

Grant Organization: DEMO Account
 Grant Number: CNCS-SPECIAL00010001
 Date: 6/19/2009

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. Institution size: provide the number of students in your institution as a whole.

2. What best describes the scope of service-learning activities at your institution during the 2008-2009 program year? Check all that apply.

<input type="checkbox"/> Entire Institution	<input type="checkbox"/> Individual classrooms/faculty
<input type="checkbox"/> College or school within the institution (for example, School of Education)	<input type="checkbox"/> Extracurricular programs/activities
<input type="checkbox"/> Multiple Departments	<input type="checkbox"/> One or more institutes or centers
<input type="checkbox"/> Single Department	<input type="checkbox"/> Other (specify) <input type="text"/>
	<input type="checkbox"/> Don't Know

3. Does your institution have service-learning requirements for any of your students?

- Yes, for all students
- Yes, for some students
- No (skip to question 5)
- Don't Know (skip to question 5)

4. If your institution has a service-learning requirement for students, what type(s) of service-learning requirement(s) does your institution have?

Required courses that incorporate service-learning Yes No

Specific number of hours of service outside the classroom Yes No

Some other requirement
 Specify: Yes No

Funding Sources

5. 2008-2009 Learn and Serve Grant Amount: \$0

6. Is the current grant the first Learn and Serve America grant that your institution has received?

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

7. 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)

- State service-learning funds (non LSA)
- Other state grant or program funds
- General college/university operating funds
- Foundation grants
- Corporate grants
- Federal work study funds
- Don't know
- Community/private contributions (e.g. - private donors)
- Endowments for service-learning
- Other Corporation for National and Community Service grants
- Other federal funds (e.g., Title III)
- Other
- None

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, 2008 to June 30, 2009. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES. [click here for examples](#)

8. Please provide the following information on your LSA Funded Program **Participants** :

LSA Funded Service-Learning Participants

Estimated Number

Total number of higher education student service-learners in LSA Supported activities/programs at your institution.	<input type="text"/>	Total Higher Education
Undergraduate students (all ages)	<input type="text"/>	
Graduate students	<input type="text"/>	
Unknown	<input type="text"/>	

Total number of non-higher education student service-learners in LSA Supported activities/programs at your institution.	<input type="text"/>	Total Non-higher Education
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"/>	

Total number of faculty and staff	<input type="text"/>	Total Faculty/Staff
Total faculty involved in teaching LSA supported service learning courses	<input type="text"/>	
Total faculty participating in LSA supported curriculum development projects, workshops, or other non-teaching/course specific service-learning activities.	<input type="text"/>	
Total staff involved in LSA supported service-learning activities	<input type="text"/>	

Total number of adult community members involved in LSA supported service-learning activities	<input type="text"/>	Total Adult Community Members
Community members between 21 and 44 years of age (born between 1965 and 1988)	<input type="text"/>	
Community members between 45 and 63 years of age (born between 1946 and 1964)	<input type="text"/>	
Community members age 64 or older (born before 1946)	<input type="text"/>	
Age Unknown	<input type="text"/>	

Ethnic background of LSA Higher Education Students

Estimated Number of service-learners

Hispanic	<input type="text"/>
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Non-Hispanic
Ethnicity Unknown

Racial background of LSA Higher Education Students **Estimated Number of service-learners**

American Indian/Alaska Native
Asian
Black or African-American
Native Hawaiian or Other Pacific Islander
White
Two or more races
Race Unknown

Gender of LSA Higher Education Students **Estimated Number of service-learners**

Male
Female
Gender Unknown

Other categories of LSA Higher Education Students **Estimated Number**

Higher Education Student service-learners who are Federal Work-Study students
Higher Education Student service-learners with disabilities

LSA Higher Education Students serving in Summer Service-Learning Projects **Estimated Number**

Service learners serving in summer activities
Do not have summer programs:

Additional Volunteers

9. Approximately how many 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**

10. 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/faculty.

Estimated Number of adult volunteers **Don't Know**

10a. 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

11. Approximately how many [disadvantaged youth](#) provided community service through your LSA supported service activities during the 2008-2009 program year?

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

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 2008-2009 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.** (NOTE: youth included here may have also been reported in question 11 if they provided community service as part of their activities.)
[click here for examples](#)

12. Did any of your LSA supported activities provide services to [disadvantaged youth](#) during the 2008-2009 program year?

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

(If Yes, proceed to 12a. If No or Don't Know, proceed to 13)

12a. Approximately how many of the youth beneficiaries of your LSA supported activities belong to the following populations (categories are not exclusive):

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

13. 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
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If you entered a number in 13, proceed to 13a. If No or Don't Know, proceed to 14)

13a. Approximately how many of those mentored are from disadvantaged circumstances?

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

14. 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
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If you entered a number in 14, proceed to 14a. If No or Don't Know, proceed to 15)

14a. Approximately how many of those tutored are from disadvantaged circumstances?

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

15. 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
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 2008-2009 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**

[click here for examples](#)

16. In this question we are trying to get information about the duration of the LSA programs and activities in your institution and the amount of time service-learners are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of program participants and **average hours** of preparation and service. 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, 2008 to June 30, 2009. If you have more than one activity or program, please combine them in reporting participant numbers and hours. The total number of participants for all durations should equal the total number of participants reported in question 6.

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

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

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

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

Example 2: The senior Civics Class is organized around a core service-learning program. It meets one hour, two days a week for one semester, and has 25 students (see '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="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
Programs and activities that last for most or all of one semester or term	<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 the whole school year or are year-round	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Project Characteristics

17. 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 participants perform is accompanied by opportunities to learn that are strongly related to the service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The relationship between service and civic participation, responsibility, skills and concepts are made explicit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Project participants are given organized time to reflect on their service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Participants have a leadership role in all phases of a project, including making decisions about the development of the project as well as its execution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Projects are based in strong partnerships with community groups that include 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

18. 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 <input type="text"/> % 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) <input type="text"/>

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

If you have activities under Disaster Recovery/Relief, please answer questions 19 and 20 below.

Education <input type="text"/> % 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) <input type="text"/>

Environmental <input type="text"/> % 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="text"/>
<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="text"/> % 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) <input type="text"/>

Human Needs - General <input type="text"/> % 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="text"/>
<input type="checkbox"/> Homeless Assistance	<input type="checkbox"/> Social Services Community Coordination (Specify)	

Independent Living <input type="text"/> % 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="text"/>

<input type="checkbox"/> Independent Living - Seniors	<input type="checkbox"/> Senior Citizen Assistance
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Public Safety <input type="text"/> % 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) <input type="text"/>

Youth Development <input type="text"/> % 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) <input type="text"/>

Disaster Preparedness and Response Programs

(please answer questions 19 and 20 if you had service-activities in disaster preparedness and response)

19. How many service-learning participants have been certified in disaster training during the 2008-2009 program year?

Estimated Number

Don't Know

20. How many local disasters did service-learning participants respond to during the 2008-2009 program year?

Estimated Number

Don't Know

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 2008-2009 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
[click here for examples](#)

Approximately how many community partners and placement sites were involved in your Learn and Serve-supported activities during this past year?

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 22:

Don't Know

21. Total number of **partner** agencies/organizations:

If you provided a value for Question 21, please complete 21a through 21d. If you do not provide a value for 21, no values will be saved for 21a through 21d.

Of the total number of partners, how many were:
 (NOTE: the following categories are mutually exclusive; the sum of the numbers reported for 21a – 21d should equal the total number provided above.)

21a. Regularly and actively involved in planning and/or managing LSA funded service-learning?	<input type="text"/>	<input type="checkbox"/> Don't Know
21b. Periodically involved in planning and/or managing LSA funded service-learning?	<input type="text"/>	<input type="checkbox"/> Don't Know
21c. Advised on LSA funded service-learning but were not directly involved in planning or managing LSA funded service-learning?	<input type="text"/>	<input type="checkbox"/> Don't Know
21d. Served only as a service site?	<input type="text"/>	<input type="checkbox"/> Don't Know

21e. How many of the above partner agencies/organizations are faith based?

Don't Know

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

Yes No Don't Know

22a. If YES, then: How many partner organizations are represented on the advisory board?

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

Collaboration with Other Federal Programs

24. 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

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

Questions About Institutional Support for Service-Learning

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

Students are involved in decision-making about the service-learning activities in the institution, 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"/>
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32. During the past year, to what extent were the following available at your institution? Please indicate how regularly or widely each type of support 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 course load to allow time for service-learning program development or supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 faculty 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:

33. Does the college/university 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 33, please skip to question 39 (on the next tab) and do not answer question 34 thru 38.

34. If there is a service-learning coordinator for the college/university, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, former 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

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

- Full-time Part-time Don't Know

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

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

37. 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

38. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2008-2009 (including LSA funds):

Grants: %

Organization operating funds (non-grant): %

Don't Know

Program Description

39. 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 2008-09 program year that was supported by Learn and Serve funds.

40. How many teachers, staff and/or students received technical assistance through your LSA-funded technical assistance programs during the 2009 program year?

Number:

Don't Know

41. How many teachers, staff and/or students have attended the LSA-supported trainings that you provided during the 2009 program year? (NOTE: trainings can be in-person, via telephone, or web-based)

Number:

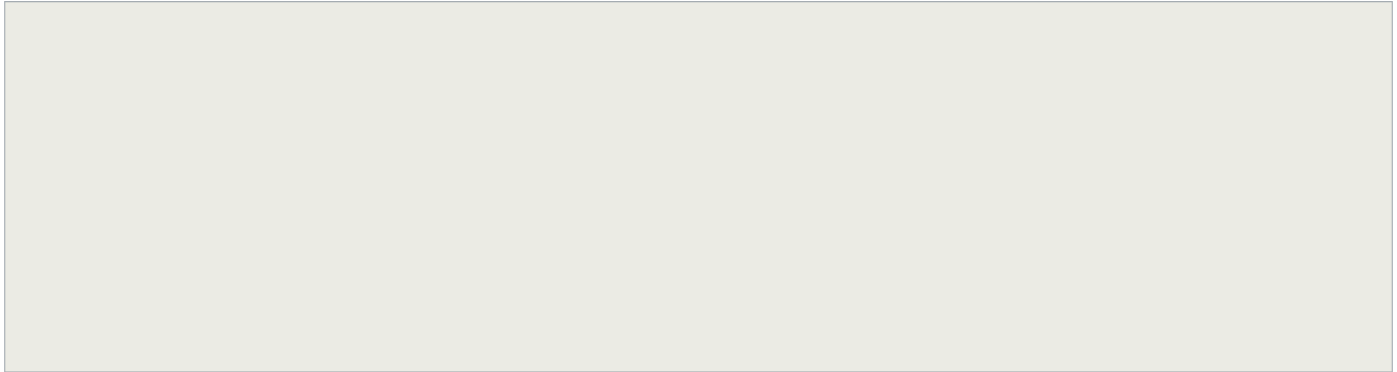
Don't Know

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

Number:

Don't Know

43. 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

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

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

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

Program Management	Program Content
<input type="checkbox"/> Program Design	<input type="checkbox"/> Curriculum/program design (specify subject area) <input type="text"/>
<input type="checkbox"/> Strategic Planning	<input type="checkbox"/> Development/Leadership
<input type="checkbox"/> Developing Community Partnerships	<input type="checkbox"/> Orientation

<input type="checkbox"/> Assessing Community Impact	<input type="checkbox"/> Reflection techniques
<input type="checkbox"/> Building Community/Institutional Support	<input type="checkbox"/> Youth voice/youth governance
<input type="checkbox"/> Service Site Recruitment	<input type="checkbox"/> Individual assessment strategies (portfolios, etc.)
<input type="checkbox"/> Volunteer/service site training	<input type="checkbox"/> Promotion and tenure
<input type="checkbox"/> Staff development/teacher education	<input type="checkbox"/> Other (specify) <input type="text"/>
<input type="checkbox"/> Managing/Overseeing Service Sites	<input type="checkbox"/> None
<input type="checkbox"/> Program evaluation strategies/Performance measurement	
<input type="checkbox"/> Financial/grant management	
<input type="checkbox"/> Marketing	
<input type="checkbox"/> Other (specify) <input type="text"/>	
<input type="checkbox"/> None	