

Grant Organization:

Grant Number:

Date:

Organization-Specific Questions

The following questions are about your institution/organization. **Be sure to save the report periodically (after every few questions) as you fill it out so you don't lose data.**

1. Are you reporting on an individual school or a school district?

Individual School

School District

2. What grade levels does your school/district include?

Lowest grade	Highest grade

3. Size: Number (not FTE) of Schools/Students/Teachers and Staff in your school/district as a whole.

Number of Schools (for Districts only)	Number of Students	Number of Teachers and Staff

4. Is your school/district religious or [faith-based](#) ?

Yes

No

Don't know

5. What percentage of your school/district's students qualify for free/reduced lunch? _____ %

6. Do you currently collect data on the number of hours students are engaged in [service-learning activities and programs](#) ?

Yes

No

Don't know

Funding Sources

7. 2004- 2005 Learn and Serve Grant Amount: \$10,000

8. Is the current grant the first Learn and Serve America grant that your school/district has received?

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

9. What are the other (non-Learn and Serve) sources of funding for your service-learning initiatives or programs this year? (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"/> Corporate grants |
| <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"/> Other | <input type="checkbox"/> None |
| <input type="checkbox"/> Don't know | |

10. What is your total 2004-2005 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. \$

11. Describe the area in which your organization is located (check all that apply)

- Urban
- Rural/Remote
- Suburban

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 2004-2005 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**

[click here for examples](#)

12. What best describes the scope of LSA funded service-learning activities at your organization during the 2004-2005 program year? Check the one response that best describes activities at your organization.

- Involving all the schools in the district
- All high schools
- All middle schools
- All elementary schools

- A district-wide special purpose program

(for example, all after-school programs or Special Education Programs)

Multiple schools

(more than one school, but not a full category of schools. For example, not all high schools or grade-wide.)

Grade-wide (i.e., involving all the classes or students in a grade)

Don't Know

Other (specify)

13. When do your organization's LSA funded service learning activities occur?

Summer

Academic year

Year-round

Don't know

14. Do most of the activities occur during school time or outside of school time? (Check only one)

In school time

Out of school time (i.e. after-school, weekends, etc.)

Don't know

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 during the 2004-2005 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**

[click here for examples](#)

15. 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, 2004 to June 30, 2005. 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 15.

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 - 5th grade	<hr/>
6th grade - 8th grade	<hr/>
9th grade - 12th grade	<hr/>
School Dropout	
Grade Unknown	

Ethnic background of all LSA service-learning participants	Estimated Number
Hispanic	<hr/>
Non-Hispanic	<hr/>
Ethnicity Unknown	

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

Gender	Estimated Number
Male	<hr/>
Female	

Disabled	Estimated Number
Service learners with disabilities	<hr/>

16. Do your organization's LSA funded service-learning programs or activities target any of the following types of students as program [participants](#)?

	Yes	No	Don't Know
Foster children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children of incarcerated parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service learners who are disabled/ in special			

education



Staff Participation in Service-Learning

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

Additional Volunteers

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

Total number of other youth volunteers:

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

Total number of adult volunteers:

Service-Learning/Participant Experience

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[click here for examples](#)

20. In this question we are trying to get information about the duration of the LSA programs and activities in your school/district and the amount of time students are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of program participants and average hours of preparation and service.

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="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
Programs and activities that last for most or all of one semester or	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

term (or about half the school year)					
Programs and activities that last for most or all of the whole school year	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

21. 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

Human Needs - General _____ % of activities/programs		
<input type="checkbox"/> Adult Day Care/Senior Center	<input type="checkbox"/> Mentoring/Coaching	<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		

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 2004-2005 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.

[click here for examples](#)

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

A partner is an external school, agency or other 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 or other organization that provides service learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

a. Total number of community partners and placement sites: _____

Don't Know

If you provided a value for Question 22a, please complete 22b through 25. If you do not provide a value for 22a, no values will be saved for 22b through 25.

b. How many of the above partner agencies/organizations are faith based? _____

Don't Know

23. Of the total number of partners referenced above:

a. How many were regularly and actively involved in planning and/or 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 as only a service site? _____ Don't Know

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

Yes No

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

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

Collaboration with Other Corporation Programs

26. 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	

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

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

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

	Never	Rarely	Occasionally	Frequently	Always	Don't 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 students perform has a strong connection to the curriculum they are studying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 mutually agreed upon goals, roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Both learning and service are emphasized in all projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Questions About Institutional Support for Service-Learning

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

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 2004-2005 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.

[click here for examples](#)

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

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

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

	Yes	No	Don't Know
a. Service-learning is recognized by the school/district as an improvement strategy in its strategic plan or improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Service-learning is part of the board approved course curriculum in at least one subject in at least one grade in the school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service-learning is part of the board approved course curriculum in at least one subject in every grade in the school/district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 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"/>
e. Service-learning participants are formally recognized through the Presidential Freedom Scholarship or the President's Volunteer Service Award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to question 30b then please answer this question. Otherwise skip to question 32.

31. 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="checkbox"/> Social Studies	<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Vocational/Career Education
<input type="checkbox"/> Language Arts/English	<input type="checkbox"/> Art/Music/Theater	<input type="checkbox"/> Advisory Period
<input type="checkbox"/> Science	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Gifted/Talented
<input type="checkbox"/> Math	<input type="checkbox"/> Health	<input type="checkbox"/> Elective

<input type="checkbox"/> Special Education	<input type="checkbox"/> Other	
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32. Indicate the extent to which the following policies/practices were present at your school/district over the past year:

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
a. Service-learning is included in the school's/district's current professional development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school/district 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"/>
c. Service-learning is included in new staff/teacher orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Service-learning is considered as one of the criteria in hiring new teachers/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Service-learning is considered as one of the criteria for teacher/staff evaluations and/or in performance standards for teachers/staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students are involved in decision-making about the service-learning activities in the school/district, for example, through an advisory council or other formal planning or decision-making body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parent and/or family volunteers help with service learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. During the past year, to what extent were the following available at your institution?

Please indicate how regularly or widely each type was available.

	Never	Rarely	Occasionally	Frequently	Always	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 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"/>	<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:

34. Does the school/district 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 34, please skip to question 40 (on the next tab) and do not answer question 35 thru 39.

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

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

36. Is the service learning coordinator a full time or part-time employee of the school/district?

Full-time Part-time Don't Know

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

100%
 75%

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

38. 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

39. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2004-2005 (including LSA funds):

Grants: %

Organization operating funds (non-grant): %

Don't Know

Technical Assistance Strengths and Needs

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[click here for examples](#)

40. In which of the following areas do you believe your school/district 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="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	

41. In which of the following areas do you think your school/district 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="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	

42. Please indicate the primary service-learning outcome your school/district is trying to achieve through the LSA funded program. If your program is designed to achieve several major outcomes, please select the ONE that best represents the primary goal of the program.

Participant Development	Institutional Development	Community Development
<input type="radio"/> Ethic of Service	<input type="radio"/> Integration of service institution-wide	<input type="radio"/> Increased community/CBO capacity
<input type="radio"/> Knowledge of Community	<input type="radio"/> Expanded partnerships/institutional involvement in community	<input type="radio"/> Visibility/Support for community services
<input type="radio"/> Civic Knowledge and Skills	<input type="radio"/> Improvement in institutional climate	<input type="radio"/> Policy change
<input type="radio"/> Ability to work with diverse others	<input type="radio"/> Improved institutional standing/reputation in community	<input type="radio"/> Increased citizen involvement/civic engagement
<input type="radio"/> Social/Personal/Asset Development	<input type="radio"/> Improved institutional performance (academic gains, etc.)	<input type="radio"/> Improved community climate (safety, attitudes, etc.)
<input type="radio"/> Intellectual development/Academic development	<input type="radio"/> Creation/development of a service-learning office or center	
<input type="radio"/> Increased workplace knowledge/Skills		

43. Specifically, how have you defined that outcome for the purposes of your program? Please briefly describe. (For example: "Students will increase their understanding of the ways in which public policy decisions are made in their community.")

44. What tools/methods does your organization currently use to measure the primary program outcome listed above?

- Surveys
- Focus or discussion groups
- Participant self reflection/evaluation
- Standardized tests
- Disciplinary referrals
- Other (specify) _____
- Interviews
- Formal community input
- Institutional audits
- Attendance records
- Don't Know

If using any standardized instruments to measure the outcome, please provide the name of the instrument(s):

45. 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	○	○	○	○	○	○
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

46. 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?



This is the end of the Program Report. Thank you for participating. If you would like to provide additional information that clarifies the answers you have given here or if you would like to provide feedback on the form, email LASSIEComments@cns.gov