkbox"/> Independent Living – Disabled	<input type="checkbox"/> Senior Center Program (Non-Residential)	<input type="checkbox"/> Other Independent Living (specify)
<input type="checkbox"/> Independent Living - Seniors	<input type="checkbox"/> Senior Citizen Assistance	

Public Safety

_____ % of service activities/programs

<input type="checkbox"/> Accident Prevention	<input type="checkbox"/> Community Policing/Community Patrol	<input type="checkbox"/> Household Security
<input type="checkbox"/> Adult Abuse/Neglect	<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Legal Assistance
<input type="checkbox"/> Adult Offender/Ex-Offender Services/Rehabilitation	<input type="checkbox"/> Crime Awareness/Crime Avoidance	<input type="checkbox"/> Sexual Abuse/Rape
<input type="checkbox"/> Adult Safety Programs	<input type="checkbox"/> Family Violence	<input type="checkbox"/> Victim/Witness Assistance
<input type="checkbox"/> Animal Care/Humane Society	<input type="checkbox"/> Fire Prevention	<input type="checkbox"/> Other Public Safety (specify)

Youth Development

_____ % of service activities/programs

<input type="checkbox"/> Child Abuse	<input type="checkbox"/> Gangs	<input type="checkbox"/> Teen Pregnancy/Abstinence/Parent Support
<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Juvenile Justice	<input type="checkbox"/> Youth Leadership Development
<input type="checkbox"/> Delinquency	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Other Youth Development (specify)

Disaster Preparedness and Response Programs (please answer questions 20 and 21 if you had service-activities in disaster preparedness and response)

20. How many service-learning participants have been certified in disaster training during the 2007-2008 program year?

_____ Number Don't Know

21. How many local disasters did service-learning participants respond to during the 2007-2008 program year?

_____ Number Don't Know

VII. Community Partners

Approximately how many **partners** (other community agencies, local government, businesses, and universities.) were formally involved in managing and/or planning LSA supported service-learning activities with your agency during this year – for example, serving on advisory boards or planning projects.

A partner is an external school, agency, higher education institution, or organization that cooperates (e.g. shares information), coordinates (e.g. helps plan a program) or collaborates (e.g. shares a leadership role) with an LSA grantee or subgrantee in carrying out LSA funded service-learning activities and programs.

A service-learning placement site is an external school, agency, higher education institution or organization that provides service-learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

If you do not know the number of community partners, please check here and skip to question 23:

Number of Organizations

22. Total number of partner agencies/organizations		
Of the total number of partners, how many were: (NOTE: the following categories are mutually exclusive; the sum of the numbers reported for 22a – 22d should equal the total number provided above.)		
22a.	Regularly and actively involved in planning and managing LSA funded service-learning?	
22b.	Periodically involved in planning and/or managing LSA funded service-learning?	
22c.	Advised on LSA funded service-learning but were not directly involved planning or managing LSA funded service-learning?	
22d.	Served as only a service site?	

22e. How many of the total number of **partner** agencies/organizations are faith based? _____ Don't Know

23. Does your service-learning program have an advisory board? Yes No Don't Know

If YES, then: How many partner organizations are represented on the advisory board? _____

24. How many **new** community partnerships were formed as a result of your current LSA funding? _____

Collaboration with Other Federal Programs

25. With which of the following Corporation for National and Community Service or U.S. Department of Education sponsored programs does your LSA program collaborate? (Check all that apply)

<input type="radio"/> AmeriCorps	<input type="radio"/> Upward Bound
<input type="radio"/> AmeriCorps*VISTA	<input type="radio"/> GEAR-UP
<input type="radio"/> Senior Corps (Foster Grandparents, Senior Companions, RSVP)	<input type="radio"/> None
<input type="radio"/> Federal Work-Study	<input type="radio"/> Don't Know

26. How many of the following types of program volunteers were involved in coordinating service-learning programs and activities on a regular or on-going basis at your organization? (NOTE: this include members and volunteers who are involved in your school/district even if your school/district is not the host organization.)

_____ AmeriCorps	
_____ AmeriCorps*VISTA	<input type="radio"/> None
_____ Senior Corps SaYes volunteer	<input type="radio"/> Don't Know

VIII. Institutional Supports for Service-Learning

These questions are about **all** service-learning in your organization.

27. How long have there been organized service-learning activities at your organization (e.g. regular, ongoing service-learning)?
- One year or less
 - Two to five years
 - Six years or more
 - Don't know

28. Please indicate which policies listed below are in place in your institution. For each type of policy, please indicate **Yes**, **No**, or **Don't Know**.

	Yes	No	Don't Know
Service-learning is included in the organization's strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the activities for youth in at least one program or department in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the activities for youth in all programs and activities in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning participants are formally recognized through the Presidential Freedom Scholarship or the President's Volunteer Service Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about the President's Volunteer Service Award and other CNCS national service programs is provided to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. During the past year, how many programs with service-learning activities were created at your organization as result of Learn and Serve funds?

_____ Estimated number of programs Don't Know

30. During the past year, how many programs with service-learning activities were provided by your organization overall?

_____ Estimated number of programs Don't Know

31. Indicate the extent to which the following policies/practices were present at your organization over the past year:

	Never	Rarely	Occasionally	Frequently	Always
Service-learning is included in the organization's current professional development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organization has adopted and/or disseminated quality standards for service-learning (for example, the <i>Essential Elements of Service-Learning</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is included in new staff orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is considered as one of the criteria for staff evaluations and/or performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people are involved in decision-making about the service-learning activities in the organization, for example, through an advisory council or other formal planning or decision-making body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. During the past year, to what extent were the following available at your organization? Please indicate how regularly or widely each type of support is available

	Never	Rarely	Occasionally	Frequently	Always
Financial support for planning, training,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Rarely	Occasionally	Frequently	Always
and implementation of service-learning projects or programs					
Reduction in work load to allow time for service-learning program development or supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition or rewards for staff for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical assistance on planning or implementation of service-learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IX. Service-Learning Coordinator

33. The organization has a full or part-time service-learning coordinator or staff person with responsibility for service-learning
 Yes No (skip to question 39)
34. If there is a service-learning coordinator for the organization, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, former teacher, etc.)? If more than one coordinator, please provide information on the primary coordinator.

 Less than 1 year 1-4 years 5 years or more
35. Is the service learning coordinator a full time or part-time employee of the organization?:
 Full-time
 Part-time
36. Approximately what percentage of the coordinator's total job responsibilities is service-learning?
 100 % 50%
 75 % 25% Less than 25%
37. Please select the answer that best describes the extent of training/professional development the service-learning coordinator has received:

 No formal education/training/professional development related to service-learning
 One workshop, conference, or training session
 Multiple workshops/conferences/training sessions, **OR** one or more semesters of formal education (pre-service or in-service) focused on service-learning
 A combination of a semester or more of formal education and multiple workshops/training sessions.
38. What percentage of the service-learning coordinator's salary is from grants and organization operating funds in 2007-2008 (including LSA funds):
Grants _____%
Organization operating funds (non-grant) _____%

X. Program Description

39. Please provide a brief (100-150) word description of **one** service-learning project or activity funded by the current LSA subgrant. In doing so, please make sure you answer the following questions: What is the purpose of the project? What are the academic or educational goals? Where and when does it take place? Who are the participants? Who are the beneficiaries of the service? What are the intended results?

XI. Training and Technical Assistance and Curriculum (Only for those who indicated that they provided training and technical assistance and/or curriculum development under question 3 of the Registration Form)

Please provide information on any training, technical assistance or curriculum development that your organization conducted during the 2007-2008 program year that was supported by Learn and Serve funds.

40. How many teachers, staff and/or students received technical assistance through your LSA-funded technical assistance programs during the 2008 program year?

_____ Number Don't Know

41. How many teachers, staff and/or students have attended the LSA-supported trainings that you provided during the 2008 program year? (NOTE: trainings can be in-person, via telephone, or web-based)

_____ Number Don't Know

42. How many training and technical assistance and/or curriculum products (e.g. training manuals, lesson plans, assessment tools) were created?

_____ Number Don't Know

43. Please provide a brief description (100-150 words) of the training and technical assistance and/or curriculum development activities that were supported by Learn and Serve funds. The description may include any special initiatives that you introduced, areas covered by training and technical assistance, and subject or service areas for curricula developed, as well as the number and type of school, teachers, staff, and students involved in these activities.

XII. Technical Assistance Strengths and Needs (Optional)

44. In which of the following areas do you believe your organization is particularly strong and capable of providing technical assistance to other Learn and Serve programs? Please check all that apply.

Program Management	Program Content
<input type="checkbox"/> Program Design <input type="checkbox"/> Strategic Planning <input type="checkbox"/> Developing Community Partnerships <input type="checkbox"/> Assessing community impact <input type="checkbox"/> Building Community/Institutional Support <input type="checkbox"/> Service Site Recruitment <input type="checkbox"/> Volunteer/service site training <input type="checkbox"/> Staff development/teacher education <input type="checkbox"/> Managing/Overseeing Service Sites <input type="checkbox"/> Program evaluation strategies/Performance measurement <input type="checkbox"/> Financial/grant management <input type="checkbox"/> Marketing <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> None	<input type="checkbox"/> Curriculum/program design (specify subject area) <input type="checkbox"/> Development/Leadership <input type="checkbox"/> Orientation <input type="checkbox"/> Reflection techniques <input type="checkbox"/> Youth voice/youth governance <input type="checkbox"/> Individual assessment strategies (portfolios, etc.) <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> None

45. In which of the following areas do you feel your organization/program is most in need of technical assistance or training? Please check the **three highest priority areas** for assistance.

Program Management	Program Content
<input type="checkbox"/> Program Design <input type="checkbox"/> Strategic Planning <input type="checkbox"/> Developing Community Partnerships <input type="checkbox"/> Assessing community impact <input type="checkbox"/> Building Community/Institutional Support <input type="checkbox"/> Service Site Recruitment <input type="checkbox"/> Volunteer/service site training <input type="checkbox"/> Staff development/teacher education <input type="checkbox"/> Managing/Overseeing Service Sites <input type="checkbox"/> Program evaluation strategies/Performance measurement <input type="checkbox"/> Financial/grant management <input type="checkbox"/> Marketing <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> Curriculum/program design (specify subject area) <input type="checkbox"/> Development/Leadership <input type="checkbox"/> Orientation <input type="checkbox"/> Reflection techniques <input type="checkbox"/> Youth voice/youth governance <input type="checkbox"/> Individual assessment strategies (portfolios, etc.) <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> None