

Learn and Serve America - Performance Survey

K12 School or District - 2008

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
<input type="text"/>	<input type="text"/>

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

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

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

District-based: Involving all the schools in the district

District-based: All high schools

District-based: All middle schools

District-based: All elementary schools

District-based: Grade-wide (i.e. all classes in one or more specific grades)

District-based: A district-wide special purpose program (for example, all after-school programs or Special Education programs)

District-based: Multiple schools (more than one school, but not a full category of schools. For example, not all high schools or grade-wise)

Other (specify)

Don't know

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

Yes, for all students

Yes, for some students

No (skip to question 8)

Don't Know (skip to question 8)

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

Required courses that incorporate service-learning Yes No

Specific number of hours of service outside the classroom Yes No

Some other requirement Yes No

Specify: _____

Funding Sources

8. 2007-2008 Learn and Serve Grant Amount: \$32,000

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

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

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

- | | |
|---|--|
| <input type="checkbox"/> State service-learning funds (non LSA) | <input type="checkbox"/> Community/private contributions (e.g. United Way) |
| <input type="checkbox"/> Other state grant or program funds | <input type="checkbox"/> Corporate grants |
| <input type="checkbox"/> General School or district 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, Title 1) |
| <input type="checkbox"/> Other | <input type="checkbox"/> 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, and the participants who were regularly engaged in those activities from July 1, 2007 to June 30, 2008. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**
[click here for examples](#)

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

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

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

learning participants.

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	<input type="text"/>

Grade Level of all LSA service-learning participants	Estimated Number
K-5th grade	<input type="text"/>
6th-8th grade	<input type="text"/>
9th-12th grade	<input type="text"/>
School Dropout	<input type="text"/>
Grade Unknown	<input type="text"/>

Ethnic background of all LSA service-learning participants	Estimated Number
Hispanic	<input type="text"/>
Non-Hispanic	<input type="text"/>
Ethnicity Unknown	<input type="text"/>

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

Gender	Estimated Number
Male	<input type="text"/>
Female	<input type="text"/>
Gender Unknown	<input type="text"/>

LSA Service-learning participants with disabilities	Estimated Number
Service learners with disabilities	<input type="text"/>

LSA Service-learning participants serving in summer projects	Estimated Number
Service learners serving in summer activities	<input type="text"/>
Do not have summer programs:	<input type="checkbox"/>

Teacher/Staff Participation in Service-Learning

12. How many teachers and staff were involved in teaching, leading, and operating LSA funded service-learning programs in your school/district this year?

Number (part- and full-time combined) |

Additional Volunteers

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

**Estimated Number
of other youth volunteers**

Don't Know

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

**Estimated Number
of adult volunteers**

Don't Know

14a. Approximately how many of these adult volunteers are Baby Boomers (defined as individuals born between 1946 and 1964)?

**Estimated Number
of Baby Boomer volunteers**

Don't Know

Youth Participants from Disadvantaged Circumstances

15. Approximately how many [disadvantaged youth](#) provided community service through your LSA supported service activities during the 2007-2008 program year?

Estimated Number

Don't Know

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 2007-2008 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES. (NOTE: youth included here may have also been reported in question 15 if they provided community service as part of their activities.) [click here for examples](#)

16. Did any of your LSA supported activities provide services to [disadvantaged youth](#) during the 2007-2008 program year?

Yes

No

Don't Know

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

16a. Approximately how many of the youth beneficiaries of your LSA supported activities belong to the following populations (categories are not exclusive):

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

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

Estimated Number

Don't Know

Do not have mentoring activities

(If you entered a number in 17, proceed to 17a. If No or Don't Know, proceed to 18)

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

Estimated Number

Don't Know

18. Approximately how many youth (age5-17) were tutored through your LSA supported service-learning activities?

Estimated Number

Don't Know

Do not have tutoring activities

(If you entered a number in 18, proceed to 18a. If No or Don't Know, proceed to 19)

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

Estimated Number

Don't Know

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

**Estimated
Number**

**Don't
Know**

**Do not have independent living
service activities**

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 2007-2008 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.

[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. If you do not run projects for any of the three durations, check "Do Not Run." If you do not know the exact number of participants and average hours for any of the three durations, please estimate based on available information. If you are unable to make an informed estimate of the number of participants and average hours, check "Don't Know."

Instructions for completing table on service hours

1. First, estimate the number of service-learning participants who were in service-learning programs of the durations listed in the table below from July 1, 2007 to June 30, 2008. If you have more than one activity or program, please combine them in reporting participant numbers and hours. The total number of participants for all durations should equal the total number of participants reported in question 11.
2. Next, for each of the project durations, calculate the average hours of preparation for the service and formal reflection per participant during or after the service and enter that figure in column 3.
3. Finally, enter the average number of hours of service for a participant. Enter that figure in column 4.
 - Preparation activities might include conducting background research, collecting data, attending trainings, assembling materials, rehearsing parts, and meeting to plan project activities during and after class.
 - Formal reflection activities might include classroom discussions, keeping a journal, writing an essay or a poem, and making a class presentation.
 - Service might include a variety of activities, including the following: providing direct service to individuals (tutoring, assisting at a human services agency, working in a classroom, etc.); service projects addressing a community need (for example, cleaning a park, raising money for a local program, monitoring local water quality), or education and advocacy efforts such as presenting a play on a community issue, organizing or testifying at a public hearing, or preparing educational materials (brochures, posters, etc.) on a local issue.

Example 1. The "Plant a Tree Project" lasted 2 months and involved 60 students (see 'a' in the table below). The average student in this project spent 8 hours engaged in

preparation for the service and in formal reflection activities during and after the service (see 'b'). The service activity itself took approximately 2 hours per student (see 'c').

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

EXAMPLES

Duration	Do Not Run this Type of Program	Number of Participants	Average Hours of Preparation and/or Formal Reflection per Participant	Average Hours of Service per Participant	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	<input type="checkbox"/>		:		<input type="checkbox"/>

Project Characteristics

21. 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"/>

LSA Service Activities

Service-categories

22. For each of the following service categories, fill in the percentage of your LSA-supported service-learning activities and/or programs that fall into the category. **If none of your activities and/or programs fall under a particular category, please leave that category blank, do not enter '0.'** Then, for each category, please check up to three of the most common types of service being conducted.

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

Disaster Recovery/Relief		% of activities/programs
<input type="checkbox"/> Disaster Mitigation	<input type="checkbox"/> Disaster Recovery	<input type="checkbox"/> Other Disaster (specify) _____
<input type="checkbox"/> Disaster Preparedness	<input type="checkbox"/> Disaster Response	

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

Education		% of activities/programs
<input type="checkbox"/> Adult Literacy	<input type="checkbox"/> ESL	<input type="checkbox"/> Service Learning
<input type="checkbox"/> After School Programs	<input type="checkbox"/> GED	<input type="checkbox"/> Special Education
<input type="checkbox"/> Classroom Education - Elementary	<input type="checkbox"/> Job Preparedness	<input type="checkbox"/> Tutoring - Elementary

<input type="checkbox"/> Classroom Education - Middle	<input type="checkbox"/> Library Services	<input type="checkbox"/> Tutoring - Middle School
<input type="checkbox"/> Classroom Education - High	<input type="checkbox"/> Pre-Elementary Day Care	<input type="checkbox"/> Tutoring - High School
<input type="checkbox"/> Cultural Heritage	<input type="checkbox"/> School Preparedness including Head Start	<input type="checkbox"/> Other Education (specify) _____

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

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

Human Needs - General <input type="checkbox"/> % of activities/programs		
<input type="checkbox"/> Adoption	<input type="checkbox"/> Safe Havens	<input type="checkbox"/> Transitional Housing
<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Social Services Planning and Delivery	<input type="checkbox"/> Other Human Needs Services (specify) _____
<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Social Services Community Coordination (Specify)	

Independent Living <input type="checkbox"/> % of activities/programs		
<input type="checkbox"/> Adult Day Care/Senior Center	<input type="checkbox"/> Respite	<input type="checkbox"/> Senior Companionship
<input type="checkbox"/> Independent Living - Disabled	<input type="checkbox"/> Senior Center Program (Non-residential)	<input type="checkbox"/> Other Independent Living (specify) _____

<input type="checkbox"/> Independent Living - Seniors	<input type="checkbox"/> Senior Citizen Assistance
---	--

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

Youth Development % of activities/programs		
<input type="checkbox"/> Child Abuse	<input type="checkbox"/> Gangs	<input type="checkbox"/> Teen Pregnancy/Parenting Skills
<input type="checkbox"/> Children and Youth Safety	<input type="checkbox"/> Juvenile Justice	<input type="checkbox"/> Youth Leadership Development
<input type="checkbox"/> Delinquency	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Other Youth Development (specify)

Disaster Preparedness and Response Programs

(please answer questions 23 and 24 if you had service-activities in disaster preparedness and response)

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

Estimated Number

Don't Know

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

Estimated Number

Don't Know

Community 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 2007-2008 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.

[click here for examples](#)

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.

If you do not know the number of community partners, please check here and skip to question 26: Don't Know

25. Total number of **partner** agencies/organizations: _____

[If you provided a value for Question 25, please complete 25a through 25d. If you do not provide a value for 25, no values will be saved for 25a through 25d.](#)

Of the total number of partners, how many were:
(NOTE: the following categories are mutually exclusive; the sum of the numbers reported for 25a – 25d should equal the total number provided above.)

25a. Regularly and actively involved in planning and/or managing LSA funded service-learning?	_____	<input type="checkbox"/> Don't Know
25b. Periodically involved in planning and/or managing LSA funded service-learning?	_____	<input type="checkbox"/> Don't Know
25c. Advised on LSA funded service-learning but were not directly involved in planning or managing LSA funded service-learning?	_____	<input type="checkbox"/> Don't Know
25d. Served only as a service site?	_____	<input type="checkbox"/> Don't Know

25e. How many of the above partner agencies/organizations are faith based? _____ Don't Know

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

Yes No Don't Know

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

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

Collaboration with Other Federal Programs

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

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

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

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

Institutional Supports for Service-Learning

These questions are about **all** service-learning in your school/district.

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

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

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

	Yes	No	Don't Know
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. <i>*(If yes, answer question 32)</i>	<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. <i>*(If yes, answer question 32)</i>	<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 President's Volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

in performance standards for teachers/staff.						
e. 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"/>
f. 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"/>

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

	Never	Rarely	Occasionally	Frequently	Always	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:

37. 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 37, please skip to question 43 (on the next tab) and do not answer question 38 thru 42.

38. If there is a service-learning coordinator for the school/district, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, teacher, etc.)? If you have 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

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

- Full-time Part-time Don't Know

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

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

41. Please select the answer that best describes the extent of training/professional development the service-learning coordinator has received.

- No formal education/training/professional development related to service-learning
 One workshop, conference, or training session
 Multiple workshops/conferences/training sessions, OR one or more semesters of formal education (pre-service or in-service) focused on service-learning
 A combination of a semester or more of formal education and multiple workshops/training sessions
 Don't Know

42. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2007-2008 (including LSA funds):

Grants: %

Institutional funds (non-grant): %

- Don't Know

Program Description

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

The following are some elements of the project that may be useful in answering the above questions:

- Location: name, city and state for school, higher education institution, or community based organization receiving the subgrant and any identifying features (e.g. Charter School, After school program, Rural/Urban/Suburban setting, name of the course or program in which participants are enrolled).
- Participants: age, grade, demographics and number of participants involved.
- Project goals: description of the overall purpose of the project, the academic or civic learning goals, and the intended results of the service.
- Project details: name of the service-learning project, a description of the service activity(s) completed by the participants, where and when the service took place, community partners involved in the project, the beneficiaries of the service, and any results (in both service and learning areas) achieved.

NOTE: Learn and Serve America uses these project descriptions to convey the details and the results of our funding. We often share these descriptions with the public, members of Congress, and senior government leaders. Please make sure the example you write is an accurate description of your best work.

[Click here for an example](#)

Training and Technical Assistance And Curriculum Development

Please provide information on any training, technical assistance, or curriculum development that your organization conducted during the 2007-08 program year that was supported by Learn and Serve funds.

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

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

Number:

Don't Know

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

Number:

Don't Know

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

Number:

Don't Know

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

Technical Assistance Strengths and Needs

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

48. 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	

49. 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	