

Grant Organization:

Grant Number:

Date:

Organization-Specific Questions

You are not required to answer any questions in this section.

Please continue the survey in the next section.

Funding Sources

1. 2006-2007 Learn and Serve Grant Amount:

2. Is the current grant the first Learn and Serve America grant that your organization has received?

- Yes, this is the first grant
- No, we have received prior grants
- Don't know

3. What are the other (non-Learn and Serve) sources of funding for your service-learning programs this year? Please include any funds designated as match as well as other sources of funds used for service-learning. (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> State service-learning funds (non LSA) | <input type="checkbox"/> Community/private contributions (for example, United Way) |
| <input type="checkbox"/> Other state grant or program funds | <input type="checkbox"/> Individual contributions |
| <input type="checkbox"/> General agency operating funds | <input type="checkbox"/> Other Corporation for National and Community Service grants |
| <input type="checkbox"/> Foundation grants | <input type="checkbox"/> Other federal funds (e.g., Safe and Drug-Free Schools, 21st Century) |
| <input type="checkbox"/> Corporate grants | <input type="checkbox"/> Other |
| <input type="checkbox"/> None | <input type="checkbox"/> Don't know |

4. What is your total 2006-2007 estimated budget for service learning from all sources (including cash, your LSA grant, and all non Learn and Serve grants)? Do not include in-kind contributions. \$

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2006-2007 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**
[click here for examples](#)

5. What best describes the scope of LSA funded service-learning activities at your organization during the 2006-2007 program year? Check the one response that best describes activities at your organization.

- Integrated into all activities at the agency/agency-wide program
- Integrated into all youth programs

- An ongoing activity or element that is part of a larger program (e.g. a regular activity in a comprehensive after school program)
- One or more stand alone programs (e.g., an after school service club, leadership program or summer camp)
- Don't Know
- Other (specify)

Service Learning Participants

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds, and the participants who were regularly engaged in those activities from July 1, 2006 to June 30, 2007. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**
[click here for examples](#)

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

Please provide demographic information on those youth who participated as service-learners in Learn and Serve-supported activities from July 1, 2006 to June 30, 2007. NOTE: For the purpose of this survey, service-learning participants are youth, between the ages of 5 and 17, who are involved in service-learning programs or activities on a regular basis. A service-learning program or activity should engage these participants in learning activities, assessment and reflection, and direct or indirect service to beneficiaries. Youth engaged in one-time volunteer activities should not be counted as service-learning participants; please record these volunteers under Question 10.

Please provide the following information on LSA program participants:

LSA Funded Service-Learning Participants **Estimated Number**
 Total number of individual [service-learners](#) in LSA supported activities/programs at your organization

Grade Level of all LSA service-learning participants	Estimated Number
Kindergarten	<input style="width: 100%;" type="text"/>
1st grade	<input style="width: 100%;" type="text"/>
2nd grade	<input style="width: 100%;" type="text"/>
3rd grade	<input style="width: 100%;" type="text"/>
4th grade	<input style="width: 100%;" type="text"/>
5th grade	<input style="width: 100%;" type="text"/>
6th grade	<input style="width: 100%;" type="text"/>
7th grade	<input style="width: 100%;" type="text"/>
8th grade	<input style="width: 100%;" type="text"/>
9th grade	<input style="width: 100%;" type="text"/>
10th grade	<input style="width: 100%;" type="text"/>
11th grade	<input style="width: 100%;" type="text"/>
12th grade	<input style="width: 100%;" type="text"/>

The total of these numbers must be #

[School Dropout](#) |

Grade Unknown | _____

Ethnic background of all LSA service-learning participants **Estimated Number**

Hispanic			The total of these numbers must be # _____
Non-Hispanic		_____	
Ethnicity Unknown		_____	

Racial background of all LSA service-learning participants **Estimated Number**

American Indian/Alaska Native		_____	The total of these numbers must be # _____
Asian		_____	
Black or African-American		_____	
Native Hawaiian or Other Pacific Islander		_____	
White		_____	
Two or more races		_____	
Race Unknown		_____	

Gender **Estimated Number**

Male		_____	The total of these numbers must be # _____
Female		_____	

LSA Service-learning participants with disabilities **Estimated Number**

Service learners with disabilities | _____

Disadvantaged Youth Participants and Beneficiaries

7. Approximately how many disadvantaged youth provided community service through your LSA supported service activities during the 2006-2007 program year?

Estimated Number	Don't Know
_____	<input type="checkbox"/>

8. Did any of your LSA supported activities provide services to disadvantaged youth during the 2006-2007 program year?

Yes	No	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(If Yes, proceed to 8a. If No or Don't Know, proceed to 9)

8a. Approximately how many of the youth beneficiaries of your LSA supported activities belong to the following populations (categories are not exclusive):

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

8b. Approximately how many disadvantaged K-12 youth were mentored through your LSA supported service-learning activities?

Estimated Number	Don't Know	Do not have mentoring activities
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

8c. Approximately how many disadvantaged K-12 youth were tutored through your LSA supported service-learning activities?

Estimated Number	Don't Know	Do not have tutoring activities
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staff Participation in Service-Learning

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

Additional Volunteers

10. Approximately how many K-12 youth volunteers (defined as youth 5-17 years old) were involved in LSA supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular program [participants](#) reported above.

Estimated Number of other youth volunteers	Don't Know
<input type="text"/>	<input type="checkbox"/>

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

Estimated Number

of adult volunteers

Don't Know

11a. Approximately how many of these adult volunteers are Baby Boomers (defined as individuals born between 1945 and 1965, or between the ages of 41 and 61)?

Estimated Number
of Baby Boomer volunteers

Don't Know

Service-Learning/Participant Experience

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2006-2007 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
[click here for examples](#)

12. In this question we are trying to get information about the duration of the LSA programs and activities in your organization and the amount of time service-learners are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of program participants and **average hours** of preparation and service.

Instructions for completing table on service hours

1. First, estimate the number of service-learning participants who were in service-learning programs of the durations listed in the table below from July 1, 2006 to June 30, 2007. If you have more than one activity or program, please combine them in reporting participant numbers and hours. The total number of participants for all durations should equal the total number of participants reported in question 6.
2. Next, for each of the project durations, calculate the average hours of preparation for the service and formal reflection per participant during or after the service and enter that figure in column 3.
3. Finally, enter the average number of hours of service for a participant. Enter that figure in column 4.
 - Preparation activities might include conducting background research, collecting data, attending trainings, assembling materials, rehearsing parts, and meeting to plan project activities during and after class.
 - Formal reflection activities might include classroom discussions, keeping a journal, writing an essay or a poem, and making a class presentation.
 - Service might include a variety of activities, including the following: providing direct service to individuals (tutoring, assisting at a human services agency, working in a classroom, etc.); service projects addressing a community need (for example, cleaning a park, raising money for a local program, monitoring local water quality), or education and advocacy efforts such as presenting a play on a community issue, organizing or testifying at a public hearing, or preparing educational materials (brochures, posters, etc.) on a local issue.

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

Example 2: The senior Civics Class is organized around a core service-learning program.

It meets one hour, two days a week for one semester, and has 25 students (see $\hat{\epsilon}^{\sim}d\hat{\epsilon}^{\sim}$). 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 $\hat{\epsilon}^{\sim}e\hat{\epsilon}^{\sim}$). The service activity itself was 10 hours (see $\hat{\epsilon}^{\sim}f\hat{\epsilon}^{\sim}$). (Calculation: 2 hours of class + 1 hour of preparation + .5 hours of formal reflection x 18 weeks = 63 hours per student; 10 hours of service per student).

EXAMPLES

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

PLEASE FILL IN

Duration	Do Not Run this Type of Program	Number of Participants	Average Hours of Preparation and/or Formal Reflection per Participant	Average Hours of Service per Participant	Don't Know
Programs and activities that last 2 months or less including summer programs	<input type="checkbox"/>				<input type="checkbox"/>
Programs and activities that last for most or all of one semester or term (or about half the school year)	<input type="checkbox"/>				<input type="checkbox"/>
Programs and activities that last for most or all of the whole school year or are year-round	<input type="checkbox"/>				<input type="checkbox"/>

13. For each of the following service categories, fill in the percentage of your LSA-supported service-learning activities and/or programs that fall into the category. Then, for each category, please check up to three of the most common types of service being conducted.

Health/Nutrition % of activities/programs		
<input type="checkbox"/> Health Education	<input type="checkbox"/> Elder Care/ Nursing Home Programs	<input type="checkbox"/> HIV/AIDS Services
<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> In-Home Care/ Respite	<input type="checkbox"/> Immunization
<input type="checkbox"/> Teen Pregnancy/Parenting Skills	<input type="checkbox"/> Hospice/Terminally Ill Care	<input type="checkbox"/> Blood Drive
<input type="checkbox"/> Substance Abuse Prevention/Rehabilitation	<input type="checkbox"/> Hunger/Food Distribution/Collection	<input type="checkbox"/> Other Health/Nutrition
<input type="checkbox"/> Disabilities Programs		

Education % of activities/programs		
<input type="checkbox"/> Pre-Elementary Day Care	<input type="checkbox"/> Vocational Education	<input type="checkbox"/> Head Start/School Preparedness
<input type="checkbox"/> Tutoring & Child Literacy - Elementary	<input type="checkbox"/> Adult Education and Literacy	<input type="checkbox"/> Historical Preservation/Education
<input type="checkbox"/> Tutoring & Child Literacy - Middle School/High School	<input type="checkbox"/> Special Education	<input type="checkbox"/> Cultural Heritage
<input type="checkbox"/> After School Programs	<input type="checkbox"/> ESL/ESOL	<input type="checkbox"/> Library Services
<input type="checkbox"/> GED Programs/Dropout Prevention	<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Other Education

Environmental % of activities/programs		
<input type="checkbox"/> Waste Reduction/ Recycling	<input type="checkbox"/> Energy Conservation	<input type="checkbox"/> Community Restoration/Clean Up
<input type="checkbox"/> Environmental Awareness	<input type="checkbox"/> Wildlife, Park Protection/ Restoration	<input type="checkbox"/> Water Protection/Restoration
<input type="checkbox"/> Other Environment		

Homeland Security % of activities/programs	
<input type="checkbox"/> Disaster Preparedness/Response	<input type="checkbox"/> Other Homeland Security

Public Safety % of activities/programs		
<input type="checkbox"/> Public Safety Education	<input type="checkbox"/> Victim/Witness Assistance	<input type="checkbox"/> Pedestrian/ Bike Safety
<input type="checkbox"/> Fire/Accident Prevention	<input type="checkbox"/> Community Policing/Neighborhood Watch	<input type="checkbox"/> Water safety
<input type="checkbox"/> Crime Awareness/Crime Avoidance	<input type="checkbox"/> Juvenile Justice/ Gang Prevention	<input type="checkbox"/> Animal Care/ Humane Society
<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Other Public Safety	

Housing % of activities/programs		
<input type="checkbox"/> Housing Rehabilitation/Construction	<input type="checkbox"/> Independent Living	<input type="checkbox"/> Transitional Housing

<input type="checkbox"/> Housing Referrals/Relocation	<input type="checkbox"/> Tenant Organizing	<input type="checkbox"/> Other Housing
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Human Needs - General		% of activities/programs
<input type="checkbox"/> Adult Day Care/Senior Center	<input type="checkbox"/> Mentoring Youth	<input type="checkbox"/> Cultural/ Arts/ Performance Programs
<input type="checkbox"/> Companionship/Outreach	<input type="checkbox"/> Foster Care	<input type="checkbox"/> Other Human Needs Services
<input type="checkbox"/> Thrift Store/ Clothing Distribution	<input type="checkbox"/> Coaching a Team	

Community and Economic Development		% of activities/programs
<input type="checkbox"/> Consumer Education	<input type="checkbox"/> Transportation Services	<input type="checkbox"/> Technology Access
<input type="checkbox"/> Food Production/Community Gardens/Farming	<input type="checkbox"/> Job Development/Placement	<input type="checkbox"/> Social Services Planning/Delivery
<input type="checkbox"/> Community Revitalization	<input type="checkbox"/> Microenterprise	<input type="checkbox"/> Civic/Community Organizing
<input type="checkbox"/> Other Community Development		

Community/Program Partners

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2006-2007 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
[click here for examples](#)

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

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

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

Total number of partner agencies/organizations: Don't Know

If you provided a value for Question 14, please complete 14a through 17. If you do not provide a value for 14, no values will be saved for 14a through 17.

14a. How many of the above partner agencies/organizations are faith based? Don't Know

15. Of the total number of partners referenced above:

- a. How many were regularly and actively involved in planning and managing LSA funded service-learning? Don't Know
- b. How many were periodically involved in planning and/or managing LSA funded service-learning? Don't Know
- c. How many advised on LSA funded service-learning but were not directly involved in planning or managing LSA funded service-learning? Don't Know
- d. How many served only as a service-learning placement site? Don't Know

16. Does your service-learning program have an advisory board?

- Yes No Don't Know

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

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

Collaboration with Other Corporation Programs

18. With which, if any, of the following Corporation for National and Community Service-sponsored programs does your LSA program collaborate? (Check all that apply)

<input type="checkbox"/> AmeriCorps	<input type="checkbox"/> Senior Corps (Foster Grandparents, Senior Companions, RSVP)
<input type="checkbox"/> AmeriCorps*VISTA	<input type="checkbox"/> None
<input type="checkbox"/> Don't Know	

19. How many of the following types of national service participants were involved in coordinating service-learning programs and activities on a regular or on-going basis at your institution?

AmeriCorps <input type="text"/>	Senior Corps (SaYes Volunteer) <input type="text"/>
AmeriCorps*VISTA <input type="text"/>	<input type="checkbox"/> None
<input type="checkbox"/> Don't Know	

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

<input type="text"/>	Never	Rarely	Occasionally	Frequently	Always	Don't
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						Know
a. Service activities are of sustained or significant duration (e.g. more than 40 hours per participant per year).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Service projects have clear and specific learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Program staff (teachers, faculty, program coordinators, etc.) work with participants to draw the connections between the service that participants are providing and what they should be learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The service that participants perform is accompanied by opportunities to learn that are strongly related to the service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The relationship between service and civic participation, responsibility, skills and concepts are made explicit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Project participants are given organized time to reflect on their service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Participants have a leadership role in all phases of a project, including making decisions about the development of the project as well as its execution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Projects are based in strong partnerships with community groups that include	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

mutually agreed upon goals, roles and responsibilities.						
i. Both learning and service are emphasized in all projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions About Institutional Support for Service-Learning

These questions are about all service-learning in your organization (e.g. regular, on-going service learning).

21. How long have there been organized service-learning activities at your organization (e.g. regular, on-going service learning)?

- One year or less
- Two to five years
- Six years or more
- Don't Know

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

	Yes	No	Don't Know
a. Service-learning is included in the organization's strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. Service-learning is part of the activities for youth in all programs and activities in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other (specify) _____			

If you answered YES to question 22b then please answer this question. Otherwise skip to question 24.

23. If service-learning is part of the activities in at least one program or department, what kind of activity is it?

- Career program
- Academic enrichment program
- Other (specify)

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

_____ Estimated Number of programs Don't Know

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

Estimated Number of programs Don't Know

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

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
Service-learning is highlighted in agency brochures and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>	<input type="radio"/>
The organization has adopted and/or disseminated quality standards for service-learning (for example, the Essential Elements of Service-Learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization policies encourage the integration of service-learning into programs	<input type="radio"/>	<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"/>	<input type="radio"/>
Service-learning is considered as one of the criteria in hiring new staff	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>

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

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	Never	Rarely	Occasionally	Frequently	Always	Don't Know
a. 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"/>	<input type="radio"/>
b. 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"/>	<input type="radio"/>
c. 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"/>	<input type="radio"/>
d. Recognition or rewards for teachers/staff for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service-Learning Coordinator:

28. Does the organization have a full or part-time [service-learning coordinator](#) or staff person with responsibility for service-learning?

- Yes
- No
- Don't Know

If you answered "No" or "Don't know" for question 28, please skip to question 34 (on the next tab) and do not answer question 32 thru 36.

29. If there is a service-learning coordinator for the organization, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, former teacher, etc.)? If more than one coordinator, please provide information on the primary coordinator.

- Less than 1 year
- 1-4 years
- 5 years or more
- Don't Know

30. Is the service learning coordinator a full time or part-time employee of the organization?

- Full-time
- Part-time
- Don't Know

31. Approximately what percentage of the coordinator's total job responsibilities is service-learning?

- 100%
- 75%
- 50%
- 25%
- Less than 25%
- Don't Know

32. 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
- Don't Know

33. What percentage of the service-learning coordinator's salary is from grants and organization operating funds in 2006-2007 (including LSA funds):

Grants: _____ %

Organization operating funds (non-grant): _____ %

Don't Know

Outcomes

34. Based on your experience with Learn and Serve funded activities over the past year, assess the impact of these activities and programs on:

	Substantial negative impact	Moderate negative impact	No impact	Moderate positive impact	Substantial positive impact	Don't know
The general academic performance of service-learning participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The habits of participants (habits refer to such things as attendance, extracurricular activities, participation in class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participants' civic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efforts to make service-learning a permanent part of your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organizations that were served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Program Description

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

Technical Assistance Strengths and Needs

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

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

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

assistance.

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