
2x4x8: Fostering Resiliency Through Service-Learning

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2x4x8

2 = Two CESA regions and two universities

4 = The Four Point Test

8 = The participating middle schools

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Foreword

Since its inception, public education has had a dual role: To graduate smart students and good young adults. In other words, we should put as much emphasis on civics and citizenship as we do on academic excellence.

The challenge is to organize schools and communities to not only teach our students about civics, history, and government, but also to involve them in the acquisition of the values, knowledge, skills, and commitment necessary for citizenship. If part of our goal as public schools is to graduate good kids who become America's new neighbors, voters, and citizens, the best way to reach that goal is to link what goes on in our classrooms to service in our communities.

This relationship between the classroom and the real world is what makes service-learning so successful. When students can see that their work in the classroom affects their friends and neighbors, they become better students and better citizens. They develop the skills needed for the challenges they face after graduation. The students who participated in the 2x4x8 project will be better citizens and their communities and schools better places.

I am pleased with the results of this project and encourage you to learn from their wonderful experiences.

John T. Benson
State Superintendent



Program Description and Rationale

The *2x4x8: Fostering Resiliency Through Service-Learning Program* was a three-year Corporation for National Service (CNS) demonstration project designed to improve student success by fostering resiliency through service-learning in two geographical areas of Wisconsin. Two staff members at *CESA # 2 and CESA # 11 coordinated training for two university teacher preparation programs and eight middle schools to learn service-learning methodology and to incorporate service-learning as an instructional strategy into university and middle school curriculum. The program held as its focus the concept of fostering resiliency by building middle school students' assets or strengths. Four points were structured into each service-learning project to ensure successful service and successful learning: student involvement and ownership, meaningful community service, connection with classroom learning curriculum, and reflection on experiences and performance.

The Wisconsin Department of Public Instruction (DPI) was the lead partner in this project. Participating universities were the University of Wisconsin-River Falls and University of Wisconsin-Platteville. Participating Cooperative Educational Service Agencies brought the project to the following middle schools: Cambridge (Nikolay), Marshall, Madison (Spring Harbor), Stoughton (River Bluff), Glenwood City, Grantsburg, Somerset, and Turtle Lake.

Key Results

In addition to concrete results in the more than one hundred service-learning projects (see Appendix C for a complete list) performed by middle school and university students, the program yielded impressive results in the development and learning of these students. The most startling finding showed that, compared to students who did not participate in service-learning projects, participating middle school students reported they earned a higher grade point average. Middle school participants also reported increased resilience: lower rates of certain risk behaviors, higher levels of leadership and ability to resist danger, higher levels of positive peer influence, higher rates of homework and school engagement, higher interpersonal competence, and increased involvement in service to others. Teachers reported increased student engagement in learning, increased teamwork with other teachers and a more respectful school environment. Students reported enthusiasm for service. University students showed similar enthusiasm and increases in competence and civic awareness. A summary of the Projects are located in Appendix C.

* Cooperative Educational Service Agency (CESA)

Resiliency and Youth Assets

For purposes of this project, the concept of resiliency is defined as the capacity to spring back, rebound and successfully adapt in the face of adversity. In addition, project participants incorporated the Search Institute's highly regarded research on assets that help children succeed as resilient human beings (see below). Key among these assets are a sense of purpose and a sense of competence, intergenerational social networks such as neighborhoods and communities, and opportunities to perform socially and economically useful tasks.

Service-Learning Defined

Service-learning is a method of teaching and learning that combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the school or greater community (see Appendix D.)

Resiliency Linked with Service-Learning

Because a welcoming community setting and an opportunity to serve have been identified as assets children need to develop resiliency, the concept and practice of service-learning seemed a particularly good method by which to foster resiliency. Service-learning projects frequently address multiple assets: a sense of community values, caring, service to others, the perception that youth are a resource, high expectations of students, youth programs in which to participate, and an opportunity to plan and make decisions. Specific projects address several additional assets. In the intergenerational projects described in this booklet, for example, by serving those older than themselves, students have the opportunity to experience other adult relationships, to practice caring and responsibility, and to develop a positive view of their personal future with regard to aging. By serving those younger than themselves in projects such as afterschool programs for younger children focused on sportsmanship and conflict resolution, itself considered an asset, middle school participants have the opportunity to build a group of assets from safety to sense of purpose.

Forty Assets*

Family support	Achievement motivation
Positive family communication	School engagement
Other adult relationships	Homework
Caring neighbor	Bonding to school
Caring school	Reading for pleasure
Parent involvement in schooling	Caring
Community values	Equality and social justice
Youth as resource	Integrity
Service to others	Honesty
Safety	Responsibility
Family boundaries	Restraint
School boundaries	Planning and decision-making
Neighborhood boundaries	Interpersonal competence
Adult role models	Cultural competence
Positive peer interaction	Resistance skills
High expectations	Peaceful conflict resolution
Creative activities	Personal power
Youth programs	Self-esteem
Religious communities	Sense of purpose
Time at home	Positive view of personal future

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The University Connection

By bringing together K-12 educators with university professors to train jointly in service-learning, the program aimed to build infrastructure for service-learning efforts at all educational levels. While this booklet focuses primarily on the projects completed in the middle schools, it should be noted that university students participated. While performing service-learning projects in elementary and middle school classrooms, university students training to be teachers studied resiliency in younger students. Students training to be social workers performed service through engagement with social welfare policy at the Wisconsin legislature. Students studying to be counselors provided service to schools and social service agencies.

Academic Standards

Teachers who implemented service-learning found that service-learning activities readily helped meet the Wisconsin Academic Model Standards in more than one curriculum area. (To view the Wisconsin Model Academic Standards, please go to: <http://www.dpi.state.wi.us/dpi/standards>). A recent publication from DPI, *Learning From Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum*, illustrates how service-learning links to the state standards. Contact the DPI Publication Sales Office (800) 243-8782 or go to their site: <http://www.dpi.state.wi.us/pubsales>

Wisconsin's Four Point Test

Built into project design were four criteria meant to assure that students perform meaningful community service and truly learn from it:

1. Young people must be involved and empowered in all phases of the project.
2. The project must deliver genuine service to the community.
3. The project must be linked to classroom learning.
4. The project must include reflection and evaluation.

The complete Four Point Test is listed on the DPI web site:
<http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/s14pttge.html>

Point One: Young people must be involved and empowered in all phases of the project.

The students must be involved in decision making and leadership throughout the entire project implementation, including identifying and selecting the idea.

Point Two: The project must deliver genuine service to the community. The service performed must address a real need or concern in the community. Ideally, students survey community members to gain input. Students must understand whom the project is meant to serve, and the project, once completed, must bring improvement to the community or group it was meant to serve.

Point Three: The project must be linked to classroom learning. For students to get full benefit of the learning inherent in service projects, projects must be directly linked to classroom learning and must satisfy classroom outcomes and objectives.

Point Four: The project must include reflection and evaluation. The participants must be allowed time to reflect and contemplate their performance and activities from beginning to end integrating critical thinking and decision-making skills.

Individual Roles in Program Success

Administrator’s Role: Administrative support is crucial. Administrators must actively support service-learning projects including: participating in training along with their teachers to gain a joint understanding of the undertaking and support implementation activities, solving logistical problems, providing joint planning time, stipends, and recognition. Joint planning time frequently determines whether teachers can and will engage in service-learning, particularly as service-learning encourages a multi-disciplinary approach.

Teacher’s Role: To successfully coordinate service-learning in their classrooms, teachers should seek appropriate training, administrative support, and the cooperation of other teachers for joint and/or multidisciplinary projects. For genuine service and genuine learning to occur, teachers should structure projects according to the Four Point Test (see previous page), building in student ownership, a link to classroom learning, genuine service, reflection and evaluation.

Student’s Role: For success in service-learning projects, students & teachers together must choose the project, design it, and take responsibility to complete the service project; both in overall management of the project and in the details of implementation. Student-planned celebration of completed projects is highly recommended.

Expanding Role for Community Partners: Community members—parents and others—interested in promoting service-learning in their schools can prove to be invaluable partners to students and teachers. Community members can help teachers and students discover what a community needs, serve as experts in helping to design and carry out projects, and bring recognition to and celebrate the achievements of young people in service-learning projects. At its best, service-learning helps community and school grow closer, becoming more knowledgeable about each other and appreciative of the variety of efforts needed to provide a well-run school and encourage support from the community.

Lessons Learned

Many outstanding projects were completed in the *Fostering Resiliency Through Service-Learning Program*. However, the program was not without setbacks and obstacles. Following is a summary of what was learned from the project. These lessons can guide people contemplating a similar program. (For a complete description of lessons learned, see Appendix B)

Middle-School Level Implementation

Training, logistical and student issues arose in middle school implementation. It became clear that **administrators and teachers should be trained together** to form common aims and understanding. Training should also include periodic booster sessions that focus on specific issues requested by teachers and administrators and include new material and approaches. Teachers trained and experienced in service-learning proved particularly effective and credible as service-learning trainers in their schools, though political and leadership issues within each school should be assessed prior to implementing such training.

Administrative support is crucial. Service-learning is unlikely to be implemented in a school without active support from administration to help solve logistical problems and provide joint planning time, stipends, and recognition. Service-learning requires time to learn, process, organize, and plan projects. Joint planning time frequently determines whether teachers engage in service-learning. Teachers who have common planning time are also more likely to implement multi-discipline projects.

In the classroom, service-learning proved more likely to **succeed when integrated into the core curriculum**, rather than an option in an elective course. Student ownership was the most difficult aspect of the service-learning implementation, because it required teachers to surrender some control of the classroom. Even for experienced service-learning teachers, resisting the urge to control the project was a struggle. Multi-year schoolwide projects changed substantially as each cohort of students took ownership of the project. Successful multi-year projects allowed the original group of students to complete the project beyond a one-year span. Students that had started a multi-year project and were not allowed to complete it, reported a loss of self-confidence and self-esteem.

As teachers became more comfortable with the service-learning techniques, they were able to move closer to the ideal implementation standard. Projects, however, did not always meet the four point test criteria. For example, certain projects connected strongly to community needs, while lacking connection to curriculum. Likewise, student ownership and discovery of the learning goals were sometimes accomplished without connecting the curriculum to community service, and some otherwise successful projects ran out of time for proper reflection and evaluation. Waterways cleanup projects, implemented in a number of schools, are a case in point. One school spent a day cleaning up nearby rivers as a service to the community. Those students had little understanding of the role of biology and the other science curriculum issues in the project, yet they were performing a service to the community. While this project was worthy, a link to curriculum had to be established for comprehensive service-learning to take place. Another school's biology class tested water quality in class and analyzed it according to biological concepts, but did little with the information to benefit the community. Although an excellent learning experience, the service component was missing. The students that tested water quality reported the results to the DNR and went on to develop educational brochures for park visitors succeeded in performing a comprehensive service-learning project: real service as well as real learning, linked to classroom curriculum. Successful service-learning projects demonstrated strength on each of the four points: student ownership, service to the community, link to curriculum, and reflection and evaluation.

University Implementation

Service-learning as a teaching method can be quickly and successfully integrated into teaching methods courses. Understanding of service-learning as a teaching method appears to be more successfully accomplished when university students are asked to perform a service-learning project themselves. University students who performed their own service-learning projects, demonstrated a more complete understanding of the components of service-learning. Students who participated in the universities' methods courses reported an interest and future plans to use service-learning as a technique in their own teaching and an increase in their belief that service-learning should be offered at all grade levels.

Connecting service with classroom curriculum is twofold at the university level: university students connect service-learning to teaching methods, child development issues, and other issues in their coursework while observing and assisting with service-learning projects in middle-school curriculum. However, logistical challenges of placing student teachers in middle schools currently implementing service-learning proved a challenge, requiring a high level of cooperation and communication by both university and middle school staff.

As in middle schools, success of service-learning in universities requires active administrative support. Sequencing in the curriculum, for example, can promote student success. Spring semester has proved a better time for service-learning, as students are more familiar with the

university community by spring, and middle schools are better prepared to include university students as mentors.

Project Matrix

On the following page, a matrix presents individual service-learning projects performed by middle school students. Page numbers are listed for details on each project. At a glance, the reader can examine projects in several topical categories and projects that exemplify the Four Point Test (see p. 9). On the horizontal axis, projects are matched to the points of the Four Point Test. On the vertical axis, projects are matched to four categories, each of which develops student assets in a particular way, either by connecting students to the natural world, connecting students intergenerationally, bringing students into greater awareness of community resources and needs, or by engaging students in analyzing and serving the needs of their own age cohort. The listed matrix projects demonstrate one of the four points on the Four Point Test, however, these projects frequently satisfy some or all the other points. A complete list of student projects is listed in Appendix C.

Project Four Point Test Matrix

Read horizontally for projects exemplifying a point on the Four Point Test; vertically for projects in categories as designated. For details on projects and categories, refer to page numbers as listed

	Projects connecting students to the natural world. (See p. 13 for connection to student assets building.)	Projects connecting students intergenerationally. (see p. 15)	Projects bringing students into greater awareness of community resources and needs (see p. 16)	Projects engaging students in analyzing and serving the needs of their own age cohort. (see p. 18)
Wisconsin Four Point Test #1: Student Ownership	Pond Reclamation Project, Turtle Lake (see p. 13)	Nursing Home Partnership, Glenwood City (see p. 15)	Picnic Table Project, Grantsburg (see p. 16)	Student Newspaper, Turtle Lake (see p. 18)
Wisconsin Four Point Test #2: Authentic Service	Forest Management and Stream Clean-up Projects, Glenwood City (see p. 13)	Safe After School Project, Madison (Spring Harbor) (see p. 15)	Electricity Shortage Project, Cambridge (Nikolay) (see p. 17)	Nutritional Breakfast Project, Cambridge (Nikolay) (see p. 18)
Wisconsin Four Point Test #3: Link to Classroom Learning	Orienteering Project, Stoughton (River Bluff) (see p. 13)	Children's Hospital Carnival, Madison (Spring Harbor) (see p. 15)	Running Trail Exercise Stations, Somerset (see p. 17)	Teen Pregnancy Prevention Project, Stoughton (River Bluff) (see p. 18)
Wisconsin Four Point Test #4: Reflection and Evaluation	Seasons of the St. Croix, Grantsburg (see p. 14)	Valentine Project, Marshall (see p. 16)	Books Written for Elementary Students, Somerset (see p. 17)	Fifth Grade Orientation Project, Marshall (see p. 19)

Project Summaries

Projects Connecting Students To The Natural World

The following projects connected students to the natural world and addressed youth resiliency in a variety of ways. As students examined the natural environment and considered human impact, both positive and negative, the projects invoked caring, responsibility, and restraint. Planning and decision-making skills were strengthened, and creativity was required to solve problems. Enthusiasm and increased classroom attendance during service-learning projects suggested a strengthened sense of purpose, personal power, and self-esteem. Because projects were ambitious, high expectations were in play. During the projects students began to take a larger view of their surroundings; school and neighborhood boundaries were brought into focus as students learned to see themselves as a resource.

Pond Reclamation Project, Turtle Lake

Turtle Lake's program gained regional and national attention as teachers and staff instituted a service-learning class within a quarterly rotation with Spanish and Art involving all seventh grade students. The students decided to clean and reclaim two ponds for use by the school and community. Students built a bridge to span a creek that separated the two nearby ponds and, in partnership with the State Department of Natural Resources (DNR), dredged the creek, designed the bridge, ordered lumber and supplies, made presentations to obtain permission from the property owners, met with school and city administrators, and complied with building code standards. Students also designed and built bird and duck houses for the pond perimeter, researched and built floating gardens to put on the ponds, monitored the return of wildlife and fish, researched the history of the land, and kept a record of their work through still photographs and videotape. In addition to the project's strength in student ownership, the project was also inclusive: special education students had great success in participating and parents were actively involved in the project.

Forest Management and Stream Clean-up Projects, Glenwood City

In a multi-year project, students undertook a plan to reclaim the forest behind the school. Owned by the school district but previously neglected, the forest was overgrown with damaged and sick trees. Students contacted the DNR for help in developing a 20-year forest management plan. While studying in biology class the impact of co-host plants in spreading diseases, students learned how to identify and mark trees for removal. Students met with the school board to plan cutting down diseased trees, an activity still in progress at the end of the program, slowed by cost and safety issues. Students turned their focus to stream ecology and its connection to animal habitats and pollution, mapping the relationship of the waterways to the habitat and wild life noting the effect on the stream that years of misuse dumping large equipment, including refrigerators. On stream clean-up day students worked with land conservation staff to measure levels of pH, nitrates, and phosphates and turbidity. To address the problem of dumping of old refrigerators necessitating clean-up of freon, students approached St. Croix County officials to create an amnesty day to allow residents to dispose of old refrigerators responsibly without paying a fee.

Orienteering Project, Stoughton (River Bluff)

Each year, teachers take students to the school forest to teach them orienteering skills—a day teachers and students have dreaded, until a group of students undertook as a service-learning project to rewrite a social studies curriculum to use orienteering skills and archeological knowledge to complete a treasure hunt. Not only was the project connected to classroom learning, but the revised curriculum improved that learning. The students designed the entire project. They met together, reviewed the curriculum goals, designed the orienteering, and

taught it to teachers and students. Teachers reported that student-created orienteering will now become a regular part of their curriculum. **The project was so successful that more teachers stated they would do service-learning as a result of seeing what these students accomplished.**

History

- Pre-European History
- Ojibwa Culture
- Fur Trading
- Logging Era
- European Settlement
- Establishment of National Parks
- Current
- Environmental Issues
- Black Powder Era

Physical Education

- Canoeing
- Fitness Trail
- X-Country Skiing
- Snow Shoeing
- Survival Unit
- Poisonous Plants

Other

- Scheduling by Special Education Students
- Outdoor Cooking

Mathematics

- Calculate Volume
- Scale Models
- Spreadsheets
- Charts and Graphs
- Orienteering

Science

- Identify Habitat
- Gather Information
- Species Evaluation
- Orienteering
- Water Quality
- Testing

Language

- Journaling
- Concrete Poetry
- Conservation Skits
- Performing Skits
- Letter Writing
- Public Speaking

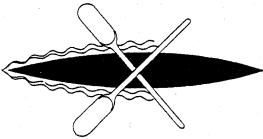
Technology

- Home Page
- Digital Camera
- Global Positioning
- Film Editing
- Computer Scanning
- Power Point
- Computers

Music

- River Music
- Concert

*The Seasons of the St. Croix
An Interdisciplinary Unit*



**Grantsburg Middle School
1997-98**

Services Provided

- Site Restoration
- Frog Information
- Water Quality Testing
- Developed Unit for Park Service
- Letters to Congress about Park Issues

Art

- Water Colors
- Perspective Drawing
- Snow Sculptures
- Outdoor Photography

Seasons of the St. Croix, Grantsburg

Involving both seventh- and eighth-grade students, including special education students, and most of the disciplines in the school, the Seasons of the St. Croix project addressed river site restoration: clearing forest, renewing trails, tearing down old cabins, testing water quality, collecting information on possible frog deformation, and writing letters to Congress about park issues. Community members were also involved in the project. A National Park Service representative talked with the students about the needs of the river and helped identify projects the students could complete. A planning committee of seventh- and eighth-grade students organized the days at the river: arranging buses, organizing work groups, designing parent permission slips, and identifying community members to help. Initially planned to include only eighth graders, the project changed when seventh-grade students asked to participate. The eighth-grade students voted to include and set rules for the

Grantsburg staff linked specific curriculum components to the Season of the St. Croix project.

seventh-grade students. In reflecting on the project, students reported changes in their perceptions of themselves, each other, and the teachers: greater ease at working in groups, talking to strangers, and great pride in their contribution. Students also noted the enthusiasm of their teachers and a sense of freedom in the learning activity.

Projects Connecting Students Intergenerationally

The following service-learning projects connected middle school students to those younger or older than themselves, while building youth assets. As students considered the needs of the elderly and of elementary school children, the projects called forth caring and responsibility. As in many service-learning activities, planning and decision-making skills were strengthened and creativity was required to solve problems. Particular to these intergenerational projects, the middle school students were able to increase the number of involved adults in the community by linking the elderly with elementary school teachers, coaches and, caregivers at the children's hospital. In the Safe After School project in Madison students at Spring Harbor were able to directly practice the asset of peaceful conflict resolution, and in the Nursing Home Partnership in Glenwood City and the Valentine project in Marshall, middle school students connected their concern for the elderly with a desire to reach out to elementary students and brought both groups together, literally creating community.

Nursing Home Partnership, Glenwood City

The eighth-grade English class developed an intergenerational project with the local retirement home. Partnered one to one, students visited the residents once or twice a month, preparing by writing questions ahead of time. Students also developed an historical timeline of world events including meaningful events in their lives and in the lives of the residents and discussed ahead of time the disabilities and developmental issues affecting the elderly. As the project progressed, students expressed the fear that their partnered resident might die. When this did occur, students worked through the issues, usually attending the funeral. The emphasis of the project was on personal sharing, and students shared pictures of their families with residents. The school band played concerts, and students made holiday cards for the residents, sang carols, and played games with them. Some students maintained relationships with the residents, continuing to visit after school. In the second year of the project, the eighth-graders included kindergarten students on some of the visits, creating a link between those older and younger than themselves.

Safe After School Project, Madison (Spring Harbor)

Eighth-grade students worked with the physical education teachers and the Huegel Elementary School coach to create a safe environment for younger children after school. They coached and supervised sporting activities with a focus on conflict resolution and sportsmanship. Because of continuing interest and commitment, the service-learning teacher continued to meet with these students in the spring semester, when the service-learning class was no longer held. Elementary students had a place to play and gather after school, and middle school students, in providing service, learned peaceful conflict resolution skills and strengthened their sense of safety.

Children's Hospital Carnival, Madison (Spring Harbor)

For two years in a row, at the request of the University of Wisconsin Children's Hospital, seventh-grade students and teachers created a carnival for the hospital, decorating, designing and leading games for the children in the hospital. They also wrote and illustrated books to read to the children. The art teacher helped students apply principles of form and color as they created scenery for the event. In language arts, students applied story-telling skills to the books they were writing. In science, students built rockets for a hospital carnival game and learned to calculate how a child's weight on earth would compare to their weight on the moon (also for use in a carnival game).

Valentine Project, Marshall

After starting their experience with service-learning by organizing litter clean-up days and planting shrubs and flowers on the school grounds, students undertook reflection through journal keeping and review of plans and decided to expand their “service recipient community” beyond the school. The students organized the elementary students, introducing the idea of reaching out to the elderly and, together with the elementary students, made valentines for members of the local senior citizen center and personally delivered them.

Projects Bringing Students Into Greater Awareness of Community Resources And Needs

Because service-learning requires students to perform genuinely needed service while applying classroom concepts, the following projects gave students the opportunity to learn directly from their community what the needs were and what services their community provided, thereby increasing their own resiliency in community values, interpersonal competence, and responsibility. Through these projects, students had direct contact with community experts, a village works department, and a school library. These projects required students to understand what services were needed and what standard their service would have to meet to prove genuinely useful. Youth assets of achievement motivation, high expectations, and personal power were called into play.

In the Picnic Table Project in Grantsburg, the expansion of the project to include wheelchair accessible tables at the hospital strengthened students’ sense of social equality as did the Electricity Shortage Project in Cambridge, through which students focused on the electrical needs of vulnerable citizens. Because these projects brought students out of their school and into the community to make a positive impact, the students’ pride in their school and bonding to school and community was strengthened.



Picnic Table Project, Grantsburg

Students built picnic tables for school grounds and for hospital grounds, including tables accessible to wheel chairs. The seventh-graders chose the project topic. A

Grantsburg students preparing concrete slabs for community picnic tables.

student elected board of directors oversaw the project including disciplining students who were not participating appropriately. Students formed teams to divide up the work: design, supply, publicity, and celebration. Each team researched options and presented them to the student board of directors, which made all decisions. After determining the size and design of the tables and cement platform for each table, students identified individuals in the community with the appropriate expertise and invited them to assist. A dozen parents volunteered to help build tables and assisted in framing and pouring the concrete platforms. Attendance was nearly 100 percent on the day scheduled to build the picnic tables. In fact, one student developed a serious case of poison ivy prior to the day and sneaked out of bed to go to school so he could help his team build their table. Twenty picnic tables were built in a remarkably short time. The entire project was completed in six weeks.

Electricity Shortage Project, Cambridge (Nikolay)

Predicted electrical shortages for the summer of 1997 was a genuine concern for the entire state of Wisconsin. Two teachers combined classes to create a service-learning project on electrical shortages and possible impact on individuals in the community. The students decided to identify at-risk individuals such as the disabled or the elderly and developed an emergency plan for the disabled and elderly. The students then conducted fund raising projects to purchase batteries for at-risk community members, and in the process learned communications skills about the proper attitude in approaching potential donors. Students also decided to teach elementary students about the power shortages and made T-shirts for them as a reminder to conserve energy.

Running Trail Exercise Stations, Somerset

In a multi-year program, seventh-grade students improved the community cross-country running trail by building muscle-stretching stations along the course. The science teacher focused on the study of a prairie environment through which the trail wandered. The physical education teacher focused on large muscle groups to help students determine the muscles to be stretched before a long distance run or walk. Language arts teachers helped the students write letters to community members, asking for volunteers to help build the stations. The high school technology teacher addressed structure, support, and building issues and evaluated student team plans for each of ten stretching stations. Once designs were final, students made scale drawings and models, developing the models during classtime. In the project's second year, students built the stations, working with the technology teacher on weight and design and calculating measurements with math teachers. Construction of each station involved preparation by clearing brush, grass, and rocks, and digging trenches. Students coordinated with the Village Works Department for shovels and equipment. Project completion was celebrated by a student-led ribbon-cutting ceremony with the school superintendent. Students continued to be involved by keeping stations in repair and planting flowers and native plants.

Books Written for Elementary Students, Somerset

Seventh-grade students wrote books for the elementary school library. Beginning by reading a novel together about Chinese immigration to America, students researched topics ranging from the building of the intercontinental railroad to specific aspects about Chinese culture. Using their research, each student wrote and illustrated a book targeted for elementary students. Reflecting on their purpose, students decided not to include any violence in their books. As they discovered how long it takes to edit a book, students requested extra time to complete the project, reporting that they worked harder on this project than any other assignment at school, particularly because the books would be available in a library. Students read their finished books aloud to elementary students and were graded on their presentation by the elementary teachers, using a rubric defined by the middle school reading and language arts teachers. Elementary teachers requested that the seventh-graders come back with first drafts of their books so elementary students could discover that middle school students also had to revise their school work. As a final step, the seventh-graders donated their finished books to the elementary school library.



Somerset students installing a circuit training station.



Somerset Students preparing cement to secure a post for a circuit training station.

Projects Engaging Students In Analyzing And Serving The Needs Of Their Own Age Cohort

This final set of projects engaged students in analyzing and serving the needs of their own age group, their school, other students in their school, and other students of their own age throughout the state and the country. Understanding one's own needs and the needs of those like oneself is a step toward resiliency. In these projects, students had the opportunity to strengthen their bond to school and build a sense of a caring school in addition to building such assets as interpersonal, social and cultural competence, responsibility, caring and personal power. Sixth-grade students in the Orientation project at Marshall made their school a more caring place by reaching out to fifth-graders coming up behind them. In the Teen Pregnancy Prevention project at Stoughton (River Bluff), students had the opportunity to build resistance skills by engaging directly with a risk factor confronting young people. Although service-learning projects focusing on students' school or age cohort might seem necessarily limited in scope, in the Teen Pregnancy Prevention project, students used broadcast media to reach an audience of young people wider than their own community.

Student Newspaper, Turtle Lake

One group of service-learning students decided to develop a school newspaper. They researched and wrote articles, interviewed coaches and students, worked with the language arts teacher on writing skills and designed a weekly paper. These students also hosted a short story writing contest, garnered sixty submissions and, by student committee, chose four winning stories to be published in the paper. As the school paper developed, the local newspaper editor heard about the work the students were doing and offered them a biweekly page in the local paper. The student-written and designed layout appears every two weeks in the *Turtle Lake Time*. As a result, the community has become more interested and involved in the school.

Nutritional Breakfast Project, Cambridge (Nikolay)

Students in the family and consumer education class surveyed the middle school students about their nutritional habits and found that many students were not eating breakfast before school. Based on their studies, the students connected the importance of a healthy breakfast to brain functioning, and decided to provide breakfast for the middle school students. They set a menu of juices, milk, muffins, and bagels, which were sold before school three days a week. Students took turn managing the breakfast sales. Students involved raised the concern that those who arrived on the last bus missed the chance for a nutritious breakfast because they had to close breakfast sales to make their first period class on time. School food service operations may continue the breakfast program.

Teen Pregnancy Prevention Project, Stoughton (River Bluff)

In a two-year project that developed communication and media skills, language art students produced teen pregnancy prevention public service announcements and won national recognition for their work in a competition sponsored by the National Broadcasting Company and Kaiser Family Foundation. An additional outcome of the project was increased bonding between the students and their families, as well as friendships formed between the families and greater involvement of families in the school. In the second year, students developed advertising campaigns to prevent teen pregnancy and took the campaign ads to the Wisconsin Department of Health and Family Services to produce a 30-second video as a public service announcement. A local video company volunteered to assist. The finished public service announcement was played on all NBC, ABC, and CBS affiliates in the state (Milwaukee, Madison, Green Bay, Eau Claire, LaCrosse, and Wausau.) Students also designed and

distributed a poster and an informational mailer to the school district and county health and social service organizations and shared their materials with a national ad campaign to prevent teen pregnancy sponsored by *Teen People* magazine.

Fifth Grade Orientation Project, Marshall

Sixth-grade students created and conducted an orientation session for fifth-grade students preparing to enter middle school. A student steering committee matched each sixth-grader with a fifth-grader to act as a guide or buddy. Also planned was a pre-and post-survey to evaluate the project. Prior to orientation day, the buddies met for lunch at which the sixth-graders formally invited the fifth-graders to orientation and conducted the pretest. On orientation day, the pairs of buddies moved in large groups from class to class. Sixth-graders introduced their buddies to each teacher, assisted them in asking questions, and prepared and served a snack. At the end of the orientation, the sixth-graders presented their buddies with certificates, set a time on the first day of school to meet their buddies, gave them a "key" to the sixth grade, and conducted the post test. Pre- and post-test results were eloquent in showing needs well-met. Ninety-seven percent indicated the orientation was worth attending and 72 percent reported their questions had been answered.



An award winning poster by Stoughton River Bluff students - Teens against Teen Pregnancy,

Conclusion

The Fostering Resiliency Through Service-Learning Program achieved success in the variety of projects undertaken and in the connections made among educators at all levels of teaching. University and middle school students experienced the accomplishment and satisfaction of performing needed community service while linking that service to classroom concepts. Building youth resiliency provided a unifying concept which both teachers and students benefited.

Appendix A: Survey Results

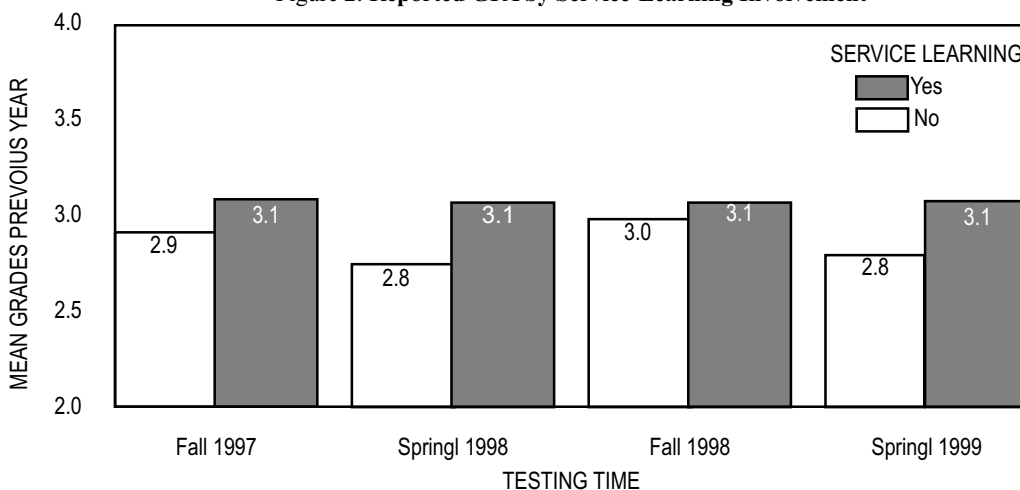
The most startling result revealed that the students who participated in service-learning projects reported earning a higher grade point average than those who did not participate (see Figures 1 and 2). More students who participated in service-learning reported average grade-point averages of a B grade or better. More students who did not participate in service-learning reported an average grade point average of a C grade or less.

Figure 1: Reported Grades by Students Participating in Service-Learning

		Participate in Service- Learning	
		No	Yes
Grades last year, overall	Less than C average	58%	42%
	Mostly C's	47%	43%
	Mostly B's	43%	58%
	Mostly A's	38%	62%

$p = .000$

Figure 2: Reported GPA by Service-Learning Involvement



Resiliency and Asset Building: Impact on Students

Quantitative results: A primary goal of the program implementation and subsequent evaluation was to determine if service-learning had an impact on building resiliency and assets in students. Quantitative data were gathered from the Grantsburg School District using the Search Institute Profiles of Student Life: Attitudes and Behaviors¹. Based on a resiliency and asset building model, the Search Institute survey provided an assessment of the students' external and internal assets, as well as, their level of participation in various risk behaviors. The Grantsburg survey results were compared to two other school districts that did not participate in service-learning activities. The districts were of similar size and within the same geographic area as the Grantsburg School District.

¹Search Institute. Thresher Square West, Suite 210, 700 South Third Street, Minneapolis, MN 55415.

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- ❖ **Risk Behaviors.** Grantsburg School District reported lower rates of some risk behaviors: use of alcohol and tobacco, antisocial behavior, and engagement in violence.
 - ❖ **Thriving Indicators.** Grantsburg students reported a higher level of leadership in ninth grade when compared with the two similar schools. They were also higher in their ability to resist danger in grades seven and eight.
 - ❖ **External Assets.** Grantsburg students reported a higher level of family support and high expectations than the other two schools. They maintained a higher level of positive peer influence in grades seven and eight than the other schools' students. Grantsburg students also reported knowing neighborhood boundaries at a higher rate than the comparison schools. Service to others climbed steadily from grades seven through nine for Grantsburg students while it reportedly dropped for the comparison schools. Teachers reported that service-learning "impacts the affective side of the school. Teachers feel a sense of usefulness, relevancy, and ownership." They also reported there were less discipline problems in the service learning projects than in the regular classroom activities.
 - ❖ **Internal Assets.** Grantsburg students reported a higher rate on homework and school engagement, and higher interpersonal competence than the comparison schools.

Qualitative results: Students and teachers reported they enjoyed implementing service-learning activities. The students appreciated an opportunity to do something of value for the community and to interact with school staff in new ways. Many students indicated they were getting to know and appreciate their teachers as multidimensional individuals. Most teachers reported an improvement in class attendance and school spirit. Most teachers also reported that service-learning activities provided an opportunity for students who do not usually succeed in school to rise to leadership position.

Resiliency and Asset Building: Impact on Teachers

Staff in all the schools reported many benefits of implementing a school wide project. For some, the idea of letting students make decisions in a curriculum was a new and difficult concept to implement. Those same teachers say they will try to allow some student input regardless if they are implementing a service-learning plan. Others reported that the idea of doing interdisciplinary projects was something that hadn't occurred to them previously.

Resiliency and Asset Building: Impact on Schools

The program sought an improvement in the learning environment to make it supportive of adults and children, consistent with the asset-building philosophy. Interview analysis suggested that service-learning allows teachers to work together, communicate, integrate activities and subsequently find other ways to combine courses, not just through service-learning. Sharing leadership impacts the way teachers deal with each other and students. **Many teachers reported service-learning promoted a positive attitude toward school and students.** Teachers reported a positive change in the school environment. They indicated a greater level of respect for each other and the students as a result of service-learning. The implementation of service-learning projects allowed opportunities for the community to become involved with the school. The students and schools became more visible in the communities. **Parents participated to a greater level in the school than they had in the past.** In some communities, the school is now looked upon as an organization that can contribute to the community in ways other than just educating students. This provides an opportunity for students to feel valued by the community and develop relationships with adults outside the school setting.

Appendix B: Lessons Learned

Middle-School Level Implementation

Training Issues

- Administrators and teachers should be trained together in the components of service-learning. Training should include periodic booster sessions that focus on specific issues requested by teachers and administrators such as the TRIBES training. Staff members whose administrator had a full understanding of the service-learning techniques were better able to implement service-learning projects. An administrator who understands the focus can rally staff and free resources to the project, in addition to providing moral support and recognition of the teachers.
- In this project, teachers reported that including training on resiliency, asset-building, TRIBES and whole-brain learning supported and enhanced the implementations of service-learning and helped set the stage for the necessary paradigm shift in teaching. Teachers appreciated the chance to meet with other school districts and exchange project ideas.
- Teachers trained in service-learning should be encouraged to do additional staff training for teachers within their schools to promote the implementation of service-learning projects, particularly as the service-learning teachers are often enthusiastic salespersons for service-learning. However, political issues within each school should be assessed prior to implementing such training. It may be more advantageous to have an outsider conduct the training, so service-learning is not viewed as aligned with a particular faction within a divided school.

Implementation Issues

- Administrative support is crucial. The school principal must be overtly supportive of the service-learning efforts. The administrator can help by offering group planning time for teachers, allowing students and teachers to leave the building when necessary, providing stipends or special recognition to teachers who engage in service-learning. Service-learning is unlikely to be implemented in a school in which the **administrator does not understand service-learning and does not actively support service-learning activities.**
- Students may not overtly connect the service-learning project to the curriculum, because they do not view service-learning activities as “school work.” Students perform equally as well on outcome measures regardless if they believed the project was related to the curriculum.
- If service-learning is implemented as a class, it is more likely to be successful under the following conditions:
 - It is a required course of all students at the grade level(s) and is not offered as an elective.
 - It is not taught by teachers who also teach one of the supporting disciplines (i.e., art, music, band, at-risk classrooms, etc.).
 - It is taught by a teacher who has common planning time with teachers of other disciplines.

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- School-wide projects are more likely to be successful if they change substantially with each new cohort of students, or that each new cohort can identify a special segment in the project that will separate their work from previous classes (i.e., projects that have been completed over several years tend to be viewed by incoming classes as class work, another cohort's idea, and not something the current class may have determined for its service-learning project).
 - Student ownership was the most difficult aspect of service-learning implementation because it required teachers to surrender some control of the classroom. Even for experienced service-learning teachers, resisting the urge to take control of the project was a struggle.
 - Reflection was another difficult aspect of the service-learning program. Teachers already feeling pressed for time to cover required concepts, have difficulty finding time to allow reflection on the project.
 - If a multi-year project is implemented, students should be allowed to complete the project in subsequent years. Students who were not allowed to complete a project in the final year reported a loss of self-confidence and self-esteem.
 - A service-learning project structured as a middle-school concept is unlikely to continue into the high school. Planning projects should consider structure and logistics of the schools involved. For example, a middle school serving grades 6-8 should not plan a project that will follow students to the high school. The structure of curriculum delivery in high schools follows disciplines rather than grades. A service-learning project may be more successfully implemented in high schools within a discipline than across disciplines
 - The logistics of staff planning time and school structure should influence the design and plan of service-learning. Teachers who have common planning times are more likely to implement a multi-discipline project. Although considered a teaching technique, it still requires time to learn, process, organize, and plan the projects. To allow each class to brainstorm ideas and then mold the curriculum to fit those ideas takes considerable time. As one teacher said, "Thinking of ways to give students ownership does not stop at the school door."
 - Service-learning projects that are graded seem to impact students' perceptions of their overall GPA (i.e., students who believed they were graded for their work on the service-learning projects reported a higher overall GPA than students who believed their participation in service-learning projects were not graded).
 - A multi-year funding cycle was a useful tool for teachers and administrators. It allowed for long-range planning and a sense of permanence of the project. It also provided funds so that all students could participate. One project director at a middle school said it gave teachers a sense that they were not alone, that the administration and other teachers were supportive. It enabled administrators to let teachers know they were valued and should be paid for the extra time and effort they were willing to contribute to the school. It improved teacher moral and gave them a renewed sense of value in teaching students.
 - Teachers who embraced service-learning were more likely to be those who usually volunteered for additional projects at school. Those who agreed to participate in the first year

were likely to be the only staff who participated in subsequent years. In this three-year project, few additional teachers participated in service-learning if they did not participate in the first year.

- Wisconsin Academic Model Standards were integrated into the service-learning delivery system. Teachers who implemented service-learning found that service-learning readily helped meet the standards in more than one curriculum area.

Student Issues

Students who participated in service-learning projects were more likely to report higher GPAs than students who did not participate in service-learning. All class or all school projects incorporated special-needs students successfully. These students successfully found a way to contribute to the project. Other students appeared to respect the differences and limitations of the special-needs students. Students reported a greater interest and enjoyment in school when participating in service-learning projects. Teachers and students reported greater interest in learning and completing an assignment correctly when they believed it would be useful to others.

University Involvement

Two campuses of the University of Wisconsin System agreed to participate in the project. UW Platteville and UW River Falls have teaching programs that incorporate the concepts of resiliency and service-learning into their educational programs. One university focused on developing it as a course within their teacher education curriculum. The second university focused the majority of their efforts on educating current university faculties in all disciplines about the efficacy of using service-learning as a teaching technique. In addition, university professors used service-learning techniques to teach their courses. University students who participated in courses that taught service-learning as a teaching method reportedly understood and supported service-learning as a teaching technique. Most students thought service-learning should be encouraged at all grades. By the end of the third year, students at UW-Platteville were required to perform a service-learning activity themselves while students at UW-River Falls were required to mentor middle-school students through a service-learning project. Students in the methods course at both universities completed a survey at the end of the year designed to measure their attitudes and knowledge about service-learning as an educational tool. Nine students completed the survey at the UW-River Falls, while 26 students completed the survey at UW-Platteville. Both parametric and nonparametric tests were performed on the data. Students at UW-Platteville were more likely to report they would require service-learning for all grades, including university students. They were also more likely to correctly distinguish between service-learning and other types of service.

University Level Implementation

Implementation Issues

- Service-learning as a teaching method can be quickly and successfully implemented into teaching methods courses. Both universities were able to include service-learning into the middle-level methods courses by the end of the first semester. For example, one university chose to have students partner with the local middle school students. University students acted as mentors to middle school students as they implemented their (middle school students) service-learning projects.
- Understanding of service-learning as a teaching method appears to be more successfully accomplished when university students are asked to perform a service-learning project

themselves. For example, one university chose to allow students to partner with a local social or health service agency of their choice to implement a project.

- Integrating the component “Connecting service with a classroom curriculum” is twofold at the university level (i.e., students must connect service-learning to teaching methods, child development issues, and other university level issues while at the same time they must consider how service is connected with the middle-school curriculum).

Administrative Issues

- Similar to the middle-school implementation concerns, university administrators must be actively supportive of implementing service-learning in the teaching methods courses.
- The students’ ability to implement service-learning is impacted by the sequencing of the curriculum. The spring semester appears to be the most successful time as students are more familiar with the university community and the middle-schools are better prepared to include university students as mentors.
- Placing student teachers in middle schools already implementing service-learning was challenging. Issues that impacted the placement of student teachers included: timing of placements, distance of trained service-learning middle-school teachers from the university, and identifying trained middle-school teachers who have also met the university requirements for supervising a student teacher. Most of these issues can be resolved, but due to bureaucratic issues, they were difficult to resolve within three years.

Student Issues

- Students who participated in the universities’ methods courses reported an interest and future plans to use service-learning as a technique in their own teaching.
- Students who performed service-learning projects were more likely to report an increase in their belief that service-learning should be offered to all grade levels.
- Students who performed service-learning projects (as opposed to mentoring a middle school student) demonstrate a more complete understanding of the components of service-learning by the end of the methods courses.

Appendix C: Projects

Completed Service Projects

Approximately eighteen hundred middle-school students participated directly in service-learning projects over the three-years of the grant. The number of students who participated in the service-learning projects varied according to the year of the grant and the school. The following projects were completed as a result of the service-learning efforts in these eight schools:

- Four intergenerational projects with elderly residents of the communities.
- Picnic tables constructed for a middle-school and a community including tables accessible to wheel chairs tables donated to the local hospital.
- Seven water quality improvement and protection projects.
- Five school landscaping projects.
- Four projects focusing on community clean up.
- One maple syrup production project (two years).
- One community choir.
- Three political debates hosted by students.
- Five community walking trails.
- Two nutritional snack programs for middle-school students (two years.)
- Four recycling, fund-raising projects.
- One renovated exercise and weight room for middle school students and staff.
- Three America Reads projects (tutoring elementary students).
- Twenty-five books written, read, and donated to the district's elementary school library.
- Three school buildings with room number plaques.
- One student designed and implemented social studies curriculum for middle-school students.
- Three nationally recognized, award winning teen pregnancy prevention public service announcements.
- One statewide teen pregnancy public service announcement.
- Two annual entertainment events for the patients and families of University of Wisconsin Children's Hospital.
- Handmade infant clothing and blankets for low-income and homeless new mothers (1-year.)
- Two fund-raising events for Habitat for Humanity.
- Two fund-raising events for the Humane Society.
- One fund-raising project for equipment for a local fire department.
- One Career Day developed and hosted by middle school students.
- Three middle-school newspapers.
- One middle-school yearbook.
- One fitness trail with 10 new equipment and exercise stations.
- One all day fitness day for elementary school students.
- One Sharp-tailed Grouse survey completed for the Department of Natural Resources.
- One Deer Hunting survey completed for the National Parks Service.
- Informational pamphlets for the National Parks Service on exotic species.
- Two school grounds and school forest restoration projects.
- One bridge built and pond restoration to enable access to students and staff.
- One curriculum on forest preservation for the National Parks Service.

Appendix D: Service Learning Definition

From the Corporation for National Service (CNS): Learn & Serve America

What is Service-Learning?

Service-learning combines service to the community with student learning in a way that improves both the student and the community. According to the Community Service Trust Act of 1993: (23) SERVICE-LEARNING- The term service-learning' means a method-

(A) under which students or participants learn and develop through active participation in thoughtfully organized service that-

- (i) is conducted in and meets the needs of a community;
- (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
- (iii) helps foster civicresponsibility; and

(B) that—

- (i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
- (ii) provides structured time for the students or participants to reflect on the service experience.

The purpose of the 1993 Trust Act:

(a) IN GENERAL- Section 2 of the National and Community Service Act of 1990 (42 U.S.C.12501) is amended to read as follows:

SEC. 2. FINDINGS AND PURPOSE.

(a)FINDINGS- The Congress finds the following:

- (1) Throughout the United States, there are pressing unmet human, educational, environmental, and public safety needs.
 - (2) Americans desire to affirm common responsibilities and shared values, and join together in positive experiences, that transcend race, religion, gender, age, disability, region, income, and education.
 - (3) The rising costs of postsecondary education are putting higher education out of reach for an increasing number of citizens.
 - (4) Americans of all ages can improve their communities and become better citizens through service to the United States.
 - (5) Nonprofit organizations, local governments, States, and the Federal Government are already supporting wide variety of national service programs that deliver needed services in a cost-effective manner.
 - (6) Residents of low-income communities, especially youth and young adults,
-

can be empowered through their service, and can help provide future community leadership.

(b) PURPOSE- It is the purpose of this Act to—

(1) meet the unmet human, educational, environmental, and public safety needs of the United States, without displacing existing workers;

(2) renew the ethic of civic responsibility and the spirit of community throughout the United States;

(3) expand educational opportunity by rewarding individuals who participate in national service with an increased ability to pursue higher education or job training;

(4) encourage citizens of the United States, regardless of age, income, or disability, to engage in full-time part-time national service;

(5) reinvent government to eliminate duplication, support locally established initiatives, require measurable goals for performance, and offer flexibility in meeting those goals;

(6) expand and strengthen existing service programs with demonstrated experience in providing structured service opportunities with visible benefits to the participants and community;

(7) build on the existing organizational service infrastructure of Federal, State, and local programs and agencies to expand full-time and part-time service opportunities for all citizens; and

(8) provide tangible benefits to the communities in which national service is performed.’.

Service-Learning:

Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities;

Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community;

Helps foster civic responsibility;

Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled;

And provides structured time for students or participants to reflect on the service experience.

Appendix E: Resources

Publications and Videotapes

Assessing Learning through Service, A Study Guide to the Videotape, produced by the Minnesota Department of Children, Families and Learning. 1500 Highway 36 West, Roseville, MN 55113 (651) 582-8307.

This is a combination 30-minute video and booklet to assist teachers assessing the success of service-learning activities.

Cairn, Rich Willits, and James Kielsmeier, Eds. *Growing Hope: A Source Book on Integrating Youth Service into the School Curriculum*. National Youth Leadership Council (NYLC). (3rd printing) 1993, 260 pp., \$29. Contact 651/631-3672.

For educators beginning or expanding curriculum-based youth service programs. Offers background, definitions, rationale, nuts and bolts implementation help, sample program materials, forms, and resource materials.

Cairn, Rich Willits, with Theresa Coble. *Learning by Giving: K@8 Service-Learning Curriculum Guide*. NYLC. 1993, 260 pp. for 3-ring binder, \$45. Contact 651/631-3672.

Structured as a student-driven framework for developing curriculum-based service-learning activities. Includes an overview of service-learning basics and initiative games. Through environmental, intergenerational and multicultural service activities, identifies potential personal and academic outcomes.

Citizenship: Building a World of Good: A Tool Kit for Schools and Communities. Madison: Wisconsin Department of Public Instruction, Student Services/Prevention and Wellness Team. 1998, 74 pp., for 3-ring binder. Contact DPI Publication Sales, 800/243-8782 or 608/266-2188.

Includes a definition of citizenship and the seven characteristics of schools that succeed in building it. Also shows links between citizenship and current school reform efforts, provides guidance in assembling a citizenship team and includes an inventory for schools to assess their current strengths and to target areas for improvement

Essential Elements of Service-Learning. National Service-Learning Coop./NYLC. 1999, \$7.50. Contact 651/631-3672 or nylcinfo@nylc.org.

This document describes the 11 essential elements of effective service-learning practice and the 5 essential elements for organizations implementing service-learning. It provides detailed examples and explanations of each element, the underlying assumptions of and rationale for the elements, and a benchmark scale for use in measuring progress toward successful implementation.

Learning from Experience: A Collection of Service-Learning Projects Linking Academic Standards to Curriculum. Available from the DPI Publication Sales. 1-800-243-8782.

Making the Case. Video. NYLC. 1995, \$15. Contact 651/631-3672.

This video demonstrates service-learning and how the methodology can be integrated into existing curriculums to enhance student learning.

Service Learning in the Middle School Social

Studies Curriculum. Palo Alto, CA: Service Learning 2000 Center. 1993, 85 pp., \$25. Contact 650/280-8335.

This publication is a gold mine of concrete suggestions for tying service into the seventh- and eighth-grade social studies curriculum.

Shoemaker, Ann. *Teaching Young Children Through Service*. NYLC. 1999, 66 pp., \$15.
Contact 651/631-3672.

A practical guide for understanding and practicing service-learning with children ages 4 through 8. The six basic elements of service-learning are explained in detail. Sample forms and worksheets are included.

Websites

National Service-Learning Clearinghouse

www.nicsl.coled.umn.edu

Service-Learning Research and Development Center

www-gse.berkeley.edu/research/slc/

Wisconsin Department of Public Instruction: Learn & Serve Wisconsin

<http://dpi.wi.gov/fscp/slhmpage.html>

The Corporation for National Service

www.cns.gov

Organizations

The Corporation for National Service

The Corporation for National Service (CNS) is the federal agency that funds the Learn and Serve America Program. The Corporation also funds AmeriCorps and the National Senior Service Corps. (202) 606-5000. www.cns.gov

National Association for Partners in Education

901 North Pitt Street, Suite 320

Alexandria, VA 22314

703/836-4880

Partners in Education is a membership organization providing leadership in the formation and growth of effective school volunteer, intergenerational, community service, and business partnership programs. www.napehq.org

National Peer-Based Service-Learning Training and Technical Assistance Exchange (The Exchange)

The Exchange supports service-learning through peer-based training and technical assistance. If you need assistance implementing service-learning programs, have questions, or simply want to speak with someone who has “been there,” you can utilize the Exchange by calling 877-LSA-EXChange (877-572-3924). www.lsaexchange.org

National Youth Leadership Council

1910 West County Road B

St. Paul, MN 55113-1337

612/631-3672; Fax 612/631-2955

E-mail: nylcinfo@nylc.org

NYLC’s mission is to engage young people in their communities and schools through innovation in learning, service, leadership and public policy. NYLC develops model programs in schools across America, creates curricula and training programs, advocates for educational reform and progressive youth policy, and conducts research in youth issues.

www.nylc.org.

Appendix F: Cooperative Education Service Agency (CESA) Contacts

The following individuals are your local contacts for Learn and Serve America, Community Education, Volunteers in the School, and Families in Education. They will assist local schools in service-learning grants administration, training sessions, resource material, act as liaisons to DPI, and offer referral services. If you have questions, comments, or need help, please contact your CESA representative.

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