

## 2007-2008 Program and Performance Measurement Report Schools and Districts

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);
- 1 (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.



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):		
Alternate Contact Person:		
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	<b>If checked above, secondary window asks for the following: "Is your college or university a:"</b>	
<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 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	<input type="radio"/> Yes	<input type="radio"/> No
My institution or organization subgranted Learn and Serve funds to other institutions	<input type="radio"/> Yes	<input type="radio"/> 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)	<input type="radio"/> Yes	<input type="radio"/> No

4. If you provided subgrants, 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**

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# Program Reporting Form

## I. Organizational Questions

The following questions are about your school/district.

1. Are you reporting on an individual school or a school district? (Note: If you are reporting for an individual school, answer all organizational questions based on the school; if you are reporting for a district, answer all organizational questions based on the district)

Individual School     School District

2. What grade levels does your school/district include? Lowest grade \_\_\_\_\_ Highest grade \_\_\_\_\_

3. What percentage of your school/district's students qualify for free/reduced lunch? \_\_\_\_\_%

4. Institution size: provide the number of students in your entire school/district

Total Number of Students	
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5. What best describes the scope of service-learning activities at your school/district during the 2007-2008 program year? Check all that apply.

<input type="radio"/> <i>District-based</i> : Involving all the schools in the district	<input type="radio"/> <i>School-based</i> : School-wide (i.e., involving all students)
<input type="radio"/> <i>District-based</i> : All high schools	<input type="radio"/> <i>School-based</i> : Discipline-wide (for example, all social studies classes)
<input type="radio"/> <i>District-based</i> : All middle schools	<input type="radio"/> <i>School-based</i> : Grade-wide (i.e., involving all the classes or students in a grade)
<input type="radio"/> <i>District-based</i> : All elementary schools	<input type="radio"/> <i>School-based</i> : Multiple classrooms (but not grade or discipline-wide)
<input type="radio"/> <i>District-based</i> : Grade-wide (i.e. all classes in one or more specific grades)	<input type="radio"/> <i>School-based</i> : Single classroom
<input type="radio"/> <i>District-based</i> : A district-wide special purpose program (for example, all after-school programs or Special Education Programs)	<input type="radio"/> <i>School-based</i> : Co-curricular
<input type="radio"/> <i>District-based</i> : Multiple schools (more than one school, but <b>not</b> a full category of schools. For example, <b>not</b> all high schools or grade-wide.)	<input type="radio"/> Other (specify)
	<input type="radio"/> Don't know

6. Does your school/district have service-learning requirements for any of your students?

- Yes, for all students  
 Yes, for some students  
 No (skip to question 8)  
 Don't Know (skip to question 8)

7. If your school/district has a service-learning requirement for students, what type(s) of service-learning requirement(s) does your school/district have?

Required courses 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

8. 2007- 2008 Learn and Serve Grant Amount (from grantee file link/lookup): \$ \_\_\_\_\_
9. Is the current grant the first Learn and Serve America grant that your school/district has received?
- Yes, this is the first grant
  - No, we have received prior grants
  - Don't know
10. What are the other (non-Learn and Serve) sources of funding for your institution's service-learning initiatives or programs this year? Please include any funds designated as match as well as other sources of funds used for service-learning. (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"/> Other Corporation for National and Community Service Grants
<input type="radio"/> General school or district operating funds	<input type="radio"/> Other federal funds (e.g., Safe and Drug-Free Schools, Title I)
<input type="radio"/> Foundation grants	<input type="radio"/> Other
<input type="radio"/> Corporate grants	<input type="radio"/> Don't Know

### III. Service-Learning Participants and Teachers/Staff

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

- 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 .

<b><i>LSA Funded Service-Learning Participants</i></b>	<b><i>Estimated Number of K-12 Students</i></b>
<b>Total</b> number of individual service-learners in <b><i>LSA supported</i></b> activities/programs at your institution	

<b><i>Grade Level of all LSA service-learning participants</i></b>	<b><i>Estimated Number of K-12 Students</i></b>
K - 5 <sup>th</sup> grade	
6 <sup>th</sup> grade – 8 <sup>th</sup> grade	
9 <sup>th</sup> grade – 12 <sup>th</sup> grade	
School dropouts	
Grade unknown	

<b><i>Ethnic background of LSA service-learning participants</i></b>	<b><i>Estimated Number of K-12 Students</i></b>
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

<b><i>Racial background of LSA service-learning participants</i></b>	<b><i>Estimated Number of K-12 Students</i></b>
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race Unknown	

<b><i>Gender of LSA service-learning participants</i></b>	<b><i>Estimated Number of K-12 Students</i></b>
Male	
Female	
Gender Unknown	

LSA service-learning participants with disabilities	Estimated Number of K-12 Students
Service-learners with disabilities	

**Teacher/Staff Participation in Service-Learning**

12. How many teachers and staff were involved in teaching, leading, and operating LSA funded service-learning programs in your school/district this year? Number (part- and full-time combined) \_\_\_\_\_

**Additional volunteers**

13. Approximately how many K-12 **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 reported above).

\_\_\_\_\_ Estimated number of youth volunteers  Don't Know

14. 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/teachers).

\_\_\_\_\_ Estimated number of adult volunteers  Don't Know

14a. Approximately how many of these adult volunteers are Baby Boomers (defined as individuals born between 1945 and 1965, or between the ages of 41 and 61)?

\_\_\_\_\_ Estimated number of Baby Boomer volunteers  Don't Know

**Youth Participants from Disadvantaged Circumstances**

15. 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**

16. 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 15 if they provided community service as part of their activities.)

- Yes  No  Don't Know

(If Yes, proceed to 16a. If No or Don't Know, proceed to 17)

16a. 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"/>

17. 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 18)

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

\_\_\_\_\_ Estimated Number  Don't Know

18. 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 19)

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

\_\_\_\_\_ Estimated Number  Don't Know

19. 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

20. In this question we are trying to get information about the duration of the LSA programs and activities in your school/district and the amount of time students 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, 2007 to June 30, 2008. 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 last 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 semester or term		d. 25 students	e. 63 hours each	f. 10 hours each	
Programs and activities that last for most or all of the whole school year					

#### PLEASE FILL IN

Duration	Do Not Run This Type	Number of Participants	Average Hours of Preparation and/or	Average Hours of Service per	Do Not Know
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	of Program		Formal Reflection per Participant	Participant	
Programs and activities that last approximately 2 months or less					
Programs and activities that last for most or all of one semester or term					
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

21. To what extent are the following characteristics present in the Learn and Serve-funded service-learning programs in your school/district?

	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

22. 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 23 and 24 if you had service-activities in disaster preparedness and response)

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

\_\_\_\_\_ Number                      ○ Don't Know

24. 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 **community partners** (community agencies, local government, businesses, etc.) were formally involved in managing and/or planning LSA supported service-learning activities with the school 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 26:

		Number of Organizations
<b>25. Total number of partner agencies/organizations</b>		
<b>Of the total number of partners, how many were:</b> (NOTE: the following categories are mutually exclusive; the sum of the numbers reported for 25a – 25d should equal the total number provided above.)		
25a.	Regularly and actively involved in planning and managing LSA funded service-learning?	
25b.	Periodically involved in planning and/or managing LSA funded service-learning?	
25c.	Advised on LSA funded service-learning but were not directly involved planning or managing LSA funded service-learning?	
25d.	Served as only a service site?	

25e. How many of the total number of partner agencies/organizations are faith based? \_\_\_\_\_  Don't Know

26. 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? \_\_\_\_\_

27. How many **new** community partnerships were formed as a result of your current LSA funding? \_\_\_\_\_

**Collaboration with Other Federal Programs**

28. 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

29. 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 institution? (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 school/district.

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

31. 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 recognized by the school/district as an improvement strategy in its strategic plan or improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the board approved course curriculum in <b>at least one subject</b> in <b>at least one grade</b> in the school/district. <i>*(If yes, answer question 31)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the board approved course curriculum in <b>at least one subject</b> in <b>every grade</b> in the school/district. <i>*(If yes, answer question 31)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the board approved course curriculum in <b>at least one course that is a required for graduation</b> .	<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"/>

32. \* If service-learning is part of the board approved course curriculum in one or more subjects for one or more grades, please indicate the subjects. Check all that apply.

<input type="radio"/> Social Studies	<input type="radio"/> Foreign Languages	<input type="radio"/> Vocational/career Education
<input type="radio"/> Language Arts/English	<input type="radio"/> Art/Music/Theater	<input type="radio"/> Advisory Period
<input type="radio"/> Science	<input type="radio"/> Physical Education	<input type="radio"/> Gifted/ Talented
<input type="radio"/> Math	<input type="radio"/> Health	<input type="radio"/> Elective
<input type="radio"/> Computer Science	<input type="radio"/> Special Education	<input type="radio"/> Other

33. During the past year, how many classes with service-learning activities in your school/district were created as result of the Learn and Serve funds?

\_\_\_\_\_ Estimated number of programs       Don't Know

34. During the past year, how many classes with service-learning activities were provided by your school/district overall?

\_\_\_\_\_ Estimated number of programs       Don't Know

35. Indicate the extent to which the following policies/practices were present at your school/district over the past year:

	Never	Rarely	Occasionally	Frequently	Always
Service-learning is included in the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Rarely	Occasionally	Frequently	Always
school's/district's current professional development plans					
The school/district 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/teacher 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 teacher/staff evaluations and/or in performance standards for teachers/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are involved in decision-making about the service-learning activities in the school/district, 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"/>
Parent and/or family volunteers help with service learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. During the past year, to what extent were the following available at your institution? Please indicate how regularly or widely each type was available.

	Never	Rarely	Occasionally	Frequently	Always
Financial support for planning, training, and implementation of service-learning projects or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in teaching 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"/>
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"/>
Recognition or rewards for teachers/staff for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## IX. Service-Learning Coordinator

37. The school has a full or part-time service-learning coordinator or staff person with responsibility for service-learning  
 Yes     No (skip to question 43)
38. If there is a service-learning coordinator for the school/district, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, 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
39. Is the service learning coordinator a full time or part-time employee of the school/district?:  
 Full-time  
 Part-time
40. Approximately what percentage of the coordinator's total job responsibilities is service-learning?  
 100 %     50%  
 75 %     25%     Less than 25%
41. 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..
42. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2007-2008 (including LSA funds):  
Grants \_\_\_\_\_%  
Institutional funds \_\_\_\_\_%



## **X. Program Description**

43. 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 Development** (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.

44. 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

45. 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

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

\_\_\_\_\_ Number                       Don't Know

47. 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)**

This information may be used to plan peer to peer training.

48. In which of the following areas do you believe your organization/program 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="radio"/> Program Design <input type="radio"/> Strategic Planning <input type="radio"/> Developing Community Partnerships <input type="radio"/> Assessing community impact <input type="radio"/> Building Community/Institutional Support <input type="radio"/> Service Site Recruitment <input type="radio"/> Volunteer/service site training <input type="radio"/> Staff development/teacher education <input type="radio"/> Managing/Overseeing Service Sites <input type="radio"/> Program evaluation strategies/Performance measurement <input type="radio"/> Financial/grant management <input type="radio"/> Marketing <input type="radio"/> Other (specify) _____ <input type="radio"/> None	<input type="radio"/> Curriculum/program design (specify subject area) <input type="radio"/> Development/Leadership <input type="radio"/> Orientation <input type="radio"/> Reflection techniques <input type="radio"/> Youth voice/youth governance <input type="radio"/> Individual assessment strategies (portfolios, etc.) <input type="radio"/> Promotion and tenure <input type="radio"/> Other (specify) _____ <input type="radio"/> None

49. In which of the following areas do you think 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="radio"/> Program Design <input type="radio"/> Strategic Planning <input type="radio"/> Developing Community Partnerships <input type="radio"/> Assessing community impact <input type="radio"/> Building Community/Institutional Support <input type="radio"/> Service Site Recruitment <input type="radio"/> Volunteer/service site training <input type="radio"/> Staff development/teacher education <input type="radio"/> Managing/Overseeing Service Sites <input type="radio"/> Program evaluation strategies/Performance measurement <input type="radio"/> Financial/grant management <input type="radio"/> Marketing <input type="radio"/> Other (specify) _____	<input type="radio"/> Curriculum/program design (specify subject area) <input type="radio"/> Development/Leadership <input type="radio"/> Orientation <input type="radio"/> Reflection techniques <input type="radio"/> Youth voice/youth governance <input type="radio"/> Individual assessment strategies (portfolios, etc.) <input type="radio"/> Promotion and tenure <input type="radio"/> Other (specify) _____