

2010-2011 Program and Performance Measurement Report

Youth Engagement Zone Program

Please fill out all relevant sections of this form completely.

The Grant Profile Information (pages 3-4 of this form) should be completed by any organization receiving Learn and Serve America funds (grantees, subgrantees, organizations receiving grants from subgrantees).

The Program Reporting Form (beginning on page 5) should be completed by Learn and Serve America grantees, subgrantees, and sub-subgrantees that directly operate Learn and Serve America supported service-learning programs and/or service-learning training and technical assistance activities. Respondents will be directed to the relevant sections of the Program Reporting Form based on their responses to the Grant Profile section.

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



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Privacy Act Statement

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

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

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

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

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

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

ACKNOWLEDGMENT:

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

Grant Profile

Organization

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

Organization Location

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

Contacts (You may enter additional contacts as needed)

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

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

| K-12 District | Higher Education | Community-Based Entity |
|-------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|
| <input type="radio"/> School District | <input type="radio"/> 2 Year Public College | <input type="radio"/> National Nonprofit Organization |
| <input type="radio"/> Regional Education Agency | <input type="radio"/> 2 Year Private College | <input type="radio"/> State or Regional Nonprofit |
| <input type="radio"/> State Education Agency | <input type="radio"/> 4 Year Public College or University | <input type="radio"/> Local Nonprofit |
| K-12 School | <input type="radio"/> 4 Year Private College or University | <input type="radio"/> State Service Commission |
| <input type="radio"/> Public School | <input type="radio"/> Graduate/Professional Program | <input type="radio"/> Local Government |
| <input type="radio"/> Private School | <input type="radio"/> Higher Education Association | <input type="radio"/> Tribal Nation |
| <input type="radio"/> Public Charter School | | <input type="radio"/> Tribal Organization |
| <input type="radio"/> Indian/Tribal School | | |

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

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

2. Is your organization religious or faith-based?

Yes No Don't Know

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

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|
| My institution or organization ran Learn and Serve America supported service-learning activities. (Note: Answering yes to this question indicates that you will report on participants and service-learning activities for this program year.) [Positive respondents are directed to complete questions 1-32 of the Program Reporting Form.] | <input type="radio"/> Yes | <input type="radio"/> No |
| My institution or organization used Learn and Serve America funds to provide (directly or through a third party) training and technical assistance for service-learning activities. [Positive respondents are directed to complete questions 33-36 of the Program Reporting Form.] | <input type="radio"/> Yes | <input type="radio"/> No |

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

Yes No

End of Grant Profile Questions

Program Reporting Form

I. Zone Questions

1. How many secondary schools are included the Youth Engagement Zone?

_____ Secondary schools

2. What grade levels are included in the secondary schools with Youth Engagement Zone service-learning activities?

Lowest grade _____ Highest grade _____

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

_____ %

4. Institution size: provide the total number of students in all of the secondary schools included in the Youth Engagement Zone.

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

5. Approximately what percentage of students in the secondary schools was actively engaged in service-learning activities during the 2010-2011 program year? Include all service-learning activities whether or not they were supported by Learn and Serve America grant funds.

| | | | | | |
|-------------------------------------|------------------------------|------------------------------|------------------------------|----------------------------|----------------------------------|
| <input type="radio"/> Less than 10% | <input type="radio"/> 10-49% | <input type="radio"/> 50-89% | <input type="radio"/> 90-99% | <input type="radio"/> 100% | <input type="radio"/> Don't Know |
|-------------------------------------|------------------------------|------------------------------|------------------------------|----------------------------|----------------------------------|

II. Service-Learning Participants

In this section we are interested in the individuals who participate in service-learning programs and activities supported by the Youth Engagement Zone grant.

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

Note: For the purpose of this survey, a **service-learner is a secondary school student or out-of-school youth (defined as an individual who has not attained the age of 27, is not enrolled in school, and has not completed college or its equivalent) who participates in service-learning programs or activities that engage him or her in learning activities, assessment and reflection, and direct or indirect service to beneficiaries.** Service-learning programs and activities include preparation and reflection, as well as direct service. Youth or adults engaged in one-time volunteer activities, as well as beneficiaries of the service-learning activities, should not be counted as service-learners.

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

| <i>Grade Level of Learn and Serve America Service-Learners</i> | Estimated Number of Service-Learners |
|-----------------------------------------------------------------------|---------------------------------------------|
| K - 5 th grade | |
| 6 th grade – 8 th grade | |
| 9 th grade – 12 th grade | |
| School dropouts | |
| Grade unknown | |
| Out of school youth (excluding school dropouts reported above) | |

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

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

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

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

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

Teacher/Staff Participation in Service-Learning

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

_____ Total number of teachers and staff

Additional volunteers

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

_____ Estimated number of youth volunteers Don't Know

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

_____ Estimated number of adult volunteers Don't Know

9a. Approximately how many of these adult volunteers are 55 years or older?

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

III. Beneficiaries

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

_____ Estimated Number Don't Know

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

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

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

_____ Estimated Number Don't Know

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

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

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

_____ Estimated Number Don't Know

IV. Program Duration and Service-Learning Characteristics

13. This question is designed to gather information on the duration of Learn and Serve America service-learning activities and the amount of time service-learners are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of service-learners and **average** hours of preparation and service. If you do not run projects for any of the three durations, check "Do Not Run." If you don't know the number of service-learners and average hours for any of the three durations, check "Don't Know."

Instructions for completing table on service hours

1. First, estimate the number of service-learners who were in service-learning programs of the durations listed in the table below from October 1, 2010 to June 30, 2011. If you have more than one activity or program in a given duration, please combine them in reporting participant numbers and hours. The total number of participants reported for this question may not equal the total number of participants reported in question 7 if individuals participated in more than one service-learning activity.

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

3. Finally, enter the average number of hours of service for a service-learner. Enter that figure in column 4.

- *Preparation activities* might include conducting background research, collecting data, attending trainings, assembling materials, rehearsing parts, and meeting to plan project activities during and after class.
- *Formal reflection* activities might include classroom discussions, keeping a journal, writing an essay or a poem, and making a class presentation.
- *Service* might include a variety of activities, including the following: providing direct service to individuals (tutoring, assisting at a human services agency, working in a classroom, etc.); service projects addressing a community need (for example, cleaning a park, raising money for a local program, monitoring local water quality), or educational efforts such as presenting a play on a community issue, organizing or testifying at a public hearing, or preparing educational materials (brochures, posters, etc.) on a local issue.

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

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

EXAMPLES

| Duration | Do Not Run This Type of Program | Number of Service-Learners | Average Hours of Preparation and/or Formal Reflection per Participant | Average Hours of Service per Participant | Do Not Know |
|----------------------------------------------------------------------------|---------------------------------|----------------------------|-----------------------------------------------------------------------|------------------------------------------|-------------|
| Programs and activities that last 2 months or less | | a. 60 participants | b. 8 hours each | c. 2 hours each | |
| Programs and activities that last for most or all of one semester or term | | d. 25 students | e. 63 hours each | f. 10 hours each | |
| Programs and activities that last for most or all of the whole school year | | | | | |

PLEASE FILL IN

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

* IF DO NOT KNOW – instruction will pop up: “If you do not know, please estimate the number of hours you expect someone to spend.”

14. Approximately what percentage of service-learning activities supported by the Youth Engagement Zone occurs during the following periods? Note: Percentages should add to 100%.

| | Percent | Don't Know |
|------------------------------------------------|---------|------------|
| In-school time | | ○ |
| Extracurricular programs that occur in schools | | |
| After-school programs that occur in schools | | |
| Out-of-school community-based programs | | |

V. Project Characteristics

15. How frequently do the Learn and Serve America supported service-learning activities in the Youth Engagement Zone include the following characteristics?

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

VI. Community Needs and Service Activities

Community Needs

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

Community Development

_____ % of service activities

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

Economic Development

_____ % of service activities

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

Disaster Recovery and Relief

_____ % of service activities

| | | |
|------------------------------------------------|--------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Disaster Mitigation | <input type="checkbox"/> Disaster Recovery | <input type="checkbox"/> Other Disaster (specify) |
| <input type="checkbox"/> Disaster Preparedness | <input type="checkbox"/> Disaster Relief | |

Education

_____ % of service activities

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

Environment and Energy

_____ % of service activities

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

Health & Wellness/Nutrition

_____ % of service activities

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

Public Safety

_____ % of service activities

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

Youth Development

_____ % of service activities

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

| | | |
|---------------------------------------------------------|-------------------------------------------------------|--|
| <input type="checkbox"/> Gang Prevention/Rehabilitation | <input type="checkbox"/> Youth Leadership Development | |
|---------------------------------------------------------|-------------------------------------------------------|--|

Veterans Assistance

_____ % of service activities

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

Service Activities

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

VII. Community Partners

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

A partner is a school, local education agency, higher education institution, or organization that cooperates (e.g. shares information), coordinates (e.g. helps plan a program) or collaborates (e.g. shares a leadership role) with a Learn and Serve America grantee or subgrantee in carrying out Learn and Serve America supported activities and programs.

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

18. How many community partners were involved in Youth Engagement Zone activities?

_____ Don't Know

18a. Of the total number of partners, how many served as a service-learning placement site?

_____ Don't Know

18b. Of the total number of partners, how many are faith based organizations?

_____ Don't Know

18c. Of the total number of partners, how many provide in-kind or cash support for service-learning?

_____ Don't Know

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

Yes No Don't Know

19a. If YES, do one or more of the community partners serve as members of the advisory board?

Yes No Don't Know

Collaboration with Other Federal Programs

20. Which of the following Corporation for National and Community Service programs collaborated in implementing the Youth Engagement Zone activities? (Check all that apply)

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

21. Which of the following other federal programs collaborated in implementing the Youth Engagement Zone activities? (Check all that apply)

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

VIII. Institutional Supports for Service-Learning

22. On average, how long have there been organized service-learning activities in the secondary schools (e.g. regular, ongoing service-learning)?

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

23. You indicated previously that [autofill Q1] secondary schools are included in the Youth Engagement Zone. Of those schools, how many have the following policies in place (if none, enter "0"):

| | Number of schools | Don't Know |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------|
| Service-learning is recognized by the school as an improvement strategy in its strategic plan or improvement plan | — | <input type="radio"/> |
| Service-learning is part of the board approved course curriculum in at least one subject in at least one grade in the school. <i>*(If yes, answer question 24)</i> | — | <input type="radio"/> |
| Service-learning is part of the board approved course curriculum in at least one course that is a required for graduation in the school. | — | <input type="radio"/> |
| Service-learning participants are formally recognized through the President's Volunteer Service Award | — | <input type="radio"/> |

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

25. During the past year, to what extent were the following practices and supports available for Youth Engagement Zone service-learning activities? Please indicate how regularly or widely each type of support was available.

| | Never | Rarely | Occasionally | Frequently | Always |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students are involved in decision-making about the service-learning activities, for example, through an advisory council or other formal decision-making body | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parent and/or family volunteers participate in service learning activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reduction in teaching/work load to allow time for service-learning program development or supervision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition or rewards for teachers and staff for quality service-learning practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IX. Service-Learning Coordinator

26. Is there full or part-time service-learning coordinator(s) or staff person(s) with responsibility for service-learning in the Youth Engagement Zone?
- Yes No (skip to question 33)
27. If there is a service-learning coordinator in the Youth Engagement Zone, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, teacher, etc.)? If there is more than one coordinator, please provide information on the primary coordinator.
- Less than 1 year 1-4 years 5 years or more
28. Is the service-learning coordinator a full time or part-time employee (with the school district, school, community college or community-based organization)?
- Full-time Part-time
29. Approximately what percentage of the coordinator's total job responsibilities is devoted to service-learning?
- 100 % 75% 50% 25% Less than 25%
30. Please select the answer that best describes the extent of training and professional development the service-learning coordinator has received.
- No formal education, training, or professional development related to service-learning
 One workshop, conference, or training session
 Multiple workshops, conferences, or training sessions, **OR** one or more semesters of formal education (pre-service or in-service) focused on service-learning
 A combination of a semester or more of formal education and multiple workshops or training sessions
31. What percentages of the service-learning coordinator's salary came from grants and institutional funds in 2010-2011 (including Learn and Serve America funds):
- Grants _____% Institutional funds _____%

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

Please provide information on the training and technical assistance that was provided during the 2010-2011 program year that was supported by the Youth Engagement Zone grant.

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

_____ Number None Don't Know

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

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

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

_____ Number None Don't Know

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

_____ Number None Don't Know

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

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

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