

2010-2011 Program and Performance Measurement Report K-12, HED, CBO Grants

Please fill out all relevant sections of this form completely.

The Grant Profile Information (pages 4-5 of this form) should be completed by any organization receiving Learn and Serve America funds (grantees, subgrantees, organizations receiving grants from subgrantees).

The Program Reporting Form (beginning on page 6) should be completed by Learn and Serve America grantees, subgrantees, and sub-subgrantees that directly operate Learn and Serve America supported service-learning programs and/or service-learning training and technical assistance activities. Respondents will be directed to the relevant sections of the Program Reporting Form based on their responses to the Grant Profile section.

The questions on this form refer to the July 1, 2010 – June 30, 2011 program year.



The Paperwork Reduction Act Statement

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Privacy Act Statement

AUTHORITY: In accordance with the Privacy Act of 1974 (5 U.S.C § 552a) the following information is provided.

PURPOSE: The primary purpose of the user account is to provide a means for the Corporation for National and Community Service to collect and report on the activities of Learn and Serve America funded-programs. The collection of this information is authorized by the National and Community Service Act, as amended by the National and Community Service Trust Act of 1993.

ROUTINE USES: These routine purposes may include disclosure of the information to federal, state, or local agencies pursuant to lawfully authorized requests.

- All information collected will be made available to the Corporation, any intermediary grantor of your Learn and Serve funds, if applicable, and federal, state, or local agencies pursuant to lawfully authorized requests;
- Used as a basis for summaries, briefings, or responses to Members of Congress or other agencies in the Executive Branch of the Federal Government;
- Provided to Congress or other Federal, State, and local agencies, when determined necessary.

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION:

All non-personally identifiable information may be provided to the public. Personally identifiable information will not be provided to any other organizations without your prior written permission. Additionally, disclosure of LASSIE data through the Open Government Initiative will be available to the public.

ACKNOWLEDGMENT:

I understand the provisions of the Privacy Act of 1974 as related to me through the foregoing statement.

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I. Grant Profile

Organization

Grant ID number: PREASSIGNED
Organization/School Name:
Organization/School Nickname:
Grant Amount: PROVIDED BY GRANTING INSTITUTION

Organization Location

School District (if applicable):
Website (if any):
Street Address 1:
Street Address 2:
City:
State:
Zip plus four:

Contacts (You may enter additional contacts as needed)

Primary Contact Person:
Prefix:
First Name:
Last Name:
Title:
Email:
Telephone:
Fax:

1. Select the organizational type that best describes your organization.

K-12 District	Higher Education	Community-Based Organization
<input type="radio"/> School District	<input type="radio"/> 2 Year Public College	<input type="radio"/> National Nonprofit Organization
<input type="radio"/> Regional Education Agency	<input type="radio"/> 2 Year Private College	<input type="radio"/> State or Regional Nonprofit
<input type="radio"/> State Education Agency	<input type="radio"/> 4 Year Public College or University	<input type="radio"/> Local Nonprofit
K-12 School	<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	
<input type="radio"/> Public Charter School		
<input type="radio"/> Indian/Tribal School		

1a. If you are a higher education institution, please indicate if your college or university is a: (Definitions of the following institution types can be found in the US Department of Education's Higher Education Act)

<input type="radio"/> Historically Black College/University	<input type="radio"/> Native-American Serving (Non-Tribal) Institution	<input type="radio"/> Alaska Native Serving Institution
<input type="radio"/> Predominately Black Institution	<input type="radio"/> Tribally Controlled College/University	<input type="radio"/> Asian American and Pacific Islander Serving Institution
<input type="radio"/> Hispanic Serving Institution	<input type="radio"/> Native Hawaiian Serving Institution	<input type="radio"/> Predominately Minority Population Community College

2. Is your organization religious or faith-based?

Yes No Don't Know

3. Please indicate which of the following activities you performed during the 2010-2011 program year using Learn and Serve America grant funds:

My institution or organization ran Learn and Serve America supported service-learning activities. (Note: Answering yes to this question indicates that you will report on participants and service-learning activities for this program year.) [Positive respondents are directed to complete questions under Program Participants and Activities and Institutional Supports for Service-Learning sections of the Program Reporting Form.]	<input type="radio"/> Yes	<input type="radio"/> No
My institution or organization used Learn and Serve America funds to provide (directly or through a third party) training and technical assistance for service-learning activities. [Positive respondents are directed to complete questions under Training and Technical Activities Section of the Program Reporting Form.]	<input type="radio"/> Yes	<input type="radio"/> No
My institution or organization subgranted Learn and Serve America funds to other institutions or organizations. [Positive respondents are directed to complete question 5 of the Grant Profile.]	<input type="radio"/> Yes	<input type="radio"/> No

4. Would you like to enable E-Worksheets? The E-Worksheets function is an optional tool for administrators and facilitators to maintain electronic records for certain collected data elements of the survey (e.g. participant counts and demographics). E-Worksheets can be sent to service-learning providers to record details on the service-learning activities. Data collected from E-Worksheets can be reviewed and automatically imported into your survey. For more information on the E-Worksheets, visit the LASSIE on-line help page.

Yes No

5. 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)	Address	Contact Person	Telephone/ Fax	Email

1

End of Grant Profile Questions

II. Program Reporting Form

A. Program Participants and Activities

There are four versions of this section of the survey. Respondents are directed to respond to the appropriate version based on the type of Learn and Serve America grant funds they received. Those who received K-12 School-Based grant funds and operate service-learning in a single school are directed to complete the K-12 Individual School form; those who received K-12 School-Based funds and operate service-learning in multiple schools are directed to complete the K-12 Multiple Schools form; those who received Higher Education grant funds are directed to complete the Higher Education form; and those who received Innovative and Community-Based grant funds (with the exception of special initiatives, such as Summer of Service and Youth Engagement Zones) are directed to complete the Community-Based form. NOTE: Recipients of special initiatives under Innovative and Community-Based grant funds are directed to complete distinct surveys. The on-line reporting system automatically identifies the appropriate form type based on the respondents' grant numbers.

II-A: K-12 Individual School Version

1. Are you reporting on Learn and Serve America supported service-learning activities in an individual school or multiple schools? [This is a screening question to determine which version of the K-12 Formula survey the respondent completes.]

Individual School Multiple Schools

I. Organizational Questions

2. What grade levels are included in the school? Lowest grade _____ Highest grade _____
3. What percentage of students in the school qualifies for free or reduced price lunch? _____%
4. Institution size: provide the total number of students in the school.

Total Number of Students	
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5. Approximately what percentage of students in the school were engaged in service-learning activities during the 2010-2011 academic year. Include all service-learning activities whether or not they were supported by Learn and Serve America grant funds.

<input type="radio"/> Less than 10%	<input type="radio"/> 10-49%	<input type="radio"/> 50-89%	<input type="radio"/> 90-99%	<input type="radio"/> 100%	<input type="radio"/> Don't Know
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6. Approximately what percentage of service-learning activities occurs during the following periods? Note: Percentages should add to 100%.

	Percent	Don't Know
In-school time		<input type="radio"/>
Extracurricular programs		
After-school programs		

II-A: K12 Individual School Version

II. Service-Learning Participants

In this section we are interested in the individuals who have participated in Learn and Serve America supported service-learning programs and activities.

7. Please provide demographic information on the service-learners who were engaged in Learn and Serve America supported activities from July 1, 2010 to June 30, 2011. If you have no students in a given category, enter "0" in the relevant box.

Note: For the purpose of this survey, a **service-learner is a student, between the ages of 5 and 17, who participates in service-learning programs or activities that engage him or her 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-learners.

<i>Learn and Serve America Supported Service-Learners</i>	Estimated Number of Service-Learners
Total number of individual service-learners in Learn and Serve America supported activities/programs	

<i>Grade Level of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
K - 5 th grade	
6 th grade – 8 th grade	
9 th grade – 12 th grade	
School Dropouts	
Grade Unknown	

<i>Ethnic Background of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

<i>Racial Background of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
Race Unknown	

<i>Gender of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
Male	
Female	
Gender Unknown	

II-A: K12 Individual School Version

<i>Learn and Serve America Service-Learners with Disabilities</i>	Estimated Number of Service-Learners
Service-learners with disabilities	

Learn and Serve America Service-Learners Serving in Summer Service-Learning Programs	Estimated Number of Service-Learners	Do Not Have Summer Programs
Service-learners serving in summer programs		<input type="radio"/>

Teacher and Staff Participation in Service-Learning

III. How many teachers and staff were involved in teaching, leading, and operating Learn and Serve America supported service-learning programs in the school this year? Count each teacher and staff, regardless of part-time or full-time status.

_____ Total number of teachers and staff

Additional volunteers

8. Approximately how many K-12 **youth volunteers** (defined as youth 5-17 years old) were involved in Learn and Serve America supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular service-learners reported above.

_____ Estimated number of youth volunteers Don't Know

9. Approximately how many **adult volunteers** (defined as 18 or older) were involved in Learn and Serve America supported service-related activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include staff and teachers reported above.

_____ Estimated number of adult volunteers Don't Know

10a. Approximately how many of these adult volunteers are 55 years or older?

_____ Estimated number of adult volunteers 55 and older Don't Know

II-A: K12 Individual School Version

III. Beneficiaries

IV. How many youth from disadvantaged circumstances received services through the Learn and Serve America supported service-learning activities during the 2010-2011 program year? *Youth from disadvantaged circumstances are defined as those youth who are economically disadvantaged and one or more of the following: (a) are out-of-school, including out-of-school youth who are unemployed; (b) are in or aging out of foster care; (c) have limited English proficiency; (d) are homeless or have run away from home; (e) are at-risk to leave secondary school without a diploma; (f) are former juvenile offenders or at risk of delinquency; (g) are individuals with disabilities.*

_____ Estimated Number Don't Know

10. Approximately how many youth (ages 5-17) were mentored through the Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have mentoring activities (skip to question 13)

12a. Approximately how many of those mentored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

11. Approximately how many youth (ages 5-17) were tutored through the Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have tutoring activities (skip to question 14)

13a. Approximately how many of those tutored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

II-A: K12 Individual School Version

IV. Program Duration and Service-Learning Characteristics

12. This question is designed to gather information on the duration of Learn and Serve America service-learning activities in the school and the amount of time students are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of service-learners 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 service-learners 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-learners who were in service-learning programs of the durations listed in the table below from July 1, 2010 to June 30, 2011. If you have more than one activity or program in a given duration, please combine them in reporting participant numbers and hours. The total number of service-learners reported for this question may not equal the total number of service-learners reported in question 7 if individuals participated in more than one service-learning activity.

2. Next, for each of the project durations, calculate the **average** hours of preparation for the service and formal reflection per service-learner during or after the service and enter that figure in column 3.

3. Finally, enter the average number of hours of service for a service-learner. 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 educational 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 Service-Learners	Average Hours of Preparation and/or Formal Reflection per Service-Learner	Average Hours of Service per Service-Learner	Do Not Know
Programs and activities that last 2 months or less		a. 60 students	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					

[End of pop-up instruction page]

II-A: K12 Individual School Version

PLEASE FILL IN

Duration	Do Not Run This Type of Program	Number of Service-Learners	Average Hours of Preparation and/or Formal Reflection per Service-Learner	Average Hours of Service per Service-Learner	Do Not Know*
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.”

II-A: K12 Individual School Version

V. Project Characteristics

13. How frequently do the Learn and Serve America supported service-learning activities in the school include the following characteristics?

	Never (0%)	Less than 50% of the time	More than 50% of the time	Always (100%)	N/A
a. Service-learners participate in a community needs assessment to plan the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. The service-learning activities are of a sustained and significant duration (i.e. concentrated blocks of time over a period of several months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. The learning objectives for the service-learning activities are aligned with the academic curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The service-learning activities are included in student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Community partners collaborate in setting goals and establishing an action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Service-learners generate ideas and make decisions on the design and implementation of the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Service-learners present their findings from the service-learning project to community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Service-learners engage with diverse perspectives through the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Service-learners examine the broader social and civic context for the identified community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. The project includes a variety of reflection activities that examine changes in service-learners' knowledge and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
k. Service-learners measure their progress toward meeting specific service goals and learning outcomes during the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
l. The service activities present opportunities for the participants to apply newly acquired skills and knowledge to a community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

II-A: K12 Individual School Version

VI. Community Needs and Service Activities

Issue Areas and Community Needs

14. This question is designed to gather information on the **types of community needs** that the Learn and Serve America supported service-learning activities have been designed to address. The community needs have been categorized into ten general issue areas. For each issue area, provide the **percentage** of the service-learning activities that address the relevant issue area. If there are no service activities that address a given area, leave the % field blank (do not enter "0"). For each area with activities, check up to *three* of the most common types of community needs being addressed by the activities.

Community Development

_____ % of service activities

<input type="checkbox"/> Civic/Public Infrastructure	<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Transportation
<input type="checkbox"/> Community Clean-up	<input type="checkbox"/> Social Services Planning/Delivery	<input type="checkbox"/> Volunteer Capacity/Management
<input type="checkbox"/> Historic Preservation	<input type="checkbox"/> Animal Care Services	<input type="checkbox"/> Independent Living Assistance
		<input type="checkbox"/> Other Community Development (specify)

Economic Development

_____ % of service activities

<input type="checkbox"/> Financial Literacy	<input type="checkbox"/> Workforce Development	<input type="checkbox"/> Financial Asset Development
<input type="checkbox"/> Economic Revitalization	<input type="checkbox"/> Technology Access	<input type="checkbox"/> Other Economic Development (specify)

Disaster Recovery and Relief

_____ % of service activities

<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 Relief	

Education

_____ % of service activities

<input type="checkbox"/> Adult Literacy	<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Special Education Programs
<input type="checkbox"/> After School Programs	<input type="checkbox"/> English Language Learning	<input type="checkbox"/> Classroom Education
<input type="checkbox"/> Child Literacy	<input type="checkbox"/> Job Preparedness	<input type="checkbox"/> Cultural Heritage
	<input type="checkbox"/> School Preparedness	<input type="checkbox"/> Other Education (specify)

Environment and Energy

_____ % of service activities

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

Health & Wellness/Nutrition

_____ % of service activities

<input type="checkbox"/> Disabilities Services	<input type="checkbox"/> HIV/AIDS Prevention	<input type="checkbox"/> Nutrition Education
<input type="checkbox"/> Food Distribution/Collection	<input type="checkbox"/> Health & Wellness Education	<input type="checkbox"/> Substance Abuse Prevention/Rehabilitation
<input type="checkbox"/> Food Production	<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> Aid to Seniors/Elders
<input type="checkbox"/> Health Service Delivery	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Other Health/Nutrition (specify)

Public Safety

_____ % of service activities

<input type="checkbox"/> Accident Prevention	<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Victim/Witness Services
<input type="checkbox"/> Community Policing	<input type="checkbox"/> Fire Prevention	<input type="checkbox"/> Public Safety Education
<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Legal Assistance	<input type="checkbox"/> Crime Awareness/Prevention
<input type="checkbox"/> Offender/Ex-Offender Services/Rehabilitation	<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Other Public Safety (specify)

Youth Development

_____ % of service activities

II-A: K12 Individual School Version

<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Juvenile Justice Services	<input type="checkbox"/> Bullying Prevention
<input type="checkbox"/> Delinquency Prevention	<input type="checkbox"/> Teen Pregnancy/Parenting Services	<input type="checkbox"/> Other Youth Development (specify)
<input type="checkbox"/> Gang Prevention/Rehabilitation	<input type="checkbox"/> Youth Leadership Development	

Veterans Assistance

_____ % of service activities

<input type="checkbox"/> Housing Assistance	<input type="checkbox"/> Military Family Assistance	<input type="checkbox"/> Veteran Employment Services
<input type="checkbox"/> Outreach and Counseling	<input type="checkbox"/> Veteran Disabilities/Rehabilitation Assistance	<input type="checkbox"/> Other Veterans (specify)

Service Activities

15. (For the most common issue area, or the issue area with the highest percentage of activities in question 16) Please provide a brief description (200 word limit) the specific service-learning activities that were used in addressing the community need. In the description, include the goals of the project, the participants and beneficiaries involved, the location of the service-learning activities, and any measured outcomes. (Note: You only need to provide activities for the most common community need. If desired, you may select a different community need or provide a description of service activities for more than one community need.)

II-A: K-12 Multiple Schools Version

1. Are you reporting on Learn and Serve America supported service-learning activities in an individual school or multiple schools? [This is a screening question to determine which version of the K-12 Formula survey the respondent completes.]

Individual School Multiple Schools

I. Organizational Questions

When answering the following questions, include all of the schools that had Learn and Serve America supported service-learning activities.

2. In how many schools are the Learn and Serve America supported service-learning activities taking place during the 2010-2011 program year?

_____ Elementary schools _____ Middle schools _____ Secondary schools

3. What grade levels are included in the schools with Learn and Serve America supported service-learning activities?

Lowest grade _____ Highest grade _____

4. On average, what percentage of students in the schools is qualified for free or reduced price lunch?

_____ %

5. Institution size: provide the total number of students in all of the schools with Learn and Serve America supported service-learning activities.

Total Number of Students	
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6. Approximately what percentage of students in the schools were engaged in service-learning activities during the 2010-2011 academic year. Include all service-learning activities whether or not they were supported by Learn and Serve America grant funds.

<input type="radio"/> Less than 10%	<input type="radio"/> 10-49%	<input type="radio"/> 50-89%	<input type="radio"/> 90-99%	<input type="radio"/> 100%	<input type="radio"/> Don't Know
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7. Approximately what percentage of service-learning activities in the schools occurs during the following periods? Note: Percentages should add to 100%.

	Percent	Don't Know
In-school time		<input type="radio"/>
Extracurricular programs		
After-school programs		

II-A: K-12 Multiple Schools Version

II. Service-Learning Participants

In this section we are interested in the individuals who participate in Learn and Serve America service-learning programs and activities.

8. Please provide demographic information on the service-learners who were engaged in Learn and Serve America supported activities from July 1, 2010 to June 30, 2011. If you have no students in a given category, enter "0" in the relevant box.

Note: For the purpose of this survey, a **service-learner is a student, between the ages of 5 and 17, who participates in service-learning programs or activities that engage him or her 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-learners.

<i>Learn and Serve America supported Service-Learners</i>	Estimated Number of Service-Learners
Total number of individual service-learners in <i>Learn and Serve America supported</i> activities/programs	

<i>Grade Level of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
K - 5 th grade	
6 th grade – 8 th grade	
9 th grade – 12 th grade	
School dropouts	
Grade unknown	

<i>Ethnic Background of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

<i>Racial Background of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race Unknown	

<i>Gender of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
Male	
Female	
Gender Unknown	

II-A: K-12 Multiple Schools Version

<i>Learn and Serve America Service-Learners with Disabilities</i>	Estimated Number of Service-Learners
Service-learners with disabilities	

Learn and Serve America Service-Learners Serving in Summer Service-Learning Programs	Estimated Number of Service-Learners	Do Not Have Summer Programs
Service-learners serving in summer programs		<input type="radio"/>

Teacher/Staff Participation in Service-Learning

V. How many teachers and staff were involved in teaching, leading, and operating Learn and Serve America supported service-learning programs in the schools this year? Count each teacher and staff, regardless of part-time or full-time status.

_____ Total number of teachers and staff

Additional volunteers

9. Approximately how many K-12 **youth volunteers** (defined as youth 5-17 years old) were involved in Learn and Serve America supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular service-learners reported above.

_____ Estimated number of youth volunteers Don't Know

10. Approximately how many **adult volunteers** (defined as 18 or older) were involved in Learn and Serve America supported service-related activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include staff and teachers reported above.

_____ Estimated number of adult volunteers Don't Know

11a. Approximately how many of these adult volunteers are 55 years or older?

_____ Estimated number of adult volunteers 55 and older Don't Know

II-A: K-12 Multiple Schools Version

III. Beneficiaries

VI. How many youth from disadvantaged circumstances received services through the Learn and Serve America supported service-learning activities during the 2010-2011 program year? *Youth from disadvantaged circumstances are defined as those youth who are economically disadvantaged and one or more of the following: (a) are out-of-school, including out-of-school youth who are unemployed; (b) are in or aging out of foster care; (c) have limited English proficiency; (d) are homeless or have run away from home; (e) are at-risk to leave secondary school without a diploma; (f) are former juvenile offenders or at risk of delinquency; (g) are individuals with disabilities.*

_____ Estimated Number Don't Know

11. Approximately how many youth (ages 5-17) were mentored through your Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have mentoring activities (skip to question 14)

13a. Approximately how many of those mentored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

12. Approximately how many youth (ages 5-17) were tutored through your Learn and Serve America supported service-learning activities?

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

14a. Approximately how many of those tutored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

II-A: K-12 Multiple Schools Version

IV. Program Duration and Service-Learning Characteristics

13. This question is designed to gather information on the duration of Learn and Serve America service-learning activities in the schools and the amount of time students are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of service-learners 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 service-learners 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-learners who were in service-learning programs of the durations listed in the table below from July 1, 2010 to June 30, 2011. If you have more than one activity or program in a given duration, please combine them in reporting participant numbers and hours. The total number of participants reported for this question may not equal the total number of participants reported in question 8 if individuals participated in more than one service-learning activity.

2. Next, for each of the project durations, calculate the **average** hours of preparation for the service and formal reflection per service-learner during or after the service and enter that figure in column 3.

3. Finally, enter the average number of hours of service for a service-learner. 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 educational 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 Service-Learners	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					

II-A: K-12 Multiple Schools Version

PLEASE FILL IN

Duration	Do Not Run This Type of Program	Number of Participants	Average Hours of Preparation and/or Formal Reflection <i>per Participant</i>	Average Hours of Service <i>per Participant</i>	Do Not Know
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.”*

II-A: K-12 Multiple Schools Version

V. Project Characteristics

14. How frequently do the Learn and Serve America supported service-learning activities in the schools include the following characteristics?

	Never (0%)	Less than 50% of the time	More than 50% of the time	Always (100%)	N/A
a. Service-learners participate in a community needs assessment to plan the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The service-learning activities are of a sustained and significant duration (i.e. concentrated blocks of time over a period of several months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The learning objectives for the service-learning activities are aligned with the academic curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The service-learning activities are included in student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Community partners collaborate in setting goals and establishing an action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Service-learners generate ideas and make decisions on the design and implementation of the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Service-learners present their findings from the service-learning project to community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Service-learners engage with diverse perspectives through the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Service-learners examine the broader social and civic context for the identified community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The project includes a variety of reflection activities that examine changes in service-learners' knowledge and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Service-learners measure their progress toward meeting specific service goals and learning outcomes during the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The service activities present opportunities for the participants to apply newly acquired skills and knowledge to a community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-A: K-12 Multiple Schools Version

VI. Community Needs and Service Activities

Issue Areas and Community Needs

15. This question is designed to gather information on the **types of community needs** that the Learn and Serve America supported service-learning activities have been designed to address. The community needs have been categorized into ten general issue areas. For each issue area, provide the **percentage** of the service-learning activities that address the relevant issue area. If there are no service activities that address a given area, leave the % field blank (do not enter "0"). For each area with activities, check up to *three* of the most common types of community needs being addressed by the activities.

Community Development _____ % of service activities

<input type="checkbox"/> Civic/Public Infrastructure	<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Transportation
<input type="checkbox"/> Community Clean-up	<input type="checkbox"/> Social Services Planning/Delivery	<input type="checkbox"/> Volunteer Capacity/Management
<input type="checkbox"/> Historic Preservation	<input type="checkbox"/> Animal Care Services	<input type="checkbox"/> Independent Living Assistance
		<input type="checkbox"/> Other Community Development (specify)

Economic Development _____ % of service activities

<input type="checkbox"/> Financial Literacy	<input type="checkbox"/> Workforce Development	<input type="checkbox"/> Financial Asset Development
<input type="checkbox"/> Economic Revitalization	<input type="checkbox"/> Technology Access	<input type="checkbox"/> Other Economic Development (specify)

Disaster Recovery and Relief _____ % of service activities

<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 Relief	

Education _____ % of service activities

<input type="checkbox"/> Adult Literacy	<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Special Education Programs
<input type="checkbox"/> After School Programs	<input type="checkbox"/> English Language Learning	<input type="checkbox"/> Classroom Education
<input type="checkbox"/> Child Literacy	<input type="checkbox"/> Job Preparedness	<input type="checkbox"/> Cultural Heritage
	<input type="checkbox"/> School Preparedness	<input type="checkbox"/> Other Education (specify)

Environment and Energy _____ % of service activities

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

Health & Wellness/Nutrition _____ % of service activities

<input type="checkbox"/> Disabilities Services	<input type="checkbox"/> HIV/AIDS Prevention	<input type="checkbox"/> Nutrition Education
<input type="checkbox"/> Food Distribution/Collection	<input type="checkbox"/> Health & Wellness Education	<input type="checkbox"/> Substance Abuse Prevention/Rehabilitation
<input type="checkbox"/> Food Production	<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> Aid to Seniors/Elders
<input type="checkbox"/> Health Service Delivery	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Other Health/Nutrition (specify)

Public Safety _____ % of service activities

<input type="checkbox"/> Accident Prevention	<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Victim/Witness Services
<input type="checkbox"/> Community Policing	<input type="checkbox"/> Fire Prevention	<input type="checkbox"/> Public Safety Education
<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Legal Assistance	<input type="checkbox"/> Crime Awareness/Prevention
<input type="checkbox"/> Offender/Ex-Offender Services/Rehabilitation	<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Other Public Safety (specify)

Youth Development _____ % of service activities

<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Juvenile Justice Services	<input type="checkbox"/> Bullying Prevention
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II-A: K-12 Multiple Schools Version

<input type="checkbox"/> Delinquency Prevention	<input type="checkbox"/> Teen Pregnancy/Parenting Services	<input type="checkbox"/> Other Youth Development (specify)
<input type="checkbox"/> Gang Prevention/Rehabilitation	<input type="checkbox"/> Youth Leadership Development	

Veterans Assistance

_____ % of service activities

<input type="checkbox"/> Housing Assistance	<input type="checkbox"/> Military Family Assistance	<input type="checkbox"/> Veteran Employment Services
<input type="checkbox"/> Outreach and Counseling	<input type="checkbox"/> Veteran Disabilities/Rehabilitation Assistance	<input type="checkbox"/> Other Veterans (specify)

Service Activities

16. (For the most common issue area, or the issue area with the highest percentage of activities in question 17)

Please provide a brief description (200 word limit) the specific service-learning activities that were used in addressing the community need. In the description, include the goals of the project, the participants and beneficiaries involved, the location of the service-learning activities, and any measured outcomes.

(Note: You only need to provide activities for the most common community need. If desired, you may select a different community need or provide a description of service activities for more than one community need.)

II-A: Higher Education Version

I. Organizational Questions

1. Institution size: provide the total number of students in the higher education institution.

Total Number of Students	
--------------------------	--

2. Approximately what percentage of students in the higher education institution was engaged in service-learning activities during the 2010-2011 academic year. Include all service-learning activities whether or not they were supported by Learn and Serve America grant funds.

<input type="radio"/> Less than 10%	<input type="radio"/> 10-49%	<input type="radio"/> 50-89%	<input type="radio"/> 90-99%	<input type="radio"/> 100%	<input type="radio"/> Don't Know
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3. Approximately what percentage of service-learning activities occurs during the following periods?
Note: Percentages should add to 100%.

	Percent	Don't Know
Curricular courses		<input type="radio"/>
Co-curricular/Extracurricular programs		
Noncurricular academic activities		

II-A: Higher Education Version

II. Service-Learning Participants

In this section we are interested in the individuals who participate in your Learn and Serve America supported service-learning programs and activities.

4. Please provide demographic information on the service-learners who were engaged in Learn and Serve America supported activities from July 1, 2010 to June 30, 2011. If you have no students in a given category, enter "0" in the relevant box.

Note: For the purpose of this survey, a **service-learner is higher education or non-higher education student who participates in service-learning programs or activities that engage him or her 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-learners.

Learn and Serve America Supported Service-Learners		Estimated Number of Service-Learners
Total number of higher education student service-learners in Learn and Serve America supported activities/programs		
	Undergraduate student service-learners	
	Graduate student service-learners	
	Unknown	
Total number of non-higher education student service-learners in Learn and Serve America supported activities/programs		
	K – 5 th grade	
	6 th grade – 8 th grade	
	9 th grade – 12 th grade	
	School dropouts	
	Grade unknown	

Ethnic Background of Learn and Serve America Service-Learners	Estimated Number of Service-Learners
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

Racial Background of Learn and Serve America Service-Learners	Estimated Number of Service-Learners
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 Learn and Serve America Service-Learners	Estimated Number of Service-Learners
Male	

II-A: Higher Education Version

Female	
Gender Unknown	

Learn and Serve America Service-Learners with Disabilities	Estimated Number of Service-Learners
Service-learners with disabilities	

Learn and Serve America Service-Learners Serving in Summer Service-Learning Programs	Estimated Number of Service-Learners	Do Not Have Summer Programs
Service-learners serving in summer programs		<input type="radio"/>

Faculty and Staff Participation in Service-Learning

VII. How many faculty and staff were involved in Learn and Serve America-funded service-learning activities in the higher education institution this year? Include faculty and staff who taught service-learning courses, participated in service-learning curriculum development, or otherwise assisted in the development and/or implementation of service-learning activities. Count each faculty and staff member, regardless of part-time or full-time status.

_____ Total number of faculty and staff

Adult Community Members

5. How many adult community members participated in Learn and Serve America supported service-learning activities? Community members include those involved in the planning and implementation of service-learning activities, such as staff from partner organizations. Do not include one-time volunteers or volunteers recruited for service-learning activities.

_____ Total number of faculty and staff

Additional Volunteers

6. Approximately how many **youth volunteers** (defined as youth 5-17 years old) were involved in Learn and Serve America supported service activities (one-time volunteers). Do not include service-learners reported above.

_____ Estimated number of youth volunteers Don't Know

7. Approximately how many **adult volunteers** (defined as 18 or older) were involved in Learn and Serve America supported service-related activities (one-time volunteers). Do not include participants reported above.

_____ Estimated number of adult volunteers Don't Know

8a. Approximately how many of these adult volunteers are 55 years or older?

_____ Estimated number of adult volunteers 55 and older Don't Know

II-A: Higher Education Version

III. Beneficiaries

VIII. How many youth from disadvantaged circumstances received services through the Learn and Serve America supported service-learning activities during the 2010-2011 program year? *Youth from disadvantaged circumstances are defined as those youth who are economically disadvantaged and one or more of the following: (a) are out-of-school, including out-of-school youth who are unemployed; (b) are in or aging out of foster care; (c) have limited English proficiency; (d) are homeless or have run away from home; (e) are at-risk to leave secondary school without a diploma; (f) are former juvenile offenders or at risk of delinquency; (g) are individuals with disabilities.*

_____ Estimated Number Don't Know

8. Approximately how many youth (ages 5-17) were mentored through your Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have mentoring activities (skip to question 11)

10a. Approximately how many of those mentored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

9. Approximately how many youth (ages 5-17) were tutored through your Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have tutoring activities (skip to question 12)

11a. Approximately how many of those tutored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

II-A: Higher Education Version

IV. Program Duration and Service-Learning Characteristics

10. This question is designed to gather information on the duration of Learn and Serve America service-learning activities in the school and the amount of time students are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of service-learners 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 service-learners 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-learners who were in service-learning programs of the durations listed in the table below from July 1, 2010 to June 30, 2011. If you have more than one activity or program in a given duration, please combine them in reporting participant numbers and hours. The total number of service-learners reported for this question may not equal the total number of service-learners reported in question 4 if individuals participated in more than one service-learning activity.

2. Next, for each of the project durations, calculate the **average** hours of preparation for the service and formal reflection per service-learner during or after the service and enter that figure in column 3.

3. Finally, enter the average number of hours of service for a service-learner. 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 educational 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 Service-Learners	Average Hours of Preparation and/or Formal Reflection per Service-Learner	Average Hours of Service per Service-Learner	Don’t Know
Programs and activities that last 2 months or less		a. 60 students	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 academic year					

[End of pop-up instruction page]

II-A: Higher Education Version

PLEASE FILL IN

Duration	Do Not Run this Type of Program	Number of Service-Learners	Average Hours of Preparation and/or Formal Reflection per Service-Learner	Average Hours of Service per Service-Learner	Don't Know
Programs and activities that last 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 academic 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.”*

II-A: Higher Education Version

V. Project Characteristics

11. How frequently do the Learn and Serve America supported service-learning activities in the higher education institution include the following characteristics?

	Never (0%)	Less than 50% of the time	More than 50% of the time	Always (100%)	N/A
a. Service-learners participate in a community needs assessment to plan the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The service-learning activities are of a sustained and significant duration (i.e. concentrated blocks of time over a period of several months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The learning objectives for the service-learning activities are aligned with the academic curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The service-learning activities are included in student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Community partners collaborate in setting goals and establishing an action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Service-learners generate ideas and make decisions on the design and implementation of the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Service-learners present their findings from the service-learning project to community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Service-learners engage with diverse perspectives through the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Service-learners examine the broader social and civic context for the identified community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The project includes a variety of reflection activities that examine changes in service-learners' knowledge and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Service-learners measure their progress toward meeting specific service goals and learning outcomes during the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The service activities present opportunities for the participants to apply newly acquired skills and knowledge to a community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-A: Higher Education Version

VI. Community Needs and Service Activities

Issue Areas and Community Needs

12. This question is designed to gather information on the community needs that the Learn and Serve America supported service-learning activities have been designed to address. The community needs have been categorized into ten general issue areas. For each issue area, provide the **percentage** of the service-learning activities that address the relevant issue area. If there are no service activities that address a given area, leave the % field blank (do not enter "0"). For each area with activities, check up to *three* of the most common types of community needs being addressed by the activities.

Community Development

_____ % of service activities

<input type="checkbox"/> Civic/Public Infrastructure	<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Transportation
<input type="checkbox"/> Community Clean-up	<input type="checkbox"/> Social Services Planning/Delivery	<input type="checkbox"/> Volunteer Capacity/Management
<input type="checkbox"/> Historic Preservation	<input type="checkbox"/> Animal Care Services	<input type="checkbox"/> Independent Living Assistance
		<input type="checkbox"/> Other Community Development (specify)

Economic Development

_____ % of service activities

<input type="checkbox"/> Financial Literacy	<input type="checkbox"/> Workforce Development	<input type="checkbox"/> Financial Asset Development
<input type="checkbox"/> Economic Revitalization	<input type="checkbox"/> Technology Access	<input type="checkbox"/> Other Economic Development (specify)

Disaster Recovery and Relief

_____ % of service activities

<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 Relief	

Education

_____ % of service activities

<input type="checkbox"/> Adult Literacy	<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Special Education Programs
<input type="checkbox"/> After School Programs	<input type="checkbox"/> English Language Learning	<input type="checkbox"/> Classroom Education
<input type="checkbox"/> Child Literacy	<input type="checkbox"/> Job Preparedness	<input type="checkbox"/> Cultural Heritage
	<input type="checkbox"/> School Preparedness	<input type="checkbox"/> Other Education (specify)

Environment and Energy

_____ % of service activities

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

Health & Wellness/Nutrition

_____ % of service activities

<input type="checkbox"/> Disabilities Services	<input type="checkbox"/> HIV/AIDS Prevention	<input type="checkbox"/> Nutrition Education
<input type="checkbox"/> Food Distribution/Collection	<input type="checkbox"/> Health & Wellness Education	<input type="checkbox"/> Substance Abuse Prevention/Rehabilitation
<input type="checkbox"/> Food Production	<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> Aid to Seniors/Elders
<input type="checkbox"/> Health Service Delivery	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Other Health/Nutrition (specify)

Public Safety

_____ % of service activities

<input type="checkbox"/> Accident Prevention	<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Victim/Witness Services
<input type="checkbox"/> Community Policing	<input type="checkbox"/> Fire Prevention	<input type="checkbox"/> Public Safety Education
<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Legal Assistance	<input type="checkbox"/> Crime Awareness/Prevention
<input type="checkbox"/> Offender/Ex-Offender Services/Rehabilitation	<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Other Public Safety (specify)

II-A: Higher Education Version

Youth Development _____ % of service activities

<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Juvenile Justice Services	<input type="checkbox"/> Bullying Prevention
<input type="checkbox"/> Delinquency Prevention	<input type="checkbox"/> Teen Pregnancy/Parenting Services	<input type="checkbox"/> Other Youth Development (specify)
<input type="checkbox"/> Gang Prevention/Rehabilitation	<input type="checkbox"/> Youth Leadership Development	

Veterans Assistance _____ % of service activities

<input type="checkbox"/> Housing Assistance	<input type="checkbox"/> Military Family Assistance	<input type="checkbox"/> Veteran Employment Services
<input type="checkbox"/> Outreach and Counseling	<input type="checkbox"/> Veteran Disabilities/Rehabilitation Assistance	<input type="checkbox"/> Other Veterans (specify)

Service Activities

13. (For the most common issue area, or the issue area with the highest percentage of activities in question 14) Please provide a brief description (200 word limit) the specific service-learning activities that were used in addressing the community need. In the description, include the goals of the project, the participants and beneficiaries involved, the location of the service-learning activities, and any measured outcomes. (Note: You only need to provide activities for the most common community need. If desired, you may select a different community need or provide a description of service activities for more than one community need.)

II-A: Community-Based Version

I. Service-Learning Participants

In this section we are interested in the individuals who have participated in the Learn and Serve America supported service learning programs and activities.

- Please provide demographic information on the service-learners who were engaged in Learn and Serve America supported activities from July 1, 2010 to June 30, 2011. If you have no service-learners in a given category, enter "0" in the relevant box.

Note: for the purpose of this survey, **a service-learner is a youth, between the ages of 5 and 17, who participates in service-learning programs or activities that engage him or her 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-learners,

<i>Learn and Serve America Supported Service-Learners</i>	Estimated Number of Service-Learners
Total number of individual service-learners in Learn and Serve America supported activities/programs	

<i>Grade Level of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
K – 5 th grade	
6 th grade – 8 th grade	
9 th grade – 12 th grade	
School dropouts	
Grade unknown	

<i>Ethnic Background of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
Hispanic	
Non-Hispanic	
Ethnicity Unknown	

<i>Racial Background of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race Unknown	

<i>Gender of Learn and Serve America Service-Learners</i>	Estimated Number of Service-Learners
Male	
Female	
Gender Unknown	

II-A: Community-Based Version

<i>Learn and Serve America Service-Learners with Disabilities</i>	Estimated Number of Service-Learners
Service-learners with disabilities	

Learn and Serve America Service-Learners in Summer Service-Learning Programs	Estimated Number of Service-Learners	Do Not Have Summer Programs
Service-learners serving in summer programs		<input type="radio"/>

Teacher and Staff Participation in Service-Learning

IX. How many teachers and staff were involved in teaching, leading, and operating Learn and Serve America supported service-learning programs this year? Count each teacher and staff, regardless of part-time or full-time status.

_____ Total number of teachers and staff

Additional Volunteers

2. Approximately how many **youth volunteers** (defined as youth 5-17 years old) were involved in Learn and Serve America supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular service-learners reported above.

_____ Estimated number of youth volunteers Don't Know

3. Approximately how many **adult volunteers** (defined as 18 or older) were involved in Learn and Serve America supported service-related activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include staff and teachers reported above.

_____ Estimated number of adult volunteers Don't Know

- 4a. Approximately how many of these adult volunteers are 55 years or older?

_____ Estimated number of adult volunteers 55 and older Don't Know

II-A: Community-Based Version

II. Beneficiaries

X. How many youth from disadvantaged circumstances received services through the Learn and Serve America supported service-learning activities during the 2010-2011 program year? *Youth from disadvantaged circumstances are defined as those youth who are economically disadvantaged and one or more of the following: (a) are out-of-school, including out-of-school youth who are unemployed; (b) are in or aging out of foster care; (c) have limited English proficiency; (d) are homeless or have run away from home; (e) are at-risk to leave secondary school without a diploma; (f) are former juvenile offenders or at risk of delinquency; (g) are individuals with disabilities.*

_____ Estimated Number Don't Know

4. Approximately how many youth (ages 5-17) were mentored through your Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have mentoring activities (skip to question 7)

6a. Approximately how many of those mentored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

5. Approximately how many youth (ages 5-17) were tutored through your Learn and Serve America supported service-learning activities?

_____ Estimated Number Don't Know Do not have tutoring activities (skip to question 8)

7a. Approximately how many of those tutored are from disadvantaged circumstances (see definition above)?

_____ Estimated Number Don't Know

II-A: Community-Based Version

III. Program Duration and Service-Learning Characteristics

6. This question is designed to gather information on the duration of Learn and Serve America service-learning activities and the amount of time youth are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of service-learners 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 service-learners 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-learners who were in service-learning programs of the durations listed in the table below from July 1, 2010 to June 30, 2011. If you have more than one activity or program in a given duration, please combine them in reporting participant numbers and hours. The total number of service-learners reported for this question may not equal the total number of service-learners reported in question 1 if individuals participated in more than one service-learning activity.

2. Next, for each of the project durations, calculate the **average** hours of preparation for the service and formal reflection per service-learner during or after the service and enter that figure in column 3.

3. Finally, enter the average number of hours of service for a service-learner. 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 educational 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 Service-Learners	Average Hours of Preparation and/or Formal Reflection per Service-Learner	Average Hours of Service per Service-Learner	Do Not Know
Programs and activities that last 2 months or less		a. 60 youth	b. 8 hours each	c. 2 hours each	
Programs and activities that last for 3 to 6 months		d. 25 youth	e. 63 hours each	f. 10 hours each	
Programs and activities that last for 7 months to one year					

[End of pop-up instruction page]

II-A: Community-Based Version

PLEASE FILL IN

Duration	Do Not Run this Type of Program	Number of Service-Learners	Average Hours of Preparation and/or Formal Reflection per Service-Learner	Average Hours of Service per Service-Learner	Do Not Know*
Programs and activities that last 2 months or less					
Programs and activities that last for 3 to 6 months					
Programs and activities that last for 7 months to one 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.”

II-A: Community-Based Version

IV. Project Characteristics

7. How frequently do the Learn and Serve America supported service-learning activities in the community-based organization include the following characteristics?

	Never (0%)	Less than 50% of the time	More than 50% of the time	Always (100%)	N/A
a. Service-learners participate in a community needs assessment to plan the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The service-learning activities are of a sustained and significant duration (i.e. concentrated blocks of time over a period of several months)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The learning objectives for the service-learning activities are aligned with the academic curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The service-learning activities are included in student records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Community partners collaborate in setting goals and establishing an action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Service-learners generate ideas and make decisions on the design and implementation of the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Service-learners present their findings from the service-learning project to community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Service-learners engage with diverse perspectives through the service-learning project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Service-learners examine the broader social and civic context for the identified community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The project includes a variety of reflection activities that examine changes in service-learners' knowledge and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Service-learners measure their progress toward meeting specific service goals and learning outcomes during the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The service activities present opportunities for the participants to apply newly acquired skills and knowledge to a community need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-A: Community-Based Version

V. Community Needs and Service Activities

Issue Areas and Community Needs

8. This question is designed to gather information on the **types of community** needs that the Learn and Serve America supported service-learning activities have been designed to address. The community needs have been categorized into ten general issue areas. For each issue area, provide the percentage of the service-learning activities that address the relevant issue area. If there are no service activities that address a given area, leave the % field blank (do not enter "0"). For each area with activities, check up to three of the most common types of community needs being addressed by the activities.

Community Development

_____ % of service activities

<input type="checkbox"/> Civic/Public Infrastructure	<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Transportation
<input type="checkbox"/> Community Clean-up	<input type="checkbox"/> Social Services Planning/Delivery	<input type="checkbox"/> Volunteer Capacity/Management
<input type="checkbox"/> Historic Preservation	<input type="checkbox"/> Animal Care Services	<input type="checkbox"/> Independent Living Assistance
		<input type="checkbox"/> Other Community Development (specify)

Economic Development

_____ % of service activities

<input type="checkbox"/> Financial Literacy	<input type="checkbox"/> Workforce Development	<input type="checkbox"/> Financial Asset Development
<input type="checkbox"/> Economic Revitalization	<input type="checkbox"/> Technology Access	<input type="checkbox"/> Other Economic Development (specify)

Disaster Recovery and Relief

_____ % of service activities

<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 Relief	

Education

_____ % of service activities

<input type="checkbox"/> Adult Literacy	<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Special Education Programs
<input type="checkbox"/> After School Programs	<input type="checkbox"/> English Language Learning	<input type="checkbox"/> Classroom Education
<input type="checkbox"/> Child Literacy	<input type="checkbox"/> Job Preparedness	<input type="checkbox"/> Cultural Heritage
	<input type="checkbox"/> School Preparedness	<input type="checkbox"/> Other Education (specify)

Environment and Energy

_____ % of service activities

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

Health & Wellness/Nutrition

_____ % of service activities

<input type="checkbox"/> Disabilities Services	<input type="checkbox"/> HIV/AIDS Prevention	<input type="checkbox"/> Nutrition Education
<input type="checkbox"/> Food Distribution/Collection	<input type="checkbox"/> Health & Wellness Education	<input type="checkbox"/> Substance Abuse Prevention/Rehabilitation
<input type="checkbox"/> Food Production	<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> Aid to Seniors/Elders
<input type="checkbox"/> Health Service Delivery	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Other Health/Nutrition (specify)

Public Safety

_____ % of service activities

<input type="checkbox"/> Accident Prevention	<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Victim/Witness Services
<input type="checkbox"/> Community Policing	<input type="checkbox"/> Fire Prevention	<input type="checkbox"/> Public Safety Education
<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Legal Assistance	<input type="checkbox"/> Crime Awareness/Prevention
<input type="checkbox"/> Offender/Ex-Offender Services/Rehabilitation	<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Other Public Safety (specify)

II-A: Community-Based Version

Youth Development _____ % of service activities

<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Juvenile Justice Services	<input type="checkbox"/> Bullying Prevention
<input type="checkbox"/> Delinquency Prevention	<input type="checkbox"/> Teen Pregnancy/Parenting Services	<input type="checkbox"/> Other Youth Development (specify)
<input type="checkbox"/> Gang Prevention/Rehabilitation	<input type="checkbox"/> Youth Leadership Development	

Veterans Assistance _____ % of service activities

<input type="checkbox"/> Housing Assistance	<input type="checkbox"/> Military Family Assistance	<input type="checkbox"/> Veteran Employment Services
<input type="checkbox"/> Outreach and Counseling	<input type="checkbox"/> Veteran Disabilities/Rehabilitation Assistance	<input type="checkbox"/> Other Veterans (specify)

Service Activities

9. (For the most common issue area, or the issue area with the highest percentage of activities in question 10) Please provide a brief description (200 word limit) the specific service-learning activities that were used in addressing the community need. In the description, include the goals of the project, the participants and beneficiaries involved, the location of the service-learning activities, and any measured outcomes.
(Note: You only need to provide activities for the most common community need. If desired, you may select a different community need or provide a description of service activities for more than one community need.)

Individual School Version

II. Program Reporting Form

B. Institutional Supports for Service-Learning

There are four versions of this section of the survey. Respondents are directed to respond to the appropriate version based on their organizational type. The on-line reporting system automatically identifies the appropriate form type based on the respondents' answer to question 1 of the Grant Profile. Those who indicated that they are a K-12 school are directed to complete the K-12 School form; those who indicated that they are a K-12 school district are directed to complete the K-12 School District form; those who indicated that they are a higher education institution are directed to complete the Higher Education Institution form; and those who indicated that they are a community-based organization are directed to complete the Community-Based Organization form. NOTE: Recipients of special initiatives under Innovative and Community-Based grant funds, such as Summer of Service and Youth Engagement Zones, are directed to complete distinct surveys.

II-B: K-12 School Version

I. Community Partners

The following questions are designed to gather information on the **community partners** (community agencies, local government, businesses, etc.) that were formally involved in managing, planning, and/or implementing Learn and Serve America supported service-learning activities with the school during the 2010-2011 program year.

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 a Learn and Serve America grantee or subgrantee in carrying out Learn and Serve America supported service-learning activities and programs.

A service-learning placement site is a community partner that provides service-learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

1. How many community partners were involved in Learn and Serve America supporting service-learning activities?

_____ Don't Know

1a. Of the total number of partners, how many served as a service-learning placement site?

_____ Don't Know

1b. Of the total number of partners, how many are faith based organizations?

_____ Don't Know

1c. Of the total number of partners, how many provide in-kind or cash support for service-learning?

_____ Don't Know

2. Does the service-learning program have an advisory board?

Yes No Don't Know

2a. If YES, do one or more of the community partners serve as members of the advisory board?

Yes No Don't Know

Collaboration with Other Federal Programs

3. Which of the following Corporation for National and Community Service programs collaborated with the school in implementing Learn and Serve America service-learning activities? (Check all that apply)

<input type="checkbox"/> AmeriCorps	<input type="checkbox"/> Senior Corps
<input type="checkbox"/> AmeriCorps*VISTA	<input type="checkbox"/> None
<input type="checkbox"/> AmeriCorps*NCCC	<input type="checkbox"/> Don't Know

4. Which of the following other federal programs collaborated with the school in implementing the Learn and Serve America service-learning activities? (Check all that apply)

<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> GEAR-UP	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Character Education	<input type="checkbox"/> 21 st Century Learning Centers	<input type="checkbox"/> None
<input type="checkbox"/> Federal Work Study	<input type="checkbox"/> Upward Bound	<input type="checkbox"/> Don't Know

II-B: K-12 School Version

II. Institutional Supports for Service-Learning

These questions refer to all service-learning activities at the school, whether or not they are supported by Learn and Serve America.

5. How long have there been organized service-learning activities at the school (e.g. regular, ongoing service-learning)?

- One year or less
- Two to four years
- Five to nine years
- Ten years or more
- Don't Know

6. Please indicate which policies listed below are in place at the school.

	Yes	No	Don't Know
Service-learning is recognized by the school 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 at least one subject in at least one grade in the school. <i>*(If yes, answer question 7)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the board approved course curriculum in at least one course that is a required for graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning participants are formally recognized through the President's Volunteer Service Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

8. Indicate the extent to which the following policies and practices were present at the school over the past year:

	Never	Rarely	Occasionally	Frequently	Always
Service-learning is included in the school's current professional development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is included in new staff and 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 and staff evaluations and/or in performance standards for teachers and 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, for example, through an advisory council or other formal decision-making body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and/or family volunteers participate in service learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-B: K-12 School Version

9. During the past year, to what extent were the following available at the school? Please indicate how regularly or widely each type of support 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 and staff for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-B: K-12 School Version

III. Service-Learning Coordinator

10. Does the school have a full or part-time service-learning coordinator or staff person with responsibility for service-learning?
- Yes No (skip to question 16)
11. If there is a service-learning coordinator for the school, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, teacher, etc.)? If there is more than one coordinator, please provide information on the primary coordinator.
- Less than 1 year 1-4 years 5 years or more
12. Is the service-learning coordinator a full time or part-time employee of the school?
- Full-time Part-time
13. Approximately what percentage of the coordinator's total job responsibilities is devoted to service-learning?
- 100 % 75% 50% 25% Less than 25%
14. Please select the answer that best describes the extent of training and professional development the service-learning coordinator has received.
- No formal education, training, or professional development related to service-learning
 One workshop, conference, or training session
 Multiple workshops, conferences, or 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 or training sessions
15. What percentages of the service-learning coordinator's salary came from grants and institutional funds in 2010-2011 (including Learn and Serve America funds):
- Grants _____% Institutional funds _____%

II-B: K-12 School Version

IV. Technical Assistance Strengths and Needs (Optional)

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

16. In which of the following areas do you think your service-learning program is particularly strong and capable of providing technical assistance to other Learn and Serve America 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

17. In which of the following areas do you think your service-learning 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) _____

II-B: K-12 School District Version

I. Community Partners

The following questions are designed to gather information on the **community partners** (community agencies, local government, businesses, etc.) that were formally involved in managing, planning, and/or implementing Learn and Serve America supported service-learning activities with the schools during the 2010-2011 program year.

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 a Learn and Serve America grantee or subgrantee in carrying out Learn and Serve America supported service-learning activities and programs.

A service-learning placement site is a community partner that provides service-learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

1. How many community partners were involved in Learn and Serve America supporting service-learning activities?

_____ Don't Know

1a. Of the total number of partners, how many served as a service-learning placement site?

_____ Don't Know

1b. Of the total number of partners, how many are faith based organizations?

_____ Don't Know

1c. Of the total number of partners, how many provide in-kind or cash support for service-learning?

_____ Don't Know

2. Does the service-learning program have an advisory board?

Yes No Don't Know

2a. If YES, do one or more of the community partners serve as members of the advisory board?

Yes No Don't Know

Collaboration with Other Federal Programs

3. Which of the following Corporation for National and Community Service programs collaborated in implementing Learn and Serve America service-learning activities in the schools? (Check all that apply)

<input type="checkbox"/> AmeriCorps	<input type="checkbox"/> Senior Corps
<input type="checkbox"/> AmeriCorps*VISTA	<input type="checkbox"/> None
<input type="checkbox"/> AmeriCorps*NCCC	<input type="checkbox"/> Don't Know

4. Which of the following other federal programs collaborated in implementing the Learn and Serve America service-learning activities in the schools? (Check all that apply)

<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> GEAR-UP	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Character Education	<input type="checkbox"/> 21 st Century Learning Centers	<input type="checkbox"/> None
<input type="checkbox"/> Federal Work Study	<input type="checkbox"/> Upward Bound	<input type="checkbox"/> Don't Know

II-B: K-12 School District Version

II. Institutional Supports for Service-Learning

These questions refer to all service-learning activities at the district level, whether or not they are funded by Learn and Serve America.

5. How long have there been organized service-learning activities in the school district (e.g. regular, ongoing service-learning)?

- One year or less
- Two to four years
- Five to nine years
- Ten years or more
- Don't Know

6. Please indicate which policies listed below are in place in the school district.

	Yes	No	Don't Know
Service-learning is recognized by the 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 at least one subject in at least one grade in the district. <i>*(If yes, answer question 7)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the board approved course curriculum in at least one course that is a required for graduation in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning participants are formally recognized through the President's Volunteer Service Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

8. Indicate the extent to which the following policies and practices were present in the school district over the past year:

	Never	Rarely	Occasionally	Frequently	Always
Service-learning is included in the district's current professional development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is included in new staff and 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 and staff evaluations and/or in performance standards for teachers and 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, for example, through an advisory council or other formal decision-making body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and/or family volunteers participate in service learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-B: K-12 School District Version

9. During the past year, to what extent were the following available in the school district? Please indicate how regularly or widely each type of support 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 and staff for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-B: K-12 School District Version

III. Service-Learning Coordinator

10. Is there full or part-time service-learning coordinator(s) or staff person(s) with responsibility for service-learning in the school district?
- Yes No (skip to question 16)
11. If there is a service-learning coordinator in the school district, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, teacher, etc.)? If there is more than one coordinator, please provide information on the primary coordinator.
- Less than 1 year 1-4 years 5 years or more
12. Is the service-learning coordinator a full time or part-time employee?
- Full-time Part-time
13. Approximately what percentage of the coordinator's total job responsibilities is devoted to service-learning?
- 100 % 75% 50% 25% Less than 25%
14. Please select the answer that best describes the extent of training and professional development the service-learning coordinator has received.
- No formal education, training, or professional development related to service-learning
 One workshop, conference, or training session
 Multiple workshops, conferences, or 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 or training sessions
15. What percentages of the service-learning coordinator's salary came from grants and institutional funds in 2010-2011 (including Learn and Serve America funds):
- Grants _____% Institutional funds _____%

II-B: K-12 School District Version

IV. Technical Assistance Strengths and Needs (Optional)

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

16. In which of the following areas do you think your service-learning program is particularly strong and capable of providing technical assistance to other Learn and Serve America 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

17. In which of the following areas do you think your service-learning 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) _____

II-B: Higher Education Institution Version

I. Community Partners

The following questions are designed to gather information on the **community partners** (community agencies, local government, businesses, etc.) that were formally involved in managing, planning, and/or implementing Learn and Serve America supported service-learning activities with the higher education institution during the 2010-2011 program year.

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 a Learn and Serve America grantee or subgrantee in carrying out Learn and Serve America supported service-learning activities and programs.

A service-learning placement site is a community partner that provides service-learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

1. How many community partners were involved in Learn and Serve America supporting service-learning activities?

_____ Don't Know

1a. Of the total number of partners, how many served as a service-learning placement site?

_____ Don't Know

1b. Of the total number of partners, how many are faith based organizations?

_____ Don't Know

1c. Of the total number of partners, how many provide in-kind or cash support for service-learning?

_____ Don't Know

2. Does the service-learning program have an advisory board?

Yes No Don't Know

2a. If YES, do one or more of the community partners serve as members of the advisory board?

Yes No Don't Know

Collaboration with Other Federal Programs

3. Which of the following Corporation for National and Community Service programs collaborated with the higher education institution in implementing Learn and Serve America service-learning activities? (Check all that apply)

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

4. Which of the following other federal programs collaborated with the higher education institution in implementing the Learn and Serve America service-learning activities? (Check all that apply)

<input type="radio"/> Career and Technical Education	<input type="radio"/> GEAR-UP	<input type="radio"/> Other (specify)
<input type="radio"/> Character Education	<input type="radio"/> 21 st Century Learning Centers	<input type="radio"/> None
<input type="radio"/> Federal Work Study	<input type="radio"/> Upward Bound	<input type="radio"/> Don't Know

II-B: Higher Education Institution Version

II. Institutional Supports for Service-Learning

These questions refer to all service-learning activities at the higher education institution, whether or not they are supported by Learn and Serve America.

5. How long have there been organized service-learning activities at the higher education institution (e.g. regular, ongoing service-learning)?

- One year or less
- Two to four years
- Five to nine years
- Ten years or more
- Don't Know

6. Please indicate which policies listed below are in place at the higher education institution.

	Yes	No	Don't Know
Service-learning is included in the campus strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the official core curriculum in at least one discipline or major at the institution *(If yes, answer question 7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is part of the official core curriculum in at least one course that is required for graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public or institution-wide recognition is given to students receiving the President's Volunteer Service Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. *If service-learning is part of the official core curriculum in at least one discipline or major, please indicate the subject(s). Check all that apply.

<input type="radio"/> Arts	<input type="radio"/> Law/Criminal Justice	<input type="radio"/> Social Work
<input type="radio"/> Education	<input type="radio"/> Public Policy/Public Administration	<input type="radio"/> Vocational/Technical
<input type="radio"/> Health Sciences/Professions	<input type="radio"/> Sciences/Mathematics/Engineering	<input type="radio"/> Other
<input type="radio"/> Humanities	<input type="radio"/> Social Sciences	

8. During the past year, how many courses with service-learning activities were created at the higher education institution as result of Learn and Serve America funds?

_____ Estimated number of courses Don't Know

9. Indicate the extent to which the following policies and practices were present at the higher education institution over the past year:

	Never	Rarely	Occasionally	Frequently	Always
Service-learning is included in the institution's current professional development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is included in the orientation for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is considered as one of the criteria in faculty promotion and/or tenure.	<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, 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"/>

II-B: Higher Education Institution Version

10. During the past year, to what extent were the following available at the higher education institution?
Please indicate how regularly or widely each type of support 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 course 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 faculty and staff for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-B: Higher Education Institution Version

III. Service-Learning Coordinator

11. Does the higher education institution have a full or part-time service-learning coordinator(s) or staff person(s) with responsibility for service-learning?
- Yes No (skip to question 17)
12. If there is a service-learning coordinator for the higher education institution, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, faculty member, etc.)? If there is more than one coordinator, please provide information on the primary coordinator.
- Less than 1 year 1-4 years 5 years or more
13. Is the service learning coordinator a full time or part-time employee of the higher education institution?
- Full-time Part-time
14. Approximately what percentage of the coordinator's total job responsibilities is service-learning?
- 100 % 75% 50 % 25% Less than 25%
15. 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.
16. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2010-2011 (including Learn and Serve America funds):
- Grants _____% Institutional funds _____%

II-B: Higher Education Institution Version

IV. Technical Assistance Strengths and Needs (Optional)

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

17. In which of the following areas do you think your service-learning program is particularly strong and capable of providing technical assistance to other Learn and Serve America 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"/> Promotion & tenure <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> None

18. In which of the following areas do you think your service-learning 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"/> Promotion & tenure <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> None

II-B: Community-Based Organization Version

I. Community Partners

The following questions are designed to gather information on the **community partners** (community agencies, schools, local government, businesses, etc.) that were formally involved in managing, planning, and/or implementing Learn and Serve America supported service-learning activities during the 2010-2011 program year.

A partner is an 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 a Learn and Serve America grantee or subgrantee in carrying out Learn and Serve America supported service-learning activities and programs.

A service-learning placement site is a community partner that provides service-learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

1. How many community partners were involved in Learn and Serve America supporting service-learning activities?

_____ Don't Know

1a. Of the total number of partners, how many served as a service-learning placement site?

_____ Don't Know

1b. Of the total number of partners, how many are faith based organizations?

_____ Don't Know

1c. Of the total number of partners, how many provide in-kind or cash support for service-learning?

_____ Don't Know

2. Does the service-learning program have an advisory board?

Yes No Don't Know

2a. If YES, do one or more of the community partners serve as members of the advisory board?

Yes No Don't Know

Collaboration with Other Federal Programs

3. Which of the following Corporation for National and Community Service programs collaborated with the organization in implementing Learn and Serve America service-learning activities? (Check all that apply)

<input type="checkbox"/> AmeriCorps	<input type="checkbox"/> Senior Corps
<input type="checkbox"/> AmeriCorps*VISTA	<input type="checkbox"/> None
<input type="checkbox"/> AmeriCorps*NCCC	<input type="checkbox"/> Don't Know

4. Which of the following other federal programs collaborated with the organization in implementing the Learn and Serve America service-learning activities? (Check all that apply)

<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> GEAR-UP	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Character Education	<input type="checkbox"/> 21 st Century Learning Centers	<input type="checkbox"/> None
<input type="checkbox"/> Federal Work Study	<input type="checkbox"/> Upward Bound	<input type="checkbox"/> Don't Know

II-B: Community-Based Organization Version

II. Institutional Supports for Service-Learning

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

5. How long have there been organized service-learning activities at the organization (e.g. regular, ongoing service-learning)?

- One year or less
- Two to four years
- Five to nine years
- Ten years or more
- Don't Know

6. Please indicate which policies listed below are in place at the organization.

	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"/>
Participation in service-learning is a requirement for the youth participants in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning participants are formally recognized through the President's Volunteer Service Award	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Indicate the extent to which the following policies/practices were present at the 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"/>
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"/>

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

II-B: Community-Based Organization Version

III. Service-Learning Coordinator

9. Does the organization have a full or part-time service-learning coordinator or staff person with responsibility for service-learning?
- Yes No (skip to question 15)
10. 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 there is more than one coordinator, please provide information on the primary coordinator.
- Less than 1 year 1-4 years 5 years or more
11. Is the service learning coordinator a full time or part-time employee of the organization?
- Full-time Part-time
12. Approximately what percentage of the coordinator's total job responsibilities is devoted to service-learning?
- 100 % 75% 50% 25% Less than 25%
13. 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.
14. What percentage of the service-learning coordinator's salary is from grants and organization operating funds in 2010-2011 (including Learn and Serve America funds):
- Grants _____% Organizational operating funds _____%

II-B: Community-Based Organization Version

IV. Technical Assistance Strengths and Needs (Optional)

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

15. In which of the following areas do you think your service-learning program is particularly strong and capable of providing technical assistance to other Learn and Serve America 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

16. In which of the following areas do you feel your service-learning 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

II. Program Reporting Form

C. Training and Technical Assistance Activities

I. Training and Technical Assistance (Only for those who indicated that they provided training and technical assistance under question 3 of the Registration Form)

Please provide information on the training and technical assistance that your organization provided during the 2010-2011 program year that was supported by Learn and Serve America funds.

1. How many teachers, faculty and/or staff participated in training and technical assistance activities that were supported by Learn and Serve America grants funds during the 2010-2011 program year?

_____ Number None Don't Know

2. [If respondent reported teachers, faculty and/or staff in 33] How many teachers, faculty and/or staff participated in each of the following types of training and technical assistance activities?

	Number	Don't Know
1-day in-person service-learning institute		<input type="radio"/>
In-person service-learning institute that lasted more than one day		<input type="radio"/>
Webinars		<input type="radio"/>
Discussion lists, wikis, and other forums for electronic collaboration		<input type="radio"/>
In-person meetings with representatives of community partner organizations		<input type="radio"/>
Opportunities to participate in Professional Learning Communities		<input type="radio"/>
Opportunities to work with a mentor who has experience using service-learning		<input type="radio"/>
Opportunities to take part in service-learning projects as participants/service-learners		<input type="radio"/>
Training and/or technical assistance for including service-learning within existing methods courses [HED ONLY]		<input type="radio"/>
Training and/or technical assistance for including service-learning within existing foundations courses [HED ONLY]		<input type="radio"/>
Training and/or technical assistance for providing stand-alone courses in service-learning pedagogy [HED ONLY]		<input type="radio"/>

3. How many college students participated in training and technical assistance activities that were supported by Learn and Serve America grant funds during the 2010-2011 program year?

_____ Number None Don't Know

- 35a. How many of the college students that participated in training and technical assistance activities were pre-service teachers?

_____ Number None Don't Know

4. [If respondent reported college students in 35] How many college students participated in each of the following types of training and technical assistance activities?

	Number	Don't Know
1-day in-person service-learning institute		<input type="radio"/>
In-person service-learning institute that lasted more than one day		<input type="radio"/>
Webinars		<input type="radio"/>
Discussion lists, wikis, and other forums for electronic collaboration		<input type="radio"/>
In-person meetings with representatives of community partner organizations		<input type="radio"/>
Opportunities to participate in Professional Learning Communities		<input type="radio"/>
Opportunities to work with a mentor who has experience using service-learning		<input type="radio"/>
Opportunities to take part in service-learning projects as participants/service-learners		<input type="radio"/>
Training and/or technical assistance for including service-learning within		<input type="radio"/>

existing methods courses [HED ONLY]		
Training and/or technical assistance for including service-learning within existing foundations courses [HED ONLY]		○
Training and/or technical assistance for providing stand-alone courses in service-learning pedagogy [HED ONLY]		○

5. Please provide a brief description (100-150 words) of the training and technical assistance activities that were supported by Learn and Serve America 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.