MAKE IT LAST FOREVER: THE INSTITUTIONALIZATION OF SERVICE LEARNING IN AMERICA

By Michael Kramer

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National Service Fellowship Program of the Corporation for National Service

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Disclaimer

The information in this research is of strategies used in the past 6 or more years by schools, districts, and states to institutionalize service-learning. As such, some of the strategies are not currently being utilized, though they may have once been an important aspect of the evolution of the service-learning process. In addition, while every effort has been made to ensure the accuracy of the information herein, undoubtedly there are unintentional mistakes in this report, and the author regrets such errors.

Furthermore, only those schools, districts, and states that are particularly strong in their use of each institutionalization strategy are listed, even though many institutions may use more approaches than they are given credit for in this report. It should be noted that this research did not study individual institutions in depth, but rather took a broad look at some institutionalization methods used, all of which are self-reported by the institutions interviewed during this process. Similarly, for the sake of brevity, highlights, rather than complete profiles, are provided for states and model schools and districts.

Therefore, people should contact the sources provided in this report directly to get the most current, complete, and accurate service-learning information about the particular institution possible.

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Make It Last Forever:
The Institutionalization of Service-Learning in Schools, Districts, and States
By Michael Kramer, 1999-2000 National Service Fellow, Corporation for National Service

Abstract

The Study

Michael Kramer's National Service Fellowship research focused on identifying strategies that schools, districts, and states have used to successfully institutionalize service-learning in American K-12 schools. Kramer surveyed 20 state *Learn and Serve* Coordinators and other national service-learning organizations to select 80 schools and districts that participated in interviews detailing their progress towards sustaining service-learning as an instructional strategy. The synthesis of this information was used to compile a conceptual model and map of the relevant institutionalization factors. This information was then used to suggest an assessment and design process for institutionalizing service-learning at each level.

The Findings

Kramer described each category of strategies and grouped them in two ways, one according to the function they serve and one according to their overall importance. He then created a matrix that lists who found particular success using each of the 261 approaches. He developed a three-tiered rubric for each of the 24 categories of service-learning institutionalization strategies to illustrate what the strategy looks like in schools, districts, and states at various phases of implementation. He illustrates the specific ways in which each strategy supports and is supported by the other approaches. Models of schools and districts making excellent progress are profiled. Each state's institutionalization efforts are also highlighted.

While many of the schools, districts, and states Kramer examined are on their way towards institutionalizing service-learning, only a handful could be described as having achieved it. However, many educators are utilizing many of the featured strategies that may eventually achieve institutionalization. There are more examples of success at the school level than at the district or state levels. Many states are not expanding use of the practice, even after six years of *Learn and Serve* funding, due to limited resources and knowledge of promotional strategies.

What It Means to You

Kramer's research provides schools, districts, and states with the conceptual framework necessary to understanding the complexity of the institutionalization process and some of the innovative attempts to integrate service-learning into the educational system. By profiling the numerous strategies and sharing who is doing them, practitioners and policy makers will be able to deepen their understanding of where they are and need to be in the institutionalization process.

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EXECUTIVE SUMMARY

Research Questions

Since the inception of the Corporation for National Service's K-12 *Learn and Serve* program, thousands of teachers and students have received grants to facilitate the engagement of young people in meaningful service activities as part of the academic experience. The impetus of this funding, particularly among those schools which have received consistent funding over a period of three years or more, is to catalyze the permanent infusion of service-learning as an instructional method in these schools and districts. As such, the primary question of this research is "Has this proven to be true?"

To determine this, three questions have formed the basis of this research:

(1) What strategies have the states, districts, and schools used to institutionalize service-learning?
(2) What combinations of approaches seem to work most effectively towards this end?
(3) How can educators and decision-makers facilitate the institutionalization process?

Need for the Research

While few educators and citizens doubt the positive impact of service on students and communities, this particular stream of national service distinguishes itself from the others because it is attempting to act as a method of educational reform rather than a stand-alone program. Service-learning is intended to become a standardized teaching and learning practice, which if achieved would reduce its dependency on federal or other dollars and facilitate the transformation of the entire educational system so that service is as an integral part of the K-12 academic experience.

Despite this lofty goal, there has been little evidence gathered on a national scale about the progress being made towards this end. It is therefore important to understand how *Learn and Serve* has acted as a catalyst for institutional change. While a few schools and districts have been highlighted by experts and the Corporation as examples of excellent service-learning practice, there has long been a need to get a more complete understanding of how this may or may not be occurring throughout the country, in states which clearly support service-learning and in states with limited support and resources dedicated to it.

Considering that states, districts, and schools often have unique political circumstances, it was important to understand the innovative approaches people have taken to build capacity and support for service-learning. While some of the states - perhaps 10 - are known on a national level to be making strides in this area, most states have not publicized their commitment to institutionalization. As such, it was important to identify their methods, particularly in the "quieter" states which are not often in the limelight; perhaps these states have innovative approaches not found in states with more substantial resources. Regardless, bringing all approaches into the open is necessary to show ideas that have worked, so that they may be replicated nationally.

There has been increasing interest in sustaining service-learning over the past few years in particular. Now that there are successful models that showcase outstanding practice and impacts on students, more and more educators and policy makers are convinced that service-learning is a pedagogy worth supporting. Yet they don't know exactly how to support it. As such, it has been essential to clarify the various approaches taken, so that people can formulate a design process within their school, district, and state that assists in institutionalizing service-learning. Many educators have found success with one or two strategies in particular, but because the educational system is complex, it has been important to look at all strategies in the framework of a whole system. For if *Learn and Serve* funding ever decreases or disappears altogether, the states which have developed and implemented a holistic process of institutionalizing service-learning are far more likely to see it infused into their education system. One strategy may not lead to success, but the right combination of approaches, taken from a large menu of options, may prove valuable for planners and educators.

Conceptual Framework

Researchers have long been interested in the topic of institutionalization, but there have only been a few articles published about its connection to service-learning at the K-12 level. Nevertheless, researchers have noted three to five phases of the process of sustaining systemic integration. Several researchers (Miles, 1983, Andersen 1993, and Furco 1998) have identified specific strategies that educators use, while the Learning In Deed initiative has developed a framework for creating institutional change at the state level. These efforts indicate the importance of considering numerous approaches across multiple dimensions, and it serves as the basis for the development of the conceptual framework in this study.

The four primary issues that guide this research address all functions of the institutionalization process, and every strategy identified addresses at least one of these functions: (1) the **power** to decide how service-learning might occur within the institution; (2) **proficiency** in using the pedagogy; (3) inspirational **leadership** which motivates others to embrace service-learning; and (4) **collaboration** that provides support and resources for implementing projects.

There are many ways to support these functions, some of which have been widely embraced for many years (e.g., professional development and funding). Other approaches are well-understood but people don't know the extent of their impact (e.g., policy, youth leadership). Still other strategies are not fully understood in terms of their significance (e.g., organizational culture, faculty camaraderie). These categories formed the basis of the initial inquiry. Through the research process, unexpected approaches began to emerge, and the continued reports of their importance facilitated their inclusion in the framework. However, none of the strategies are a mystery to anyone. What this framework provides is a method of linking them together, in supportive guilds of five categories and a whole system of 24 categories serving four functions. This illustrates the web of relationships within the educational system, and suggests that affecting change in one area will necessarily influence the whole system.

Anticipated Outcomes

The project intended to produce numerous potential outcomes, the most important of which is clarity about how institutional change occurs in supporting service-learning. The research therefore sought to identify and collate proven sustainability strategies, rank their effectiveness, and create a visual representation of an institutionalization pattern for success. Model schools and districts were expected to be identified, as were states making particularly strong progress in these areas. From this information, it was believed that a product could be created that offers appropriate suggestions on how states can institutionalize service-learning at all levels of the system by providing recommendations that support systemic integration, principles of quality systems design, and contact information for people interested in networking with those who have successfully pursued particular approaches.

How Work Adds to Field

This research gives people a way to understand the complexity of the process of institutionalization. It enables educators and decision-makers to assess their institution to see the areas in which they are strong and which require focused attention. Some will use the framework to be proud to know that they are on the track, while others will realize that they have a long way to go to create the

kind of systemic change they wish to see. Nevertheless, knowledge is power, and with an understanding of the change factors, people will have a greater capacity to influence the system in order to foster service-learning infusion.

The fact that only 50% of the participants recommended to participate in this study ultimately turned out to be models of institutionalization is encouraging, in that there are now models to learn from in most every state; yet it is unfortunate that there are so few models, and such slow progress in the sustainability movement. The field has much work ahead of it to make service-learning completely accepted as a pedagogy, and this serves as a call to national experts and organizations in the field to concentrate on supporting the strategic planning process and many of the institutionalization strategies prioritized in this study. Institutionalization does not happen without concerted effort, and most practitioners are far too busy teaching to be addressing the educational system. This work provides a way for people to contact one another to discuss the various approaches; perhaps this will facilitate the replication of successful approaches throughout the country.

Research Methodology

This research consisted of interviews with state, district, school, and non-profit personnel involved with the coordination of service-learning at their educational level. All participants are or were funded by *Learn and Serve*, either as a subgrantee of the state or of a national direct program. Over 100 in-depth interviews were conducted from November, 1999 through May, 2000 with state *Learn and Serve* coordinators, district superintendents and curriculum directors, school principals, teachers, other service-learning coordinators, technical assistance providers, consultants and researchers. Of these 100 interviews, over 80 were conducted with schools and school districts.

Study participants were selected from all five *Learn and Serve* regional clusters to reflect the diversity of the nation, in that they represent:

- a cross-section of service-learning experience and capacity;
- rural and urban circumstances;
- small and large schools and districts;
- populaces of different cultural backgrounds;
- states with supplemental financial support and with only *Learn and Serve* funding;
- National Leader Schools and novice practitioners;
- Learning In Deed initiative participants and finalists and states which did not apply for the initiative

Information was collected about their approaches to policy, training and technical assistance, youth leadership, peer mentoring, curricular integration and links to standards, resources, organizational dynamic, partnerships. These evolved into categories within which specific strategies fit. The information from each interview was collected using a standardized form, which facilitated future synthesis of results in each topic area. A master list was developed which linked each school, district and state to the categories of institutionalization strategies used successfully at that particular level.

Participants were also asked to comment on which areas they found to be most important to their process and their success. From these subjective viewpoints, the strategy categories were prioritized into three levels: Essential, Important, and Supportive. These distinctions are subtle, because all the categories are useful, but some do seem to have a deeper and/or broader impact than the others. A diagram illustrating these category levels was developed, and each category was also distinguished according to how it helps

to support one of four main functions of the institutionalization process: power, proficiency, leadership, and collaboration. Each strategy primarily, though not exclusively, supports one of these functions.

The project consisted of analysis of other research, articles, manuals, and education reform and restructuring initiatives. This information provided important contextual information about the process of institutionalization in general and within the field of education and service-learning. From this analysis, three phases of the process of institutionalization were identified: Capacity-Building, Widespread Use and Support, and Systemic Integration.

Collectively, this information spawned several tools which can be used to assess and design a process of institutionalizing service learning, including:

(1) the map of the categories and their relationship to the four functions;
(2) a list of model schools and school districts which are making good progress towards service-learning institutionalization;
(3) a ranking of the 20 states and the District of Columbia participating in the study in terms of their progress towards service-learning institutionalization;
(4) brief profiles of the states and their efforts to systemize service-learning;
(5) a rubric of each category of strategies and what it may look like at three phases of institutionalization;
(6) a description of the institutionalization design process, including principles of effective design and specific recommendations on how to support each category of strategies; and
(7) illustrations of how the categories support the functions and are supported by other categories.

Data Analysis and Key Findings

The study clarified that infusing service-learning into the educational system is a formal and organized process, the components of which can be identified, ranked, and supported. The 24 institutionalization categories demonstrate the complexity of facilitating systemic change; the identification of 261 specific strategies used by schools, districts, and states suggests that an infinite number of combinations of approaches are possible. This diversity of approaches indicates that while there is no blueprint for service-learning institutionalization, there are ways to prioritize areas of focus according to how each strategy leverages change within the system.

For example, professional development emerged as an essential category, even though some schools have managed to integrate service-learning without any faculty training, because it can impact an entire school or district in a short period of time. Other essential categories include: links to educational standards, curricular integration, strategic planning, organizational culture, state/district/non-profit personnel, funding, and partnerships. The second tier of categories are labeled “important”, and include: policy, building personnel, project evaluation, student assessment, philosophy/mission, youth leadership, evidence of impact, and resources. The third circle of categories are identified as “supportive” and consist of: school structures, logistical structures, pre-service education, peer mentoring, public support, recognition, faculty camaraderie, and in-kind services.

The locations where these approaches have been implemented with particular success are provided in the study, and from this information, over 40 model schools and districts are listed, their innovative features highlighted; approximately 50% of the schools and districts recommended by state and national coordinators and experts were deemed exemplary. Each state is also briefly profiled in terms of its interesting infrastructure features, and this information is used to characterize the 21 participating states according to the three levels of progress towards institutionalization: capacity-building (6 states), widespread use and support (7 states), and systemic

integration (8 states). It should be noted however, that no state has completed its efforts to institutionalize service-learning, and even the states which are the most advanced in this process have much work to do to even get the majority of their school districts to commit to the use of this pedagogy. However, they are making excellent progress.

The study provides numerous suggestions about how to facilitate the institutionalization of service-learning. A rubric is provided for each category, which details what the use of the approach looks like at the school, district, and state level throughout each of the three phases of institutionalization. In addition, while all the categories are interrelated, the key relationships among each category are explored in terms of how they support and are supported by other primary approaches. For example, youth leadership is strongly supported by organizational culture and strongly supports the gathering of evidence about service-learning's impact.

The research illustrates the importance of developing a planning process which strategically emphasizes specific suggestions on how to support each approach to institutionalization. This process includes assembling proper stakeholders to assess the status of each institutionalization category and develop action steps which bring them more fully to fruition.

Implications and Recommendations

The primary implication of this research is that the institutionalization of service-learning rarely happens without planning for it. While occasionally a school will embrace service-learning without any effort at all, most institutions require a concerted effort to persuade educators and decision-makers of its educational value. Furthermore, despite the ranking of various approaches, there are numerous means, used in limitless combinations, to the end of systemic integration. As such, there is no one best process of service-learning institutionalization; while some factors do seem more important than others, the uniqueness of individual institutions and communities suggests building on the success of current strategies rather than merely adopting the approaches used elsewhere. It is important to determine how these successful approaches link to other potential avenues, and then monitor progress over a period of years. This is important to see if and how service-learning's success in one school expands to other schools and to the district, as well as from one district to another in a region; thus far, this sort of organic expansion has not occurred in most states.

Considering this, the states need greater levels of assistance from the Corporation for National Service and other national technical assistance and research organizations to facilitate the institutionalization process. Most states are essentially left to their own devices, and do not have a conceptual framework to guide their planning nor the resources to implement many strategies. They need tools to assist department of education, district, and school personnel and service-learning coordinators in assessing institutionalization strategies and developing strategic plans to build on current successes.

In particular, the Corporation for National Service should play a leadership role in highlighting the importance of institutionalization and demonstrating how it can be accomplished. While its grant applications ask applicants to explain their methods to sustain service-learning after the grant period concludes, no information or support is provided to practitioners about how to achieve this. The Corporation can publish profiles of model schools and districts, provide funding to leader schools to specifically concentrate on institutionalization strategies, and assist states in infusing service-learning into the educational system.

The important issue at the school, district, and state level is the commitment to strategic planning. While practitioners, consultants, and researchers have given much attention to improving quality practice and demonstrating the impact of service on students and communities, more attention should now be placed on the process of institutional change and integrating service-learning into the educational system. As such, researchers should conduct long-term studies on schools which have received several years of *Learn and Serve* funding to see how they have weaned themselves from this support and sustained service-learning. While many of these programs are included in this report, most are still receiving federal funding, and only a few have managed to sustain the same

level of coordination and training without it. It is encouraging, however, to see so many schools and districts looking at how to formalize the service-learning infrastructure. At the current pace of change, it is likely that hundreds of schools will achieve complete service-learning institutionalization within the next few years.

INTRODUCTION

Why Look At Service-Learning Institutionalization?

Although service-learning has, in some form, always been a component of the educational process in America and other nations, service-learning has been occurring as a high profile national teaching method since the mid-1980's. With the passing of the National and Community Service Trust Acts of 1990 and 1993, which provided federal funding for service-learning for the first time,

service-learning attained its proper place among the numerous educational reform strategies that have been sweeping the nation for the past 30 years.

During the past decade in particular, with more and more educators gaining multiple years of experience in utilizing the approach, it is widely believed by most experts in the field that the quality of service-learning projects is steadily improving. In addition, many initiatives have been consistently funded, some for 6 years (or more).

Given its increasing acceptance within American schools, and the continuing recognition of leader schools by the Corporation for National Service, it is important to look at the strategies that educators have used - at the school, district, and state levels - to try to make service-learning a permanent pedagogical approach. For should the day arrive when federal funding for service-learning disappears, those who have infused service-learning into the normal practice of teaching and learning will not miss a beat, and might continue to utilize the strategy in perpetuity.

But institutionalizing any practice, in teaching or other areas, does not often happen easily or quickly. The intertia of systems is great, and the process of facilitating reform is often slow. Nevertheless, many schools, districts, and states have indeed had success in incorporating service-learning into their system. The question is, "How did they do it?". More specifically, given the general sense that the struggle still exists, "How are they doing it?" might be a more appropriate question.

Educators have taken diverse, and often very creative, approaches. Some of the unique strategies, as well as the more common successful ones, deserve to be highlighted for the purpose of possible replication. Anyone who has an interest in advocating for the continued expansion and acceptance of service-learning will need to understand the complexity of creating change in the educational system and how many ways there are to facilitate this change. This research elucidates that some strategies are clearly more successful and leveraged than others, though this is not to say that there is a blueprint approach to service-learning institutionalization. The unique circumstances of every state, district, and school must obviously be taken into account when considering the use of any strategy for change. Nevertheless, the study aims to provide change agents with the resources they need to make service-learning a permanent part of education.

Research Methodology

This study is the result of a 10-month National Service Fellowship funded by the Corporation for National Service. The process of assembling the findings herein consisted of the following components:

(1) Selection of 20 states and over 80 districts and schools to participate in the study;
(2) Examination of prior research and commentary on institutionalization in general and how it has been linked to service-learning and educational reform;
(3) Analysis of service-learning's connections to existing educational reform organizations and programs;
(4) Assessment of the service-learning infrastructure in participating states;
(5) Interviews with providers, conducted from October1999-May 2000, that included:
    a. Analysis of the impact of *Learn and Serve* funding on institutionalization
    b. Examination of strategies used to institutionalize service-learning
    c. Exploration of the linkages between service-learning and other initiatives
    d. Assessment of links to curricula and educational standards
    e. Assessment of the service-learning policies, structures, decision-making processes, leadership, collaboration, and continuous improvement measures used to infuse service-learning into the educational system

Information has been gathered primarily through over 100 phone interviews with national service-learning organizations, state education agency service-learning coordinators, current and former *Learn and Serve* school and district subgrantees, and other assorted schools as recommended by national service-learning technical assistance providers and experts. Additional queries were made to numerous national educational reform organizations in order to ascertain the level of service-learning integrated into those approaches.

The participants in the study are diverse, in that they represent:

- a cross-section of service-learning experience and capacity;
- rural and urban circumstances;
- small and large schools and districts;
- populations of different cultural backgrounds;
- states with only and varying amounts of *Learn and Serve* funding as well as those with other funding sources;
- National Leader Schools and novice practitioners;
- Learning In Deed participants and finalists as well as states which did not apply for the initiative

The information collected through these interviews was used to develop new conceptual framework for service-learning institutionalization. While the framework comes from the data, it is based on an interpretation of its meaning. The data was self-reported, and not verified for accuracy, so the framework rests on the opinions of service-learning coordinators themselves and not on objective observation and analysis or statistical data.

ASSESSMENT OF THE SERVICE-LEARNING SYSTEM

What is Institutionalization?

To institutionalize something means to establish a standard practice or custom within a human system. This is based on the assumption that institutions, whether they be social, educational, or political, have predictable attributes that people can expect to be true year after year. Institutions are the vessels that define the behaviors within them, and as such, they organize their internal systems so that these qualities can be sustained in a routine way. While this may appear to those outside the institutions that this is an effortless task, institutions in reality work very hard to preserve their identity through programs, policies, and procedures. Actions, not mere words, define an organization.

However, organizations, like people, are flexible, in that they change periodically. While the entire mission and goals of an institution are unlikely to shift regularly, new strategies often emerge to help achieve its purpose. As people continually look to improve their functional capacity or efficiency, creative approaches and new systems are attempted. Occasionally, one of these experiments is deemed worthy enough to become a permanent component of the institution - and thus the process of institutionalization begins.

Many questions often arise about how to integrate a new approach into an existing system, for people know from prior experience that doing so will produce numerous, and often unanticipated, consequences for the entire system. Even the smallest of innovations can completely transform institutions, if not immediately, then certainly in the long term. As such, planning is essential to ensure that strategies are incorporated in appropriate ways.

Varied approaches to such planning endeavors have been tried throughout human history. Some recent analysis of the indicators of institutionalization suggests that there is general agreement about its definition. When an idea or approach is institutionalized, it becomes routine, and people within the organization are committed to using it consistently and across arenas, communicate its importance, and expect that it has the legitimacy to continue.

This process usually takes time. A new idea is raw, often untested. People may be skeptical about it, or not believe it merits permanence within the system. The process often begins, then, with making everyone within the institution aware of the innovation in question. This starting place is part of a continuum of change. To help us understand the chronological process of institutionalization, some researchers have suggested levels or phases of implementation; these inform users and observers alike where they are in the process at any time.

The following table illustrates some of the best-known conceptual frameworks that have been developed previously by researchers for the purpose of examining service-learning institutionalization. While the stages are unique in terms of their language, as a whole they reflect very similar concepts of how systems evolve so that a new approach can be institutionalized within it.

DESIGNER	**STAGE 1**	**STAGE 2**	**STAGE 3**	**STAGE 4**	**STAGE 5**
Andy Furco	Critical Mass Building	Quality Building	Sustained Institutionalization		
Parker Palmer	Divided No More	Communities of Congruence	Going Public	Alternative Rewards	
Terry Pickeral	Beginning Work	Emerging Work	Systemic Work	Sustainable Change	
Maine Dept. of Education	Exploring	Transitioning	Transforming		

Matthew Miles	Supporting Conditions	Passage Completion	Cycle Survival		
Beverly Andersen	Awareness	Exploration	Transition	Emergence of New Structure	Predominance of New System
California Dept. of Education	Getting Started	On the Way	Making Strides	Almost There	Part of the Culture

It is not necessary to elaborate on the models, but rather to point out that they all feature a beginning phase through which people create agreement and a common understanding of the importance of the issue; the intermediate phase(s) build the quality of the work being conducted, and the final phase infuses the strategy into the system. There is a bit of magic implied in each of these characterizations, for no one claims to know exactly how an approach makes the leap from high quality and frequent use to permanence. Nevertheless, there is general agreement that complete infusion requires a phased process.

Just to complicate matters further, the levels being proposed in this study, which synthesize the various stages above, are:

STAGE 1	STAGE 2	STAGE 3
Capacity-Building	Widespread Use and Support	Systemic Integration

What Does Institutionalizing Service-Learning Mean?

For service-learning to be widely accepted and utilized as a teaching method, it must be used routinely by a large percentage of the faculty of a school. In this scenario, most academic disciplines feature service as a significant component of classes. At the district level, numerous schools willingly embrace service-learning as a means for achieving educational and community goals. At the state level, districts use service-learning to achieve state content and performance standards and frameworks. Institutionalization, then, can happen at one or all of these levels. In situations where school personnel are able to control pedagogical practice, service-learning can become a normal part of teaching practice if the teachers and principal want it to be so; it helps to have the endorsement of students, parents, and the district administration, but it isn't required. As has often been the case, one strident teacher or a renegade group of faculty coordinate service projects year after year; this does not constitute institutionalization, as these individuals are by other faculty or administrators. Institutionalization requires support at all levels, among all stakeholders, throughout the institution.

In a public school, the institution and its culture are complex and dependent on the decisions made at several levels of authority. Influence upon the students and the learning opportunities available to them comes from all directions: teachers, principals, parents, central administrators, school boards, state department officials and boards, state and federal legislators, and the U.S.

Department of Education. The policies, programs, and procedures in a school are connected in numerous ways to each of these entities, making for a confusing accountability dynamic, bureaucratic procedural processes, and intricate funding nuances.

Add to this the fact that service learning has primarily been a federally-initiated and -funded movement and one is able to see clearly the difficulty that local schools and districts have in infusing service-learning into a well-established system of teaching and learning.

Nevertheless, numerous approaches to institutionalizing service-learning are being attempted, all of which are being used to legitimize its practice, communicate its effectiveness, and positively impact student performance. As schools and districts are successful in doing so, service-learning indeed becomes institutionalized. When its practice becomes so widespread that faculty turnover will not cause the practice to cease, the practice is likely to be institutionalized. The table below shows some common ways of describing institutionalized practices as compared with those which are not yet embraced systematically.

AN INSTITUTIONALIZED PRACTICE IS:	**A MARGINALIZED PRACTICE IS:**
Routine	Occasional
Widespread	Isolated
Legitimized	Unaccepted
Expected	Uncertain
Supported	Weak
Permanent	Temporary
Resilient	At-Risk

There have been prior efforts to identify some of the factors in institutionalization, some of which pertain to service-learning. Much of the conceptual framework stems from organizational change theory, which has to do with how change occurs within systems.

Miles (1983) presented one of the earliest articulations of indicators of institutionalization in service-learning. Some of the important issues include:

- Stability of program and staff leadership
- Influence of innovation advocate
- Teacher-administrator harmony
- Percentage of use
- Stabilization of use
- Environmental consistency
- Administrative pressure
- User practice mastery
- Student impact
- User commitment
- Availability of assistance

Anderson (1993) identified six elements of change in her examination of how new educational ideas are explored and institutionalized. These include:

- Vision
- Networking
- Administrative Roles and Responsibilities
- Public and Political Support
- Teaching and Learning Changes
- Policy Alignment

Furco (1998) added other programmatic issues or contextual preconditions inherent in properly designed service-learning projects, including:

- Coordination
- Holistic Learning
- Program Flexibility
- Interdisciplinary Approaches
- School Culture
- Training

Billig et al (1998) contributed two more factors, including:

- Collaborations
- Funding

Most recently, the Learning In Deed Initiative (1999), in its efforts to help 5 pilot states to institutionalize service-learning, has articulated its own synthesis of the primary institutionalization categories:

- High Quality Implementation (# of teachers, quality practice)
- School System Changes (staff position, budget, policies, curriculum, professional development)
- Evidence of Impact (impact of own program, research evidence used)
- Powerful Advocates (administrator, school board, parent-teacher organization)
- Communicating to Build Support (fit with local needs/culture, communicating with key audiences)

This research combines, perhaps for the first time, all these categories into a cohesive whole, and attempts to demonstrate the significance of each strategy and how it connects to other strategies. It presents 24 categories of strategies, and notes a total of 261 strategies within these categories. The model is presented as the conceptual basis from which schools, districts, and states can assess their progress in these areas in order to design a process of service learning institutionalization.

A New Language for Sustainability

While it is important to look at the process of institutionalization in a linear fashion, as a chronological process of building capacity, cultivating support, and facilitating systemic integration, there is also a holistic way to look at how a system evolves and strengthens.

Natural systems, for example, seem to evolve through entirely different patterns: they use webs, branches, spirals, and cycles to transport nutrients and satisfy all the needs of the species within it. Perhaps there are lessons to be learned from natural systems which can be applied to how we design human systems such as education (as well as economics, politics, and interpersonal relationships).

What are the key features of natural systems? Basically, they capture and store energy for the purpose of sustaining life for self and other. As a condition of use of this energy, they also let it pass safely from the system. They are completely functional, in that all resources are used; put another way, there is no waste. Natural systems are therefore quite different from energy systems without life (machines), which usually perform one function, rely on continual energy input, and produce continual waste.

Our entire global economic system uses this approach. For example, people extract raw materials, convert their nutrients into products for human use, and then release harmful and often toxic by-products into the air and water.

This system of production has also influenced other aspects of modern society. For example, our economy primarily employs well-trained specialists who perform certain tasks on a daily basis and ignores other aspects of their mind, body, and soul. People are usually not allowed to bring their children to the workplace, nor do they usually work near or at home. In these instances, human potential for wholeness and happiness is wasted at the expense of productivity.

In the educational system, good ideas about education come from research and development centers (universities), whose "experts" publish and lecture to educators, who then purchase reform programs or texts to implement such approaches, and modify educational standards and curricula to reflect them, so that students will have an improved course of study. This linear, top-down approach to teaching and learning expends an incredible amount of time, energy, and money to get students (the raw material) to produce positive and measurable performance outcomes (the finished product). By the time students graduate from high school, they are ready for careers in technology, which is essentially glorified factory work. Not only is this system incredibly inefficient and repetitive, but it saps a lot of meaning out of life and essentially kills the once vibrant spirit of young people. Students do far too much unnecessary work (which is a form of pollution), and much of their talents and skills are never tapped, which is a critical waste of leadership potential.

Service-learning can address these problems, because it is not merely a new pedagogical approach, but a way to completely transform the way teaching and learning occurs. It can, in fact, more than most strategies, change the educational system so that it reflects more of the principles of natural systems.

Natural systems, by design, have managed to "institutionalize" all their functions, in that they are self-maintaining, regenerative, and efficient. Optimal use of all elements in the system is a prerequisite for existence; there is no waste in nature. The evolution and adaptive process ensures that changes within an ecosystem occur in such a way as to preserve the integrity of life in the system.

If the educational system, or any human-designed system, modeled itself after natural systems, it would undoubtedly look quite different; people would certainly care for one another and the Earth, and learning would be an investment in this kind of ethical life. The following chart, developed by the author, illustrates the difference between many human systems and natural systems.

HUMAN SYSTEMS AND MACHINES	**CURRENT APPROACH TO EDUCATION**	**NATURAL SYSTEMS**	**IDEAL APPROACH TO EDUCATION**
simple	classroom instruction	complex	learning through projects, research, apprenticeships, experience, and with many role models
unidirectional	states dictate curricula via teachers	multidirectional	students shape their learning

linear	peer groups have grade levels	cyclical	students of all ages learn together
waste	cognitive domain is prioritized over other domains	growth	mind, body, spirit, emotion valued equally as areas of learning
singular	subjects are uniform	diversified	all subjects are acceptable
dispersed	life is divided into disciplines and "fields" of study	collected	holistic studies are encouraged

The challenge of all education reform initiatives, including the service-learning movement, is to facilitate the acceptance of change so as to incorporate one or more new approaches into the system. To normalize, then, these elements must eventually be able to maintain their own existence without continual inputs (like fossil fuels are required for machines). Such practices don't require continual inputs, because the cycle of decay and renewal ensures that as projects are completed, new understandings are realized and new applications are pursued. In this manner, service-learning is not dependent on external funding or mandates because it has the resources to persevere.

Furthermore, service-learning should produce a greater yield than the energy it takes to create it. While training people to embrace a new pedagogy and observing the success of implemented projects takes a great deal of time, the return on this investment can theoretically be unlimited if new ideas and projects continue to evolve from the initial experiment. If the initial investment in the design of the system is complete and sound, the benefits may appear for many years.

A self-maintaining system doesn't require a lot of work to exist; while it is monitored to ensure proper functioning, this is intended to be a process of fine tuning rather than wholesale modification. In theory, once all of the elements of a service-learning system are established, they should continue to function with little effort. Indeed, in many schools, this is just the case; there is no need for additional funding, training, policies, or assistance of any kind for service-learning, because it is simply a natural part of the educational process. In these places, there is no need to even identify service-learning as a distinct concept because it is woven throughout the entirety of the learning process every week.

In summary, institutionalization is akin to natural systems in that its components are self-regulatory and self-maintaining, facilitate cycles of growth, function in an efficient manner, and regenerate themselves and other resources. If service-learning is to be effectively institutionalized, then the strategies which support its application should use these characteristics and guideposts.

NATIONAL TRENDS IN SOCIETY, EDUCATION AND SERVICE LEARNING

The Evolving Society

The educational system reflects the values of its society, and there can be no doubt that American society is changing at such a rapid pace that it is often difficult to achieve consensus about American values and goals.

However, several issues have emerged in recent years that have direct correlation to what happens in the schools.

• **Community mobilization of resources.** No longer content to stand by and watch as communities crumble into despair and disrepair, most communities are organized in terms of their re-visioning efforts to reclaim their communities from negative elements and rededicate themselves to improving quality of life for all citizens. This collective sense of power shifts their consciousness from victimization to power and leadership. Rather than reacting to crises, people are now proactively developing action plans to create the kind of living environment they desire. They have realized that everyone acting in their own self-interest has not worked to create the spirit of community, and so they are changing their ways to achieve that. This approach reaches many youth as well, who are now the focus of numerous efforts to cultivate the leadership and life skills necessary for them to chart a positive course for themselves and their communities.

• **The spirit of collaboration.** Once only a suggestion made by philanthropic foundations, today collaboration is widely embraced by many for- and non-profit organizations and schools as a primary way to share resources and offer joint services for the betterment of constituents. True collaboration is efficient and cost-effective, and successful in building organizational capacity and strength. As entities within communities look beyond turf issues in order to work together, community problems are actually being solved, and the resources available to citizens continue to increase.

• **The size and scale of institutions.** While mergers and acquisitions continue the consolidation of industries into the hands of a select few transnational corporations, there is an equally impressive movement to reduce the size and scale of institutions, particularly in education. The impersonal nature of large institutions, just as with large cities, contributes to a sense of anonymity among people, which essentially removes any sense of connectedness or accountability and makes it likely that errant behaviors will occur. As such, much attention is being focused on creating living, work, and learning environments that are more supportive of a person's well-being. Many Americans are moving away from cities and into small towns, eager to know their neighbors again and raise children in safe and healthy places. The Internet has given rise to a huge number of small businesses, many of which operate out of the home, which lends itself to better working conditions, flexible hours, and the integration of work and family. In education, national attention continues to focus on two issues: class size, which people believe must be reduced, and charter schools, which facilitates smaller schools that are governed individually.

Finally, despite the tremendous accumulation of wealth in American society, most people, including the young, are aware of the inequities and social injustices within our country and throughout the world. As the class gap widens, people continue to go hungry and homeless, and there are greater numbers of working poor families than ever before. Given the shrinking federal government, many people at the local community level are trying to get involved to solve these problems themselves. This is also true for helping the environment, which continues to deteriorate despite increased grassroots organizing and government regulation.

All of these issues shape the context in which schools exist. These conditions, in some ways, help to determine the focus of schools and restructuring efforts across the country.

The Changing Nature of Schools

In the past 15 years, several phenomena within the realm of education have increased interest in and practice of the service-learning pedagogy. First, student performance appears to have slipped, particularly compared to other industrial nations. Students are not testing well, and are not as motivated to perform as well at school as previous generations seemed to be. Many students question the relationship between schooling and a high quality life.

Second, many youth, having been defined as at-risk for exhibiting certain behaviors, are living up to the label. As parents or other elders are often unavailable to children, the responsibility for building character and self-esteem has gradually been turned over to the schools. Whereas churches and families were once the teachers of values and interpersonal skills, schools are now assuming a greater role in this.

Finally, as many students are graduating without the skills necessary to function in the economy or without the inclination to participate in community and national decision-making processes, many adults stress the need for students to understand and become active in the community. Whereas once the learning of intellectual concepts was adequate preparation for democracy and the workplace, now these preparations seem to no longer be adequate.

It is for these primary reasons that schools are now expected to introduce, promote, and practice concepts such as citizenship, character, career readiness, social skills, community, and prevention. Initiatives such as Character Counts, School-to-Work, conflict resolution training, Safe and Drug Free Schools, Communities in Schools, and the Improving America's School Act "title" programs are testament to this shift in school purpose over the past 30 years. Of course, this is in addition to the primary goal of increasing student academic achievement. The schools are charged with ensuring that students leave high school prepared to enter the "real" world, able to attain higher levels of education and a role in the economy while also having good values and attitudes.

Educators have recognized that they simply cannot do this task alone. Teachers in particular have a difficult time as it is addressing academic content, and so it is not surprising that they are overwhelmed by the expectation of also adopting the roles of social worker, therapist, parent, clergyman, advocate, and job trainer. Therefore, many citizens and educators alike have called for a blurring of the distinctions between schools and communities, redistributing the responsibility of helping youth, and redefining the schools to serve a more civic purpose. The underlying goal is to help young people to develop a place of leadership within their communities, so that they will feel connected to where they live and therefore see the relevance of their studies. Schools have been too isolated from their contexts, people suggest, and communities are so dissatisfied with what's happening in schools that they are now interested in being of assistance. Out of this crises there seems to be an emerging opportunity for positive change.

Thus, to improve academic performance and self-esteem while making a difference in communities, service-learning has emerged during the past 12 years as a primary strategy for achieving educational and community goals simultaneously. Its ability to stack these functions explains why there are over 250 expert service-learning advocates in the country today. Service learning can build character, expose youth to careers, facilitate cooperation, cultivate healthy lifestyles, and transform the school into community centers, while assisting all learners, even the most disadvantaged, in succeeding at school. Service-learning addresses all academic areas, and is proving to improve performance in these areas as well. It builds self-esteem and a sense of belonging. It motivates many students to pursue higher education to achieve their dreams. Service-learning is a method used to improve academic performance; perhaps more important is its capacity to bring out the quality of caring in people. For the world needs love, and as long as society is giving the schools additional responsibilities, spreading love certainly deserves to be at the top of the list.

The Process of Educational Reform

Service-learning is not the only method of educational reform actively being promoted in this country, and as such, it must compete for attention with numerous initiatives to improve teaching, school design, and academic performance. Service learning is not a major focal point of any of the major restructuring initiatives in the United States. Service-learning has not been driven by the US Department of Education (DOE), and so has faced an uphill battle finding its place as a serious pedagogical approach among policy makers, practitioners, and researchers. While this is shifting, thanks in part to recent research and joint statements by the DOE and the

Corporation for National Service, service-learning still remains peripheral to the education of most youth in America. The DOE national survey of service-learning (Chapman, 1999) of 1832 schools indicates that only 32% of them have service-learning as part of their curriculum. While this is a substantial increase since 1990, which is encouraging to many advocates, it still points to service-learning as a marginal pedagogy.

Currently, significant attention in schools and state departments of education is being placed on rethinking organizational systems, rewriting content and performance standards, and instituting accountability systems, but far less attention is being placed on how to promote quality teaching and learning. Educators, policy makers, and parents are primarily concerned with what students are learning, and they want proof that this knowledge is being learned (standardized tests), but what is missing is the discussion about how students learn and which teaching methods are most effective at catering to the diversity of learning styles among students. This explains why few state departments of education have a pedagogy department, for example, and why most of them do not officially endorse service-learning as a teaching method. And while more and more teacher education institutions are incorporating service-learning into pre-service programs, most teachers in America assume their first teaching assignment without knowing how to use service-learning. Many who do know put it off a few years while they get used to the school environment; it is still viewed by them as an approach to be attempted when one has the luxury of more time or reduced workload. Service-learning is still seen as a potential problem by teachers (in terms of managing the logistics) rather than as a problem-solving strategy.

State Capacity to Embrace Service-Learning

A handful of states have fully embraced service-learning (or community service) over the last decade, and a handful allocate state resources and personnel to ensure that service-learning becomes widespread and high quality for their students. The majority of states, however, are only able to engage service-learning through distribution of CNS *Learn and Serve* grants. Without this federal support, service-learning would likely have not been introduced to many states; furthermore, should this support disappear, many states would not have the capacity to continue to support the approach. This is because most states view service-learning as a program and not as a fundamental teaching strategy, and because there are not sufficient state-level advocates for the approach.

The Corporation for National Service

While the Corporation for National Service has been the major source of funding for service-learning throughout the country, with its $43 million annual service-learning budget, these funds are spread very thinly. Within the Corporation, despite *Learn and Serve's* success, the funding has not increased for many years. Nevertheless, funding alone does not guarantee institutionalization by any means. Most of the CNS funds that reach teachers are for direct costs associated with operating service learning projects; resources for training and technical assistance, which can help to ensure sustainability, remain scarce. In addition, many subgrants have been awarded over the years to schools, and even after three consecutive years or more of funding, many schools are not able or willing to take those projects to scale for the entire school or throughout a given district. While additional funding would certainly help matters (e.g., a full-time advocate in every state department of education), there are certainly other steps states and local schools and districts can and do take to sustain service-learning without increased federal dollars or state personnel.

While the Corporation does support National Student Service Scholarships and recognizes National Service Learning Leader Schools across the country, it has not been active in helping states to institutionalize service-learning. This responsibility is currently a focus area of the state department of education *Learn and Serve* coordinators, who have organized themselves into a national state

education agency network called SEANet. SEANet aims to assist state-level service learning coordinators by providing the information, resources, and training opportunities necessary to promote and sustain service-learning. The group is looking at national and state policies and is facilitating the sharing of strategies among its membership. Now staffed, it intends to become more active in supporting service-learning institutionalization in the coming years.

Learning In Deed

In early 1999, when the W.K. Kellogg Foundation funded the Learning In Deed initiative to help states to institutionalize service learning, 21 states applied to be among the five initial pilot states. While the possibility of technical assistance attracted many applicants (as did the $400,000), what was perhaps more significant was the fact that most of the applicants were not prepared to fully institutionalize service-learning. In fact, only 9 states were selected as finalists for serious consideration. While many states had important pieces in place (e.g., policies, infrastructure, or infusion in some school districts), most were missing some of the key elements that could facilitate institutionalization in the immediate future.

As encouraged as the Learning In Deed organizers were by the submission of so many applications, as it reflects growing interest in taking service-learning seriously, they became aware that most states do not have much real support behind them to make institutionalization occur. In some cases, service-learning is happening without state school board knowledge, while in other cases, model projects exist but in only a handful of places. Some states have full-time employees dedicated to service-learning, while for many, service-learning is one of 10 or 20 initiatives being juggled by a single state department of education employee.

Perhaps even more significant than the 21 applications submitted for consideration to Learning In Deed was the fact that 29 states and the territories did not bother to apply. This suggests that they self-selected themselves out of the process, which further clarifies that many states, and indeed the nation as a whole, is far from is fully embracing and sustaining service-learning as a method of teaching and learning in America.

INSTITUTIONALIZATION FUNCTIONS AND STRATEGIES

The following new framework is based on a synthesis and interpretation of the data collected in this study,

While numerous and diverse approaches to institutionalizing service-learning are possible, they generally serve four distinct functions which seem necessary for complete integration to occur: power, proficiency, leadership, and collaboration.

The use of service-learning as a strategy is often based on the people who make the decisions about how it is used and the structures and policies which allow for this. This power often rests with teachers and building-level coordinators, who decide how to connect service to academic curricula, and is supported by policy and by district and state technical assistance providers.

As with any instructional strategy, practice makes perfect, and the ability of faculty to improve their proficiency in this pedagogical practice depends on training and planning. The development of competency supports project and student evaluation, which in turn facilitates continuous improvement.

The ability to inspire and motivate people to support any new strategy requires leadership, and this can come from students, faculty, and administrators, as well as the community and the state department of education. Such direction is pivotal in building a school and community culture that supports service-learning.

Changing the curriculum from texts to the community requires collaboration, which takes the form of financial and in-kind support and many types of partnerships, including support among colleagues. The development of these allies is often based on the

ability of schools to demonstrate, through the data and resources they produce, the positive impact of service on students and communities.

How Do the Strategies Support the Functions?

Each function is primarily supported by six categories of strategies. These are introduced briefly here; a matrix that describes each category follows this list.

POWER is supported by the following categories of strategies:

(1) Links to Educational Standards: teachers decide how to support state content and performance standards;
(2) Curricular Integration: teachers of all disciplines and at all levels decide to use service-learning;
(3) Policy: schools, local and state school boards, and state boards of education and legislatures determine the nature of service-learning within the respective jurisdictions;
(4) Building Personnel: the design and facilitation of project implementation is managed by a coordinator;
(5) School Structures: the time and commitment to do service learning is based on the size, scope, and scheduling of the institution; and
(6) Logistical Structures: the availability of transportation, off-site activity policies, and volunteers gives teachers the capacity to use service-learning.

PROFICIENCY is supported by the following categories of strategies:

(1) Professional Development: training and technical assistance to teachers and administrators builds competency in using the pedagogy;
(2) Strategic Planning: schools, communities, districts, and states with written service-learning plans are likely to facilitate a smooth transition to institutionalization;
(3) Project Evaluation: success is determined by an organized internal and external assessment process;
(4) Student Assessment: cognitive, affective, and social impact is measured with specific instruments;
(5) Pre-Service Education: first-year teachers enter their classrooms fully prepared to use service-learning; and
(6) Peer Mentoring: experienced practitioners coach novice ones in use of effective techniques.

LEADERSHIP is supported by the following categories of strategies:

(1) State/District/Non-Profit Personnel: coordinators and technical assistance providers, together with administrative advocates, help to promote and organize service-learning initiatives;
(2) Organizational Culture: service can be pervasive throughout the school if it is valued and practiced by every member of the faculty and facilitated by the principal;
(3) Philosophy/Mission: the articulation of the importance of service-learning reinforces the commitment to the pedagogy;
(4) Youth Leadership: opportunities abound for students to provide leadership in all aspects of project design, implementation, and funding, as well as the promotion of service-learning through training, conferences, advisory boards, and councils

(5) Public Support: any segment of the population, from community groups and the media to business leaders and elected officials, can demonstrate support for service-learning; and
(6) Recognition: positive reinforcement of service as a community value, through meaningful expressions of appreciation, can spur students, teachers, administrators, schools, and states to further embrace service-learning.

COLLABORATION is supported by the following categories of strategies:
(1) Funding: while money is not always needed, the many sources of public and private support for service-learning at the local, state, and federal levels makes it possible for many projects to succeed;
(2) Partnerships: numerous educational, community, business, and government partnerships, particularly those which share resources within the educational system, facilitate collaborative projects;
(3) Resources: many practitioners produce and disseminate written and audio-visual materials, and offer speakers and web sites, to promote and replicate innovative service-learning techniques and projects;
(4) Evidence of Impact: research, conducted internally or by outside experts, can demonstrate the positive impact of activities on students, faculty, schools, and communities, which facilitates its expansion as a teaching method;
(5) In-Kind Services: nearly all service-learning projects involve and depend on volunteers, particularly parents and non-profit personnel, and donations from all segments of the community; and
(6) Faculty Camaraderie: when the entire faculty is supportive of this instructional strategy, they are likely to work together on interdisciplinary and inter-grade projects that involve all students.

Descriptions of Strategies

FUNCTION #1: POWER

STRATEGY	DESCRIPTION	WHEN IT'S THERE:	WHEN IT'S NOT THERE:
Links to Educational Standards:	Projects are formally connected to one or more state content and performance standards for the appropriate level and subject. This may also include specific standards for the practice of service-learning. Resources, such as curriculum guides, are produced to articulate the linkages.	Educators and parents rest assured that service-learning is a part of the educational experience, and teachers specifically realize that they are fulfilling their job requirements by teaching required content in a different (and improved) way. Resources that facilitate this understanding make it easier for teachers to see service as an academic experience.	Educators may doubt its educational relevance, and may feel constrained by time and state requirements to fit in something extra like service-learning activities. Viewed in this way, service-learning remains in the hands of a select few dedicated professionals.
Curricular Integration:	By definition, service-learning	Projects are tied intimately to	Service is encouraged as the

	is integrated into academic curricula, but this can take many forms. Projects can be focused on one or multiple subjects and/or grades, can be based on pre-existing or customized curricula, and can source the development of curriculum guides for teachers and administrators. Occasionally, service-learning is treated as a separate course at the secondary level, which may or may not guarantee an academic connection.	curricular skills and competencies, usually in more than one academic discipline. This ensures that the activities are assessed as part of the grade for the class, rather than being treated as an extracurricular activity.	completion of a certain number of hours, which is usually performed without teacher supervision during out-of-school time. As a service-learning class, credit is given, but for service rather than for an academic subject. Sometimes community service activities are performed and no explicit link to academic learning is made.
Policy:	Schools, local and state school boards, and state legislatures can support and have implemented policies which encourage, support, or require service-learning and/or community service for some or all K-12 students. Some policies require educators to include service-learning in their educational plans. Other policies support the conditions within schools that enable service-learning to thrive.	Policies demonstrate commitment to the pedagogy, clarity of expectations about its use, and in some cases provide resources to practitioners, all of which can support teachers in utilizing service-learning. In places where service-learning is automatically supported, a policy merely articulates its importance, while in unsupportive environments, a policy may cause controversy and dissention, although usually the initial resistance gradually gives way to support as people become more familiar with service-learning.	Service-learning may not earn the high profile necessary to persuade some educators and administrators to utilize the instructional strategy, and it may therefore remain a separate government-funded program or the practice of a handful of educators or schools. Funding to support service-learning infrastructure is unlikely to appear.
Building Personnel:	Various individuals may be available on-site at schools to assist teachers and students with project implementation, including curricular integration,	Project design, implementation, and problem-solving is easy. School-wide projects are easier to accomplish	Teachers have to do more of the work, which may or may not deter them from doing the activities.

	logistical preparation, student supervision, and instruction. Coordinators often design school-wide projects for teachers to plug into. Such individuals may be either paid or volunteer, and may either be full-time or part-time. Occasionally, a full-time teacher is the coordinator, and s/he coordinates these activities as part of the salaried position. Other types of building-level coordinators include AmeriCorps and VISTA members, college students, and senior citizens.		
School Structures:	Issues of school scope, scale, and scheduling are primary determinants of how service-learning functions in a school. Some charter or magnet schools, for example, are focused primarily on service-learning. Other schools use block and flexible scheduling options to ensure that there is sufficient time during the school day to engage in projects. Many small schools insist that their size is an asset, as it better facilitates effective communication and collaboration.	Service may be an integral part of the school mission. Teachers are able to use the school day effectively to leave the classroom and do projects. Team teaching is also more likely to occur. Service-learning will not interfere with "core" classes because it is regarded as a method of teaching academic and other knowledge.	Students may miss other classes, which may build resentment among other faculty and parents. Teachers may be forced to do service-learning activities after-school, time for which they are not paid or have other faculty support. Without some of these structures, service-learning may take a long time to catch on at large schools.
Logistical Structures:	Transportation and liability insurance are primary structures which can either	Teachers find it easy to take students into community situations to engage in service-	Projects are mostly done on school grounds, in such areas as tutoring, mentoring, and

	support or hinder students in leaving campus. Clear school and district policies, together with district financial support, can alleviate teacher concerns and make it easy for classes to engage in community-based learning.	learning activities.	beautification. While these are worthwhile, students miss out on meaningful off-site contexts for learning.

FUNCTION #2: PROFICIENCY

STRATEGY	DESCRIPTION	WHEN IT'S THERE:	WHEN IT'S NOT THERE:
Professional Development:	The training of current educators, students, administrators, school boards, department of education personnel, school staff, and community members helps people to link service to academic learning. This can be accomplished through scheduled or on-demand introductory and advanced two-hour to five-day workshops, conferences, meetings, college courses, and consultations, and it can be conducted by students, teachers, administrators, professors, or non-profit experts. In many cases, teachers train one another within a given school informally, without any funding or recognition. Stipends and the prospect of mini-grants can also be provided as an incentive.	Once trained, people understand service-learning as an instructional strategy rather than an extra add-on program, and they see how it meets educational standards. Training clears away misconceptions and reinvigorates educators about the meaning of their profession.	People may not integrate service into academic curricula, nor might they learn some of the innovative projects and project development strategies that have been tested over the years. Project quality, as well as teacher success with the approach, may suffer as a result.
Strategic Planning:	Schools, districts, and states	People have a map of where	Service-learning is likely to

	develop written, multi-year plans for the development of service-learning throughout the system. These plans include roles and responsibilities of all stakeholders, time lines for action, and methods of assessing progress. A second element is the provision of planning time for teachers to developing service-learning strategies. In some cases, grants are provided to facilitate planning efforts.	they're going, how and when they intend to get there, and what funding they need to make it happen. This clarity is critical to maintaining momentum, as it involves diverse stakeholders in sharing the responsibilities of building capacity, support, and integration of service-learning. The outcome of such plans is service-learning institutionalization.	expand slowly, if at all, and stakeholders may not know exactly how to best influence the system. Without a plan, people may not realize the importance of the pedagogy. Financial support may not be available.
Project Evaluation:	Using national, state, or local standards of effective practice, reflection on the quality of the service-learning experience from design through implementation is critical to continuous improvement efforts. This can be done by teachers, students, and other participants, or by outside evaluators. The information is used most effectively by teachers to plan further service-learning initiatives and to obtain funding and build community partnerships.	Educators who assess the quality of service-learning projects are likely to improve their practice of it, leverage support for their efforts, and develop confidence in managing projects. Others can also analyze service-learning and compare it to other pedagogical approaches.	Teachers and others may not learn how to create quality service-learning experiences, or may develop an opinion about its success that is not taking all parties' opinions into account. Projects of questionable quality are unlikely to merit continuing support or inspire others to engage in the practice.
Student Assessment:	Methods of measuring student performance in service-learning include portfolios, grades, and standardized and other tests. While some schools isolate service-learning as a separate measurable outcome, others include the credit in traditional	Educators and policymakers know that learning is occurring, and they can attribute student improvement to service-learning participation. This lends credibility to the approach.	Students and others may not be clear about what they've learned through service-learning, and projects may not be of proper design to ensure that learning can be measured in an appropriate way.

	academic subjects. Some states focus on measuring student performance in service-learning to ensure that standards of effective practice are being maintained by practitioners.		
Pre-Service Education:	In colleges of education throughout the country, service-learning is being taught to future teachers in traditional methods classes or, in some cases, a service-learning methods class, in order to provide educators with the standards and techniques of effective practice. A practicum can enable these teachers to gain hands-on experience in designing, implementing, and evaluating a service-learning experience.	First-year teachers who have been trained in how to use the approach are already oriented to use it and so are more likely to do so as they get accustomed to classroom life. Over time, assuming that more pre-service programs get involved, the entire profession of teaching will shift to include service-learning. The colleges can also continue to remain a resource to assist teachers in refining the practice of service-learning once they are employed by school districts.	Service-learning instruction is limited to professional development workshops for current teachers, the resources for which are scarce and unreliable.
Peer Mentoring:	Many teachers have five or more years experience facilitating effective service-learning experiences, and their wisdom can be tapped to coach new or inexperienced educators in the standards of effective practice. This makes it easier for hesitant teachers to experiment with the approach. Formal peer mentoring networks at the regional, state, and national levels can expand service-learning practice, facilitate policy development, and highlight model initiatives.	Novice practitioners often find it easier to learn from their peers than from strangers at a workshop, so the existence of peer support can be a comfort to those who are just beginning to explore service-learning. Also, it is a good way for experienced teachers to share their expertise, get credit for their success, and cultivate their skills in training others. Networks of practitioners can also address many important issues across jurisdictions, such as policy, regional celebrations,	Without support, teachers may feel isolated and have no answers to their numerous questions, which may translate to giving up on service-learning. Information learned at an in-service workshop may be lost if it is not reinforced.

		inter-age and inter-school projects, community partnerships, and links to other educational initiatives.	

FUNCTION #3: LEADERSHIP

STRATEGY	DESCRIPTION	WHEN IT'S THERE:	WHEN IT'S NOT THERE:
State/District/Non-Profit Personnel:	Coordinating staff at the departments of education, school districts and regions, and non-profit personnel, particularly those who are paid and full-time (or are VISTA members), provide invaluable assistance in training, technical assistance, logistical support, and promotion. Supportive activities by local or state school-boards and superintendents, particularly for *Learn and Serve*, make a major difference.	People are available to provide help to those who need it, and these individuals can spend much time conducting outreach activities, training other educational personnel, developing intra-agency partnerships, and cultivating advisory boards to guide service-learning policy and practice.	Teachers must rely on their own creativity and wit, which may only go so far when it comes to trying a new pedagogy. Part-time personnel, while helpful, may not be sufficient to catalyze adequate momentum to galvanize true support for service-learning. The lack of personnel reflects a lack of commitment by the institution(s) to service-learning.
Organizational Culture:	When the use of service-learning is so common in its use, this is usually because there is agreement among all within the system that service-learning is valuable, as well as common ground regarding educational vision and goals. While some schools and districts seem to arrive at a consensus on this quite easily, others take a bit of persuading. The end result is that service-learning is an expected, routine	There is a profound sense of cohesiveness among faculty, between the principal and faculty, among students and faculty, and surrounding the entire school community. There is unquestioning belief in the value of service-learning, and a persistent commitment to its success.	Service-learning may be quite successful and practiced by some, many or even most faculty, but it lacks the sort of endorsement that contributes to complete support. In some cases, faculty can even obstruct this and other new methods with vigor or by other and more discreet forms of apathy. Most opposition is usually based on a failure to see the academic relevance of service-learning activities. This limits the

	part of teaching and learning, and service impacts all elements of academic and extracurricular life at these schools.		potential of service-learning to achieve its full impact on students, schools, and communities.
Philosophy/Mission:	Service-learning can be explicitly written into school, district, and state level documents of educational philosophy and mission, thereby giving credibility and official endorsement to the pedagogy and diffusing the anti-authority sentiment many teachers feel towards school administrations around the country.	There is complete agreement at all levels of the system that service learning has educational value, which helps teachers and students to understand its relevance. This clarity of purpose makes it easier to leverage parental and community support, and contributes to a positive school culture that is based on caring for people and the environment.	Ambiguity about the educational significance of service-learning may exist. The school, district, or state educational administration's lack of official endorsement sends the signal that service-learning isn't all that important, and so the few teachers who practice it feel and sometimes are marginalized.
Youth Leadership:	Students take on many responsibilities in support of service-learning, including project development, evaluation, and promotion, advocacy, training, fund development and distribution, and infrastructure development. Students may also receive special leadership training to facilitate teamwork and assess community issues before undertaking projects.	Students who have more control over their learning and how it is structured will be empowered to not only participate in service-learning activities but to develop leadership skills that will forever be valuable. Students who demonstrate leadership take many of the responsibilities away from teachers, thereby reducing their load. These projects are often the most successful, because the students fully own the process and the project.	Service-learning is just another requirement forced upon them by teachers. Students may still find the experiences meaningful, but miss out on the opportunity to build their own skills in significant ways.
Public Support:	As the schools ultimately reflect the values of the communities in which they exist, it is important that the public communicate the	Public support creates the impression among adults that young people are valuable community resources rather than "at-risk" problems. This	The pattern of school isolation may persist, despite the excellent contributions of students. Students may assume that no one cares about what

	importance of service to students and educators to reinforce the behavior. While any member of the public is welcome to support service-learning, support from community leaders, legislators, media representatives, civic organizations, and parent and family groups are particularly important, particularly in order to influence policy and funding for service-learning.	leads to increased volunteerism in the schools, in-kind donations, and funding to support projects. Media coverage also fosters pride among students and spurs them to continue to make a difference in their town.	they're doing, and so they may give up on projects after a while.
Recognition:	Beyond the pizza or ice cream party, meaningful recognition publicly highlights the contributions made by students, teachers, administrators, schools, districts, and states. This recognition can take the form of awards and ceremonies, certificates, media exposure, incentives (e.g., conference presentations), praise at board and civic meetings, and other in-kind and financial support.	People appreciate being thanked for their efforts, and they may be more inclined to further pursue leadership in service because of the recognition. Teachers are likely to find new passion for their profession, while community members are pleased that the schools are the source of positive news. Schools are likely to share what they do with other schools across the district, state, and country.	Students and teachers may quietly go about their business of doing service projects, but they will lack the positive reinforcement for their efforts. Schools may therefore not take on the responsibility of spreading the word.

FUNCTION #4: COLLABORATION

STRATEGY	DESCRIPTION	WHEN IT'S THERE:	WHEN IT'S NOT THERE:
Funding:	Financial support can come from local, state, and federal public sources, as well as private philanthropy, primarily for personnel, materials, and	Service-learning coordinators can be hired, supplies can be purchased, and buses can be regularly hired for off-site projects.	A coordinator is not available, so teachers rely on their incredible resourcefulness, which accesses the generosity of parents, local businesses,

	transportation. Teacher mini-grants (and occasionally student mini-grants) are widely available, although in many cases, external funds are not needed because the necessary resources are provided by the school or district or parent teacher organization. However, many projects can be done without any money at all.		and volunteers.
Partnerships:	Projects can be done in collaboration with numerous private and public sector entities. As an educational strategy, service-learning can be formally integrated into such initiatives as school-to-careers, Title I, or character education. The promotion of service-learning can also be shared by non-profit organizations, and regional centers throughout many states engage various types of stakeholders in the support of the approach.	Projects become successful and permanent by developing stable long-term relationships with other stakeholders, particularly at the local level. In sharing the responsibility for disseminating service-learning, through training, publications, and technical assistance, advocates make it an integral part of numerous educational initiatives. Community support can sponsor many efforts and facilitate citizen involvement in education.	Isolation often results in one-time projects and little interest in organizing future initiatives. The lack of local support, particularly when other faculty are disinterested, is discouraging for teachers and students.
Resources:	To share project examples and ideas, curriculum integration processes, and facilitate effective training, various manuals, guides, books, articles, newsletters, curricula, videos, and web sites are produced and widely disseminated and promoted.	These resources facilitate networking and the expansion of successful project models, expose the uninformed to the power of their work, and make it easier to raise in-kind and financial support.	Successful models are more difficult to replicate without support materials. The community may not fully understand the scope of the service-learning activities completed.
Evidence of Impact:	Research, conducted internally by teachers or externally by professionals, may demonstrate	Research findings can support communities in adopting service-learning policies and	Service-learning may be seen as a non-essential or extracurricular activity which,

	that service-learning has a positive correlation to academic performance and other student attributes such as student motivation and attendance.	practices by persuading skeptics of its significant impact on students.	while important, does not merit attention as a pedagogical approach.
In-Kind Services:	Donations are often an important aspect of service-learning projects, as community organizations, businesses, and parents get involved in the education of the community's youth. Everything from transportation, tools, hardware, and expertise can be provided at no charge to teachers and students with the slightest amount of outreach.	Greater parent and community involvement helps to ensure the long-term sustainability of projects by sharing the management responsibility and reducing the dependency on cash.	Projects may be grant dependent and may rely primarily on the teacher's organizational skills.
Faculty Camaraderie:	The faculty of a school may have a predictable pattern of behavior regarding the adoption of new practices. Some may totally support service-learning without the need for persuasion, while others have less of a shared sense of purpose. The tendency to collaborate, and to support one another even if they're all not participating directly, demonstrates interest in improving their teaching, and is usually based on mutual trust and respect, and a sense of collective competence.	Teachers work effectively together, or are supported in their efforts to innovate. Service-learning is easily integrated into the school.	Opposition to change of any kind may be present, and innovators may be isolated for their efforts to improve. Service-learning in these contexts is likely to remain marginalized at best.

Links to Educational Restructuring Efforts

The following national educational reform programs were contacted to ascertain the extent to which they incorporate service-learning into their approach. While many suggest teaching methodologies which somewhat resemble service-learning, nearly all the school reform initiatives below do not explicitly use the language and standards of service-learning in their mission or materials.

ACCELERATED SCHOOLS
AMERICA'S CHOICE
ATLAS
BASIC SCHOOLS NETWORK
CARNEGIE TURNING POINTS
CENTER FOR EDUCATION REFORM
COALITION OF ESSENTIAL SCHOOLS
COMMUNITY FOR LEARNING
CO-NECT
CORE KNOWLEDGE
DIFFERENT WAYS OF KNOWING
DIRECT INSTRUCTION
EXPEDITIONARY LEARNING OUTWARD BOUND
FOXFIRE
HIGH SCHOOLS THAT WORK
HIGH/SCOPE
LEAGUE OF PROFESSIONAL SCHOOLS
MODERN RED SCHOOLHOUSE
NATIONAL CENTER FOR RESTRUCTURING EDUCATION
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
SUCCESS FOR ALL

Based on the data gathered, these restructuring efforts generally do not specifically recommend particular pedagogies, and therefore, service-learning is not specifically mentioned in 19 of the 22 initiatives surveyed. Of the four which did support service in

their approach, only three programs specifically include service-learning in their literature and technical assistance efforts. Many endorse community involvement in the broadest sense, but do not recommend service-learning as an instructional strategy.

Coalition of Essential Schools, specifically mentions service as Level 4 of the "Taking Responsibility for Myself and My Community" component of its Domains and Habits of Learning philosophy. As such, service is an expectation of learning, the application of student personal responsibility at its highest level. It is clearly a goal of the Coalition's ideal educational system.

Expeditionary Learning Outward Bound, which is of the New American School design, includes service as one of its 10 principles of teaching and learning, and its programs integrate service experiences into all adventure-based educational programs. Service is one of the components that schools must measure in implementing their design.

Carnegie Turning Points is a middle school initiative that has supported service-learning for many years and has provided funding for training and technical assistance throughout the country.

LOCATIONS OF INSTITUTIONALIZATION STRATEGIES

This matrix features the 261 specific strategies, listed by each of the 24 categories, used in the identified states, districts, and schools to institutionalize service-learning. The matrix includes a representative sample of places where the strategies are notably strong, and is therefore not designed to be an exhaustive compilation. The information is self-reported usually by the school service-learning coordinator or principal, district service-learning coordinator or superintendent, and state service-learning coordinator from in-depth interviews. In most cases, participants were asked to explain their strategies within each category; they were not given a list from which to choose, because no such list has ever existed. The determination of whether or not a state, district, or school qualified to be included in a given area depends on how pervasive the strategy is used throughout the institution. For example, states are listed when their departments of education use the strategy statewide so that all schools and students may benefit from it. For a district to be listed, most of the schools in that district must use or be affected by the strategy. For a school to be mentioned, most of the faculty and students in the school must use or be affected by the strategy. This was the author's subjective interpretation in most cases. Note that only participants in this research are included in this matrix.

Key:

ES = Elementary School, MS = Middle School, HS = High School, E/MS = K-8 school

ESSENTIAL STRATEGIES	STATE	DISTRICT	SCHOOL

Curricular integration:			
Aspect of all 3rd period classes in all subjects			Bryan HS (TX)
Aspect of all schools in grades 6-9		St. Mary's County (MD)	
Courses designed around projects			Eagle Rock HS (CO) Academy for Science (AL)
Curricula authored	MD, NM	Sitka (AK), Los Molinos (CA)	Guilford E/MS (VT), Gratz HS (PA)
Curriculum planning guide	IN, KY, MA, WI, WV, NM	St. Mary's County (MD)	Bryan HS (TX), Morgantown HS (WV)
Guide for administrators	NM	St. Mary's County (MD), Moscow (ID)	
Grade-wide projects 9th and 10th grades 9th grade 8th grade social studies 6th grade 6th through 8th grades 3rd grade		Hudson (MA) Washington (DC) Jefferson County (CO) Encinitas (CA)	Konawaena HS (HI) Pioneer HS (CA) Sojourner (CO) Academy for Science (AL)
Interdisciplinary projects		Cumberland (RI), Frederick County (MD), Hudson (MA), Sharon (MA), Plenywood (MT), Montgomery County (AL), Encinitas (CA), Missoula (MT), Moscow (ID), Albuquerque (NM), Los Molinos (CA), Laurens County (SC)	Community Involved Charter(CO) Headville ES (MD) Shelley HS (ID) Fairmont Harford HS (MD) Canyon Creek E/MS (MT) Waiakea HS (HI) Ophir E/MS (MT) Carver Scott Coop (MN) Drury HS (MA) Academy for Learning (IL) West Vigo HS (IN) Grantsburg MS (WI) Magnolia MS (MD) Konawaena HS (HI) Olamana HS (HI) South Lake HS (FL) Bluebonnet MS (TX)

			Pocatello HS (ID) Reedsburg HS (WI) Menasha HS (WI) Bryan HS (TX) Shabazz HS (WI) Twin Buttes HS (NM) Taos Pueblo Day School (NM) Eden Prairie HS (MN) El Dorado ES (NM) River Bluff MS (WI) Morgantown HS (WV)
Multi-state conference on curriculum integration	WI		
School-wide projects annually			Eden Prarie HS (MN)
Separate high school course Intro to service-learning class required for all 1st-year students Students teach courses		Ardmore (OK), Sitka (AK), Laurens County (SC)	Columbia HS (TN) Pocatello HS (ID) Menasha HS (WI) Twin Buttes HS (NM) Feinstein HS (RI) Shabazz HS (WI)
Use pre-existing curricula		Jefferson County (CO), Laurens County (CO)	11th St. Alternate HS (KY) Fairmont Harford (MD) Gratz HS (PA)
Links to Educational Standards:			
Linked to all subjects and grade levels	KY, MA, MD, SC, VT, WV	Hudson (MA), Paoli (IN), St. Mary's County (MD), San Francisco (CA), Grand Junction (CO) Sharon (MA), Washington (DC), Plenywood (MT), Horry County (SC), Encinitas (CA), Moscow (ID), Los Molinos (CA), Laurens County (SC)	Academy for Learning (IL), Los Molinos HS (CA), Eagle Rock HS (CO) Grantsburg MS (WI) Fall Creek Valley MS (IN) Guilford E/MS (VT) Elkins Mountain (WV) Headville ES (MD) Drury HS (MA) Carver Scott Coop (MN)

In progress	CA, IN	Missoula (MT)	Waiakea HS (HI) Ophir E/MS (MT) Feinstein HS (RI) Fairmont Harford (MD) Magnolia MS (MD) Olamana HS (HI) Academy for Science... (AL) Bluebonnet MS (TX) SouthLake HS (FL) Gratz HS (PA) Menasha HS (WI) Bryan HS (TX) Henderson HS (AL) Shabazz HS (WI) Taos Pueblo Day School (NM) Eden Prairie HS (MN) El Dorado ES (NM)
Linked to 1-2 areas	NM, WI, MN, ID, TX, HI, AL	Jefferson County (CO), Montgomery (AL), Hillsborough County (FL)	Shelley HS (ID) Fall Creek Valley MS (IN) Twin Buttes HS (NM) Pioneer HS (CA)
Service-learning standards of quality practice authored	MD, CA		Thetford Academy (VT) Guilford E/MS (VT)
Students write standards-based lesson plans			Morgantown HS (WV)
Video/TV series on standards	TX		
Professional Development:			
Audiences:			
Administrators	NM, SC, IN	Plenywood (MT), Encinitas (CA)	Pocatello HS (ID)
After-school/summer staff		Bowling Green (KY)	
Community members			Taos Pueblo Day School (NM)
Department of Education staff	CA	Washington (DC)	
Learn and Serve subgrantees More than once per year	CO, WI, FL. OK, AL, WV.		

Required to receive subgrant Monthly meetings at sites	TX RI		
New teachers in district		Hudson (MA)	
New 1st- and 2nd -year teachers		Encinitas (CA)	
Professional development coordinators	MN		
School board		Horry County (SC)	
Students			Taos Pueblo Day School (NM) South Lake HS (FL) Carver Scott (MN) Konawaena HS (HI) Gratz HS (PA) Henderson HS (AL)
Superintendents	New England		
Trainers	MA, NM, TX, MD, FL		
Whole school			Carver Scott Coop (MN) Bryan HS (TX) Taos Pueblo Day School (NM)
Methods of Teacher Training:			
Advanced training (multi-year)	NM, KY		
After-school course		Hudson (MA)	
Certification (required for Gifted and Talented endorsement)	TX		
College credit		Washington (DC)	
College course Sponsored workshops Tuition paid by district Teachers pay 10% of tuition Two-day institute	SC, RI, CA, MA. RI MD	 Moscow (ID), Albuquerque (NM) Horry County (SC)	
Conference (service-learning)	IN, NM, CA, MA, SC, TX, FL, KY, AL, WV	Sharon (MA), St. Mary's County (MD), Washington (DC), Plenywood (MT), Moscow (ID)	Drury HS (MA) Magnolia MS (MD) Academy for Science (AL) Shabazz HS (WI) Taos Pueblo Day School (NM)

Conference (other)	OK, NM, MA, MD, FL, KY, MT, CA		
Meetings annually of state service-learning leaders	MD, MA		
National conference attendance		Paoli (IN), Sitka (AK), Washington (DC)	Carver Scott Coop (MN) Grand Junction HS (CO) Olamana HS (HI) Academy for Science (AL) Taos Pueblo Day School (NM)
On-demand training	CO, WI, VT	Jefferson County (CO), Washington (DC), Encinitas (CA), Laurens County (SC)	Drury HS (MA)
One-on-one consultation		Encinitas (CA), Missoula (MT), Albuquerque (NM), Los Molinos (CA), Laurens County (SC)	Northern KY Learning Academy (KY) Gratz HS (PA) Menasha HS (WI) Shabazz HS (WI) Pioneer HS (CA) Morgantown HS (WV)
Principal is trainer			Academy for Science (AL) Pocatello HS (ID) Gratz HS (PA)
Stipends for participants		Horry County (SC), Cumberland (RI)	Magnolia MS (IN)
Summer institute	MD, IN, KY, MA	Frederick County (MD), Cumberland (RI), Hudson (MA), Washington (DC), Montgomery County (AL)	Fall Creek Valley MS (IN) Academy for Learning (IL) Guilford E/MS (VT) Shelley HS (ID) Carver Scott (MN) Fairmont Harford HS (MD) Bryan HS (TX) West Vigo HS (IN)
Includes parents and citizens Linked to faculty retreat	VT	Paoli (IN)	
Teachers train other teachers without additional pay	MT	Anderson (SC), St. Mary's County (MD), Hudson (MA), Plenywood (MT), Encinitas (CA), Missoula (MT)	Thetford Academy (VT) South Lake HS (FL) East Jesmun MS (KY) Grantsburg MS (WI) Purcell HS (OK) Fall Creek Valley MS (IN)

			Shelley HS (ID) Headville ES (MD) Drury HS (MA) Carver Scott Coop(MN) Canyon Creek E/MS (MT) Ophir E/MS (MT) Magnolia MS (MD) Academy for Science... (AL) Bluebonnet MS (TX) Pocatello HS (ID) Shabazz HS (WI) Pioneer HS (CA) Morgantown HS (WV)
Video for faculty produced by students			Konawaena HS (HI)
Widely available full-day training On specific topics/methods	MD, OK, TX, MA, NM. NM	Philadephia (PA), Encinitas (CA), Hillsborough County (FL), Moscow (ID), Albuquerque (NM), Santa Fe (NM)	Bryan HS (TX) Henderson HS (AL) Taos Pueblo Day School (NM) Shabazz HS (WI)
Widely available 15-30 hour training		Washington (DC)	
Strategic Planning:			
Faculty leadership team		Hudson (MA)	
Planning time for faculty given		Encinitas (CA)	Pocatello HS (ID) Thetford Academy (VT)
Strategic service-learning state plan	MD, MA		
Strategic district plan Community vision/action plan Multi-county planning retreat	VT (all districts)	Hudson (MA), Santa Fe (NM), Anderson (SC), Horry County (SC), Cumberland (RI), St. Mary's County (MD), Reedsburg (WI), Hillsborough Cty (FL), Laurens Cty (SC). St. Paul (MN), Frederick County (MD), Plenywood (MT). Frederick County	
Strategic school plan			West Vigo HS (IN) Drury HS (MA)

Subgrants for strategic planning	CO		
Subgrants for systemic integration	VT, CA		
State/District/Non-Profit Personnel:			
District coordinator Cluster coordinator As Community Ed. Director Stipends for district leaders	MD, CA, IN KY	Sharon (MA), Los Molinos (CA), Eden Prairie (MN), Washington (DC), Albuquerque (NM), Sitka (AK), Plenywood (MT), Montgomery County (AL) Pocatello (ID), Encinitas (CA), Hillsborough County (FL), Missoula (MT). Valparaiso (IN) Hudson (MA)	 Gratz HS (PA)
District curriculum specialists		Frederick County (MD)	
District superintendent advocacy		Marion (SC), Hudson (MA)	Magnolia MS (MD)
District superintendents' compact	IN		
Faculty hiring criteria includes service-learning		Hudson (MA)	Guilford E/MS (VT) Academy for Science (AL)
Full-time employees at service-learning office within Department of Education	CA, MD, CO, SC, MA, MN		
Non-profit organization personnel Housed at Dept. of Education	NM, TX, IN, MD, MA, MN, CA, WV. MD, SC	San Francisco (CA), Moscow (ID), Bowling Green (KY)	Guilford E/MS (VT)
Regional coordinators (multiple districts)	CO, NM, WI, MA, IN, TX, MD	Plenywood (MT), Laurens County (SC), Horry County (SC), St. Mary's County (MD), Frederick County (MD)	
School board hosts exposition		Hudson (MA)	
State steering committee	IN, MA, CA		
State superintendent task force	CA		
Strong relationship between state superintendent *and Learn and Serve* Coordinator	CA, SC, WI, VT		
VISTA/Promise Fellow as	OK	Sitka (AK)	

administrative staff			
Organizational Culture:			
Principal as instructional leader		Plenywood (MT)	Community Involved Charter(CO) Thetford Academy (VT) Canyon Creek E/MS (MT) Academy for Science... (AL) Pocatello (ID) River Bluff MS (WI)
Principal mandates service-learning			Guilford E/MS (VT)
Shared leadership			Eagle Rock HS (CO) Sojourner MS (CO) Fall Creek Valley MS (IN) Konawaena HS (HI) Olamana HS (HI) Bluebonnet MS (TX) 11th Street Alternate HS (KY) Feinstein HS (RI) Reedsburg HS (WI) Menasha HS (WI) Bryan HS (TX) Shabazz HS (WI) Taos Pueblo Day School (NM) El Dorado ES (NM)
State coordinator not necessary	VT		
Funding (besides CNS):			
Federal:			
Goals 2000	NM, IN	Encinitas (CA)	
Other	ID		Guildford E/MS (VT) Shelley HS (ID) Taos Pueblo Day School (NM)
State:			
Learn and Serve only for districts and only on 3-year cycles	CA		
Legislation	SC, MA, NM,		

	MD, CA, MN		
State Commission for National and Community Service	MD, MT		
State Department of Education School-to-work Title I Bilingual education Title IV Character education Community education Other	MD, MA, VT CA OK, WI OK CO, MA, WI, TX, CA WI KY	 Washington (DC) Ardmore (OK) Laurens County (SC)	 Waiakea HS (HI)
Other state agencies		Marion (SC), Los Molinos (CA)	Thetford Academy (VT Carver Scott Coop (MN) Academy for Science (AL)
Tribal agencies			Taos Pueblo Day School (NM)
Local:			
Community contributions	NM	Missoula (MT)	
Government	KY	Penscaola (FL), Bowling Green (KY)	South Lake HS (FL) Henderson HS (AL) Thetford Academy (VT) Guilford E/MS (VT) Academy for Science (AL)
Parent teacher organizations			Magnolia MS (MD) Konawaena HS (HI) El Dorado ES (NM)
School or district budgets	MD	Valparaiso (IN), Paoli (IN), Frederick County (MD), Sharon (MA), St. Mary's County (MD), Hudson (MA), Hillsborough County (FL), Moscow (ID), Albuquerque (NM), Laurens County (SC)	Thetford Academy (VT) Grantsburg MS (WI) Sojourner MS (CO) Fall Creek Valley MS (IN) Academy for Learning (IL) Drury HS (MA) Feinstein HS (RI) Bluebonnet MS (TX) Gratz HS (PA) Menasha HS (WI) Bryan HS (TX) El Dorado ES (NM)

			River Bluff MS (WI) Morgantown HS (WV)
School fund-raising events			Fairmont Harford HS (MD) Konawaena HS (HI) Pocatello HS (ID)
Student council			Konawaena HS (HI)
Private philanthropy	MD, NM, MN, CA, RI	Ardmore (OK), Jefferson County (CO), Sharon (MA), Cumberland (RI), Washington (DC), Moscow (ID), Albuquerque (NM), Laurens County (SC)	Bowling Green HS (KY) Eagle Rock HS (CO) Shelley HS (ID) Carver Scott Coop(MN) Canyon Creek E/MS (MT) Feinstein HS (RI) Fairmont Harford HS (MD) Magnolia MS (MD) Olamana HS (HI) Academy for Science... (AL) Bluebonnet MS (TX) Bryan HS (TX) Henderson HS (AL) Pioneer HS (CA) Taos Pueblo Day School (NM) Morgantown HS (WV)
Invite local foundations to conference	IN		
Mini-grants offered	NM, MD, MA	Sharon (MA), Hudson (MA), Hillsborough County (FL), Missoula (MT), Albuquerque (NM)	Drury HS (MA) Pocatello HS (ID) Gratz HS (PA)
Partnerships:			
Regional centers/boards	NM, CO, MA, IN, MD, OK, WI, MT, CA		Bryan HS (TX)
Educational connections:			
Adult basic education		Laurens County (SC)	
After-school programming	CA	Bowling Green (KY), Hillsborough County (FL)	
Character education	SC, WI	Valparaiso (IN), Washington (DC),	West Vigo HS (IN)

		Albuquerque (NM), Laurens County (SC)	Academy for Learning (IL)
Community education association	KY, AL, NM	Bowling Green (KY), Taos (NM)	
Community schools initiative		Ardmore (OK), Sitka (AK)	
Dropout prevention			Carver Scott Coop (MN) Pocatello HS (ID) River Bluff MS (WI)
Education reform models	IN, VT, CO		El Dorado ES (NM)
Homeless education	CO		East Jesmun MS (KY)
International programs		Washington (DC)	
Mentoring		Moscow (ID)	
Peer mediation		Ardmore (OK), Washington (DC)	
Pregnancy prevention	CA, NM		
ROTC		Hillsborough County (FL)	
Rural education initiatives	VT, SC		
School-to-work	SC, VT, MN, WI, FL, TX, MD, MT, CA, WV	Boston (MA), Valparaiso (IN), Anderson (SC), Frederick County (MD), Sharon (MA), Sitka (AK), Washington (DC), Marion (SC), Montgomery County (AL), Moscow (ID), Albuquerque (NM), Los Molinos (CA), Laurens County (SC)	Bluebonnet MS (TX) Carver Scott Coop (MN) Elkins Mountain (WV) Waiakea HS (HI) Konawaena HS (HI) Henderson HS (AL) Pioneer HS (CA)
Special education	MD, MA	Missoula (MT), Albuquerque (NM), Los Molinos (CA), Laurens County (SC)	
Student safety	MD		
Title I	ID, WI, CA, AL	Bowling Green (KY), Los Molinos (CA)	
Title IV	CA, AL	Sitka (AK), Bowling Green (KY), Laurens County (SC)	Fairmont Harford HS (MD)
Title IX			Taos Pueblo Day School
Vocational education (Perkins)	RI	Plenywood (MT)	Elkins Mountain (WV)
Community organizations:			
Community of Caring			West Vigo HS (IN)
Interagency coalition		Horry County (SC)	
Quest International		Laurens County (SC)	Columbia HS (TN)
Museum			Pioneer HS (CA)
Civic organizations			Morgantown HS (WV)

Business:			
State corporate partners	CO		
Government:			
AmeriCorps/VISTA for infrastructure	NM, WI, OK, TX, MD, FL, ID	Washington (DC), Sitka (AK), Hillsborough County (FL), Moscow (ID)	Bryan HS (TX)
Cross-stream projects (CNS) Conferences Trainings	 FL, NM, ID, WV. FL, MT	Santa Fe (NM), Los Molinos (CA)	Sojourner MS (CO) Taos Pueblo Day School (NM)
Department of Health	NM, MA		
Department of Labor	MA		
Dept. of Juvenile Corrections			Elkins Mountain (WV)
Inter-tribal Council			Taos Pueblo Day School (NM)
IMPORTANT STRATEGIES	**STATE**	**DISTRICT**	**SCHOOL**
Policy:			
Legislative (service-learning)	MA, SC, MN		
Legislative (community service)	IN, MD, WI, RI, FL, MA		
Local (service-learning)		San Diego (CA), San Bernadino (CA), North Adams (MA), Sitka (AK), Cumberland (RI), Hudson (MA), Sharon (MA), Washington (DC), Plenywood (MT), Anderson (SC), Encinitas (CA), Philadelphia (PA), Los Molinos (CA, Laurens County (SC), Missoula (MT)	Bluebonnet MS (TX) Gratz HS (PA) Menasha HS (WI) Bryan HS (TX) Twin Buttes HS (NM) Pioneer HS (CA) El Dorado ES (NM)
Local (community service)		Washington (DC), Chicago (IL), Philadelphia (PA), San Jose (CA)	Westerly HS (RI)
State board of education Mandatory community service	CA, VT. MD		
Building Personnel			

AmeriCorps members on site		Santa Fe (NM), Ardmore (OK)	Sojourner MS (CO) Fall Creek Valley MS (IN)
Bus driver hired with teaching assistant funds			Academy for Learning (IL)
City Year members on site			Gratz HS (PA)
College students help coordinate			Northern KY Learning Academy (KY)
School coordinator(s)		Sharon (MA), Laurens County (SC), Chicago (IL)	Eagle Rock HS (C0) Academy for Learning (IL) Guilford E/MS (VT) Drury HS (MA) Canyon Creek E/MS (MT) Feinstein HS (RI) Cumberland HS (RI) Magnolia MS (MD) Academy for Science... (AL) Gratz HS (PA) Menasha HS (WI) Bryan HS (TX) Twin Buttes HS (NM) Shabazz HS (WI) Pioneer HS (CA) Taos Pueblo Day School (NM) Eden Prairie HS (MN) El Dorado ES (NM) River Bluff MS (WI) Morgantown HS (WV)
Stipended teachers as coordinators		Encinitas (CA), Washington (DC)	
Stipended non-teacher coordinators (secondary schools)	MD		
Principal as coordinator			Pocatello HS (ID)
Social worker as coordinator			Shabazz HS (WI)
Steering committee (high schools)		Washington (DC)	
VISTA members on site		Bowling Green (KY), Washington (DC)	
Project Evaluation			

External assessments of quality practice	IN		
Internal performance assessments (self-study guides and funds)	MN		
Student Assessment			
Performance assessment program	MD, CA		
Service-learning on report cards		Springfield (MA)	
Service portfolio required to graduate			Eagle Rock HS (CO)
10th grade standardized test includes service-learning	RI		
Youth Leadership			
Leadership training for students Leadership conferences for all primary and secondary students	NM, WV, CO	Hudson (MA), Montgomery County (AL) Hudson (MA)	South Lake HS (FL) Fall Creek Valley MS (IN) Carver Scott Coop (MN) Feinstein HS (RI) Morgantown HS (WV)
Student service-learning center		Pensacola (FL)	Gratz HS (PA) Eden Prairie HS (MN)
Students advocate for policy	NM, VT		
Students assist with grantmaking	CA, IN, TX, WV	Hillsborough County (FL), Laurens County (SC)	Gratz HS (PA) Henderson HS (AL)
Students conduct workshops		Grand Junction (CO), Sharon (MA), Washington (DC), Plenywood (MT), Horry County (SC), Hillsborough County (FL), Missoula (MT), Los Molinos (CA)	Academy for Learning (IL) Elkins Mountain (WV) Feinstein HS (RI) Konawaena HS (HI) Gratz HS (PA) Menasha HS (WI) Bryan HS (TX Henderson HS (AL) Shabazz HS (WI)
Students design all projects			Academy for Science (AL) Menasha HS (WI)

Students do project logistics for entire school			South Lake HS (FL) West Vigo HS (IN) Konawaena HS (HI) Olamana HS (HI) Gratz HS (PA) Pioneer HS (CA) Eden Prairie HS (MN)
Students service in project planning groups	MD	Hudson (MA)	Academy for Science (AL) Shabazz HS (WI) Pioneer HS (CA)
Students serve on local service-learning advisory boards	MD, NM, KY, CA	Washington (DC), Los Molinos (CA)	Guilford E/MS (VT) Canyon Creek E/MS (MT) Bryan HS (TX) Henderson HS (AL) Eden Prairie HS (MN) River Bluff MS (WI)
Students serve on state service-learning advisory boards	MD, WV		
Students train students	WV		South Lake HS (FL) Carver Scott Coop (MN) Konawaena HS (HI) Gratz HS (PA) Henderson HS (AL)
Students train teachers	MD, CO	Grand Junction (CO), Plenywood (MT)	Fall Creek Valley MS (IN)
Students write lesson plans			Morgantown HS (WV)
Students write or manage grants			Feinstein HS (RI) Bluebonnet MS (TX) Pocatello HS (ID) Morgantown HS (WV)
Youth service network	OK		
Philosophy/Mission			
Part of mission statement		Hudson (MA), Sharon (MA), Anderson (SC), Missoula (MT), Philadelphia (PA)	Academy for Science (AL) Community Involved Charter School (CO) Shelley HS (ID) Eagle Rock HS (CO) Guilford E/MS (VT)

			Feinstein HS (RI) Olamana HS (HI) Shabazz HS (WI) Taos Pueblo Day School (NM) River Bluff MS (WI)
Requirement (via policy or curriculum)	MD	Washington (DC)	
Evidence of Impact:			
External:			
Case study analysis	VT		
Research on positive impact	IN		
Survey of all 1000 districts	CA		
Survey of schools		Hillsborough County (CA)	
Internal (of own program):			
Linked to improved standardized test scores		Paoli (IN)	
Linked to improved performance			Academy for Learning (IL) Feinstein HS (RI)
Linked to motivation/attendance			Olamana HS (HI)
Survey of teachers		Hudson (MA)	
Resources (produced):			
Cable TV program	HI	Sharon (MA)	
Curricula	NM, MD, WI	Jefferson County (CO), Los Molinos (CA)	
Journal articles	AL		
Newsletter	NM, OK, TX, MD	Sharon (MA), Encinitas (CA), Los Molinos (CA)	Drury HS (MA) Gratz HS (PA) Shabazz HS (WI) Pioneer HS (CA)
Resource booklet or brochure	MD, SC, NM, WI, TX, FL, AL	Valparaiso (IN), Hudson (MA), Washington (DC), Montgomery County (AL), Sitka (AK), Albuquerque (NM), Los Molinos (CA)	Canyon Creek E/MS (MT) Konawaena HS (HI) Magnolia MS (MD) Henderson HS (AL) River Bluff MS (WI) Morgantown HS (WV)
Service-learning & high risk	WV		

Reflection Book of projects Superintendent task force report	WV CA	Washington (DC), Albuquerque (NM)	Bryan HS (TX) Drury HS (MA)
Speakers' bureau	MD		
Training manual for trainers	IN, CA, MD		
Video	NM, KY	Hillsborough County (FL), Sitka (AK), Laurens County (SC)	Konawaena HS (HI) Montgomery County (AL) Bryan HS (TX) Twin Buttes HS (NM) Shabazz HS (WI) Pioneer HS (CA) Taos Pueblo Day School (NM)
Web site Listserv	IN, HI, WI, MD, OK, VT, CA, AL TX	Sitka (AK), Los Molinos (CA), Laurens County (SC)	West Vigo HS (IN) Feinstein HS (RI) Gratz HS (PA) Menasha HS (WI) Shabazz HS (WI)
SUPPORTIVE STRATEGIES	**STATE**	**DISTRICT**	**SCHOOL**
School Structures:			
Block/flex scheduling			Purcell HS (OK) Feinstein HS (RI) Bluebonnet MS (TX) Pocatello HS (ID) Morgantown HS (WV)
Charter school			Sojourner MS (CO) Community Involved Charter School (CO)
Magnet school			Feinstein HS (RI) Academy for Science (AL)
Small size of school			Marion (SC) Thetford Academy (VT) Eagle Rock HS (CO) Sojourner MS (CO)

			Guilford E/MS (VT) Elkins Mountain (WV) Ophir E/MS (MT) Olamana HS (HI) Bluebonnet MS (TX) Shabazz HS (WI) Taos Pueblo Day School (NM)
Vouchers within its schools	VT		
Weekly time period for activities			11th Street Alternate HS (KY) Sojourner MS (CO) Twin Buttes HS (NM) Bryan HS (TX) Pioneer HS (CA) Taos Pueblo Day School (NM)
Monthly time period for activities			Academy for Science (AL)
Logistical Structures:			
Easy transporation		Valparaiso (IN)	Academy for Science (AL) Taos Pueblo Day School (NM)
Pre-Service Education:			
CD/video on how to teach it		Los Molinos (CA)	
Districts meet with colleges	SC		
Integrated into methods courses	IN, MD, RI, ID, CA, CO		
Pre-service interns in schools		Moscow (ID), Albuquerque (NM), Los Molinos (CA), Laurens County (SC)	
Service-learning methods course	SC		
Peer Mentoring:			
Peer mentor network With stipends for mentors	MD, WI, CA, MA CO, MA	Albuquereue (NM), Laurens County (SC) Encinitas (CA), Albuquerque (NM)	Carver Scott Coop (MN) Academy for Science (AL) Gratz HS (PA)
Statewide fellows/ambassadors	TX		
State service-learning council	MA, IN, CA		
Public Support:			

Invite legislators to see projects	IN		
Leader school signage at town entrances		Sharon (MA)	
Total community support		Los Molinos (CA)	Taos Pueblo Day School (NM)
Write press releases and letters to media for its schools	IN	Sharon (MA)	
Recognition:			
Of faculty	OK, TX		Drury HS (MA) Magnolia MS (MD) Henderson HS (AL) Morgantown HS (WV)
Of students	RI	Sitka (AK), Hudson (MA), Washington (DC), Encinitas (CA)	Guilford E/MS (VT) Fairmont Harford (MD) Olamana HS (HI) Academy for Science (AL) Bryan HS (TX) Twin Buttes HS (NM) Henderson HS (AL) Morgantown HS (WV)
Of schools/districts	MD	Encinitas (CA)	
Faculty Camaraderie:			
Total faculty support		Hudson (MA), Laurens County (SC)	Community Involved Charter School (CO) Sojourner MS (CO) Academy for Science (AL) Bluebonnet MS (TX) Shabazz HS (WI) Taos Pueblo Day School (NM) El Dorado ES (NM) Morgantown HS (WV)
In-Kind Services:			
College students help out		Laurens County (SC)	Northern NY Learning Academy (KY) Shabazz HS (WI)
In-kind donations			Purcell HS (OK) Konawaena HS (HI)

			Academy for Science (AL) Morgantown HS (WV)
Parent advisory group			Thetford Academy (VT)
Parent involvement			Headville ES (MD) Taos Pueblo Day School (NM) El Dorado ES (NM)

STRATEGY RANKING

While there are indeed many effective institutionalization strategies, some seem to be more influential in their capacity to affect permanent change. For this reason, each category of strategies is labeled Essential, Important, or Supportive. This prioritization is based on how important participants in this study felt the particular approaches were in their institutionalization efforts. The final determination of which categories was the subjective determination of the study's author.

The **Essential categories** include:

(1) **Curricular Integration and Links to Educational Standards**, which suggests that service-learning, if it of the highest quality, must be academically relevant across all disciplines;
(2) **Professional Development**, which is the primary way in which educators become proficient in utilizing this and any pedagogy;
(3) **Strategic Planning**, which is a critical step to the incorporation of any new educational approach;
(4) **Organizational Culture**, which encompasses people's attitudes towards service, change, and innovation;
(5) **State/District/Non-Profit Personnel**, which facilitates the coordination of service-learning infrastructure, training, promotion and outreach;
(6) **Funding**, which supports coordination and provides materials and transportation for projects; and
(7) **Partnerships**, which link service-learning to other educational, community, and government initiatives.

In general, service-learning projects cannot succeed without using at least one these approaches. Even in those cases where funding and professional development has not been necessary, there is a consensus of values among educators which shapes the inclusion of service-learning. Organizational culture has often been overlooked by researchers, in part because it is difficult to quantify. However, teacher attitudes towards improving their skills and widening their repertoire of teaching tools is the basis for the adoption of any new pedagogy.

The **Important categories** include: **Policy, Building Personnel, Project Evaluation, Student Assessment, Philosophy/Mission, Youth Leadership, Evidence of Impact, and Resources**. While policy is typically viewed as a critical strategy, it did not seem to be a major feature of the participants in this study. This is not to suggest that policy isn't or can't be enormously valuable, because clearly it has the capacity for widespread influence. However, what seems to be most successful in schools and districts is the organic expansion of service-learning by teachers and students over time; policy often creates initial resistance, except of course in those places where service-learning is unanimously embraced. There were many examples of schools and districts making good strides towards systemic integration without any formal policy of endorsement or requirement.

In addition, while many practitioners swear by the importance of having a school service-learning coordinator, it is not a prerequisite for institutionalization. Many teachers rely on the wisdom and logistical expertise of coordinators, so they ultimately don't learn how to develop their own projects, nor do students learn the valuable skills associated with project development. It is also unrealistic to expect the level of financial support necessary to sustain such a position in every school. So while a coordinator can certainly help get service-learning off the ground, the best way for it to become institutionalized is to make it one of teachers' responsibilities.

The **Supportive categories** include: **School Structures, Logistical Structures, Pre-Service Education, Peer Mentoring, Public Support, Recognition, Faculty Camaraderie, and In-Kind Services**. While most of these approaches do not make or break service-learning, they are still significant and should not be overlooked. Block scheduling, for example, can provide the perfect scheduling option which facilitates teachers taking students off campus for extended periods of the school day. And no one would doubt the importance of training future teachers in service-learning, as it would relieve much of the cost and need to train current professionals.

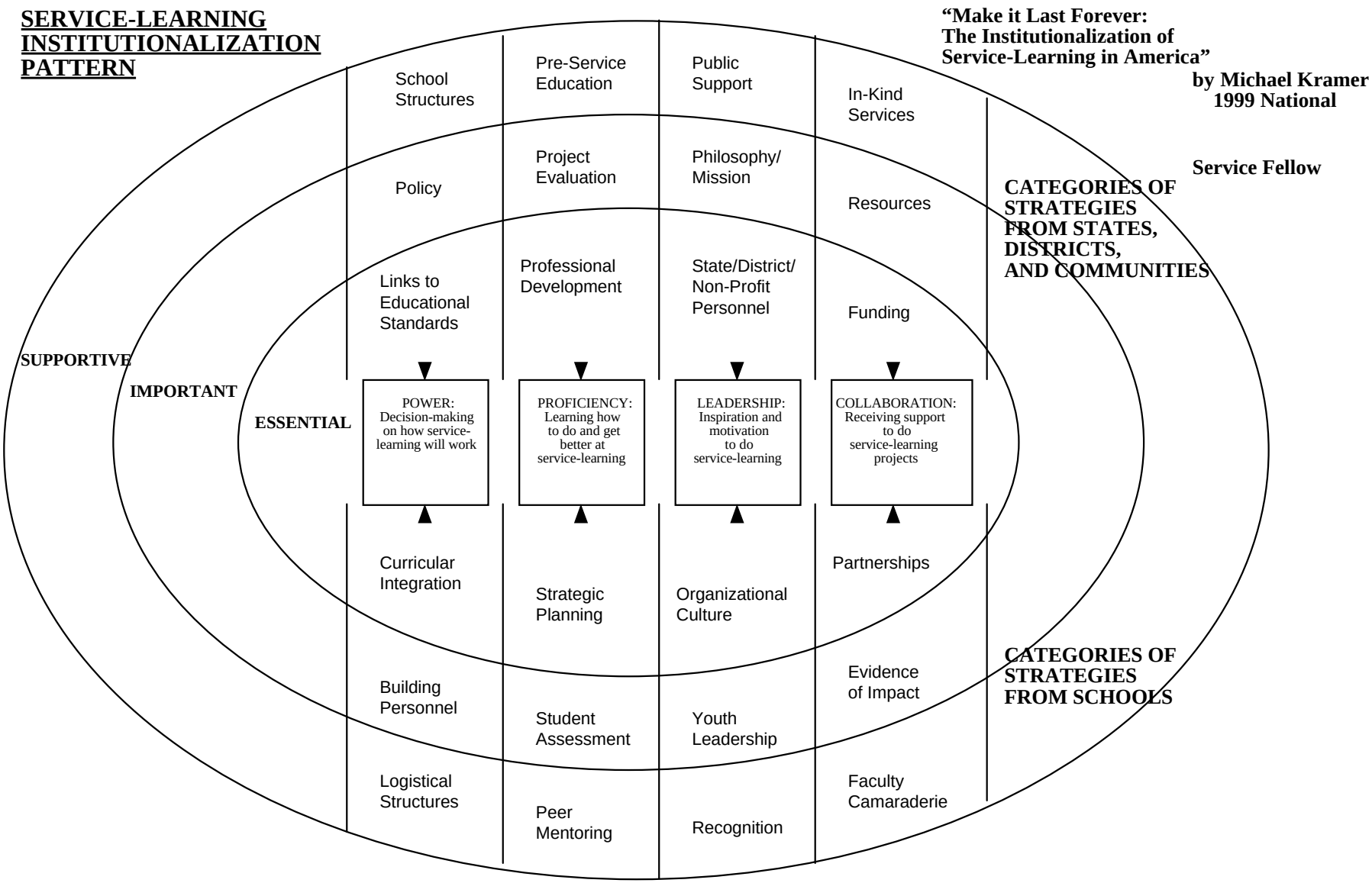
SERVICE-LEARNING INSTITUTIONALIZATION PATTERN

The categories of institutionalization strategies do not exist in isolation. Each approach not only addresses one of the four functions (power, proficiency leadership, and collaboration) but also complements the other five categories of strategies that also support that particular function. As you can see in the following new diagram, the process of institutionalization can be characterized as a whole pattern, in which the essential, important, and supportive strategies from within schools and from districts, states, and the community can be linked to the four functions. This map illustrates how all the pieces fit together as a system.

The bottom 12 categories are those which derive from the school, which implied that principals, teachers, students, and parents have control over their use (and so they are bottom-up approaches). The top 12 categories usually stem from efforts in the school district, at the state department of education, and in the community (and so they are top-down approaches). Each function has three bottom-up categories and three top-down categories that support it, as indicated by the arrows pointing to each function. Again, these are primary relationships, and no one would argue that these functions are not supported by some of the other categories in the pattern.

There are three concentric circles in the pattern which delineate those categories that are Essential (the inner circle of 8), Important (the next circle of 8), and Supportive (the outermost circle of 8). These are generalizations which may not apply to every circumstance; what is listed as a supportive approach (e.g., school structures) may be the critical factor at some school. The purpose of the prioritization is to give a general sense of which approaches are generally more influential in terms of overall their institutional

leverage. Every institution, whether it is a school, district, or department of education, obviously needs to do its own analysis of its system to assess its leverage points and determine areas of focus.



MODEL SCHOOLS AND DISTRICTS

The following schools and districts appear to be well on their way to institutionalizing service-learning, even though most readily admit that they have much to do in order to claim that institutionalization has been achieved. Italicized states are not part of the overall study, though the particular schools listed were interviewed and deserve mention as outstanding sites. Contact phone numbers are featured in the study participant list in the Appendix.

STATE	SCHOOL	DISTRICT	COMMUNITY	CONTACT
AL:	**Academy for Science and Foreign Language**		Hunstville	Ollye Conley
	Institutionalization Categories Used: 15			
	Innovative Features: Magnet school; students design projects; principal is Exchange trainer; part of faculty hiring criteria; teacher coordinators have service-learning planning periods.			
	Charles Henderson High School		Troy	Pam Smith
	Institutionalization Categories Used: 7			
	Innovative Features: Student service-learning advisory board; teachers and students are formally recognized annually.			
AK:		**Sitka**	Sitka	Barb Morse
		Institutionalization Categories Used: 6		
		Innovative Features: Curriculum around Native American issues; linked to Community Schools initiative; have significant district funding; have district staff.		
CA:		**Encinitas**	Encinitas	Bill Hotz
		Institutionalization Categories Used: 11		
		Innovative Features: In-services are provided to all 3rd grade teachers on linking service-learning to civics standards; used Goals 2000 professional development funds; has expanded support from its own 8 schools to 18 schools regionally; building coordinators meet together monthly.		
		Los Molinos	Los Molinos	Anne Bianchi
		Institutionalization Categories Used: 13		
		Innovative Features: Created cd/video on how to teach service-learning to pre-service teachers; developed integrated curricular units; have major partnership with a local ranch; after completing projects, high school students teach all elementary school students how to do similar activities.		
.				
CO:	**Community Involved Charter School**		Lakewood	Dangija Langberg
	Institutionalization Categories Used: 5			

Innovative Features: Inherent in school mission; charter school ensures local control of curriculum; no training has ever been needed.

Eagle Rock High School Estes Park Garth Lewis
Institutionalization Categories Used: 9
Innovative Features: Courses are created around service projects; part of school philosophy; students produce service portfolio to graduate; major corporate sponsorship of entire school.

Sojourner Middle School Boulder Michael Reynolds
Institutionalization Categories Used: 7
Innovative Features: Charter school; work weekly on numerous projects, including with AmeriCorps members/projects.

DC: **Washington** D.C. Beverly O'Bryant
Institutionalization Categories Used: 12
Innovative Features: High School only; district service-learning youth council; service-learning coordinating teams at each high school; 15-30-hour in-service training; required for all 9th grade teachers; linked to international programs.

FL: **South Lake High School** Groveland Evelyn Robinson
Institutionalization Categories Used: 5
Innovative Features: All student-led, including selection, design, implementation; 3 students are assigned to each teacher to assist with projects; off-site overnight leadership training.

HI: **Konawaena High School** Kona Lauren O'Leary
Institutionalization Categories Used: 8
Innovative Features: Students train students; produced how-to manual; financial support from PTO and student council; produced video for state board of education.

Olamana High School Kailua Ellen Schroeder
Institutionalization Categories Used: 9
Innovative Features: Students design all projects; students have been recognized by private foundations for their efforts.

ID: **Pocatello High School** Pocatello Sue Ringquist
Institutionalization Categories Used: 8
Innovative Features: Principal is also a teacher who practices service-learning; school raises its own funds for mini-grants;

1 day per week is allocated for service-learning projects and teacher planning time.

Moscow Moscow Susan Seaman
Institutionalization Categories Used: 7
Innovative Features: Linked to mentoring initiative; major non-profit environmental partner; private funding for professional development; staff wrote curriculum guide that linked service-learning to all academic areas K-12; use pre-service interns in classes to facilitate projects.

IL: **Academy for Learning** Blue Island Jennifer Avanatti
Institutionalization Categories Used: 8
Innovative Features: Hired bus driver for service-learning excursions with teaching assistant monies; researched impact on student performance and performance; students do all project planning; developing a text with which to train other schools.

IN: **Fall Creek Valley Middle School** Troy Knoder
Institutionalization Categories Used: 6
Innovative Features: Culture of school supports risk-taking; students train teachers; transportation costs are covered by district; annual summer student-faculty service-learning leadership camp.

Paoli Paoli Roger Fisher
Institutionalization Categories Used: 4
Innovative Features: Curriculum director provides leadership; integrated into every grade level; district provides stipends to teachers to do projects and provides matching funds for other costs; summer service-learning faculty retreat.

Valparaiso Valparaiso Pat Swanson
Institutionalization Categories Used: 4
Innovative Features: District funds coordinator; conduct three workshops per year; has developed standardized reflection and assessment instruments; produced 250-page how-to manual.

KY: **Bowling Green** Bowling Green Nancy Firkins
Institutionalization Categories Used: 5

Innovative Features: Non-profit organization integrates service-learning into schools, after-school programs, and summer programs; received city, county, and United Way funds; linked to well-established community education associations.

11th Street Alternate School Marianne Cole
Institutionalization Categories Used: 4
Innovative Features: Use Quest's Skills for Action curriculum; projects occur every week.

MD: **Magnolia Middle School** Joppa Pauline Frantz
Institutionalization Categories Used: 7
Innovative Features: Service-learning fellow assists with project implementation; teachers are given awards for excellence; district pays teachers to do professional development; administrators attend service-learning planning meetings.

MA: **Drury High School** North Adams Debbie Coyne
Institutionalization Categories Used: 8
Innovative Features: Full-time service-learning coordinator funded by state department of education and district; part of school improvement plan; host a regional conference; produce a newsletter; give mini-grants; service-learning mentor course available at local college; conduct in-service training throughout region.

Sharon Sharon Ellen Bender
Institutionalization Categories Used: 13
Innovative Features: Major private philanthropic support; school-to-career/service-learning course; part of school budget; liaisons in each school; service-learning is stated professional development goal; annual fair; sends project pr for schools; produce newsletter and mails to entire community; hosts cable tv show; put "National Leader School" signs at town entrances; students write about projects for local newspaper.

Hudson Hudson Shelley Berman
*Institutionalization Categories Used:*13
Innovative Features: Infused into district policy; youth leadership conferences; after-school professional development courses; district leadership team; resource kits for teachers; part of faculty hiring criteria; school board sets aside a meeting each year for service learning exposition; superintendents awards for student service learning leaders at each school; is a core 9th grade course; superintendent publishes on the topic and hosts meetings of other superintendents.

MN: **Carver Scott Educational Cooperative**
Institutionalization Categories Used: 7

Innovative Features: Published on links to school-to-work; youth peer consultants; receive prevention and arts funding; linked to dropout prevention.

MT: **Ophir School** Big Sky Joan Traylor
Institutionalization Categories Used: 4
Innovative Features: School-wide environmental and history projects selected by students; school is divided into inter-grade families.

Canyon Creek School Billings Laura Schillinger
Institutionalization Categories Used: 7
Innovative Features: Service-learning advisory council; principal provides leadership; part-time coordinator funded from different grants.

Plenywood Plenywood Dan Martin
Institutionalization Categories Used: 9
Innovative Features: Acts as regional service learning center; students created community action plan; students are trainers; is discussed at principal meetings; linked to vocational education.

NM: **Taos Pueblo Day School** Taos Pueblo Andy Haimowitz
Institutionalization Categories Used: 14
Innovative Features: School acts as a community center; school maintains 8 long-term service-learning sites; students are trained in effective service-learning design and implementation; school has done international projects; inter-tribal agency funding supports the effort.

El Dorado Elementary School Santa Fe Karey Thorne
Institutionalization Categories Used: 9
Innovative Features: School counselor funds used to support coordinator; model/training site of Coalition of Essential Schools, so service-learning is promoted as part of CES; parents have facilitated some projects.

OK: **Purcell High School** Purcell Cheryl Pantalone
Institutionalization Categories Used: 3
Innovative Features: Teachers report evidence of impact on performance; block scheduling; financial support from local banks.

PA: **Simon Gratz High School** Philadelphia Janice Steinberg
Institutionalization Categories Used: 10

Innovative Features: Students can participate through classroom projects during school hours, complete hours in order to earn separate service-learning credit, or do after-school projects with teachers as mentors; youth-driven center model is being replicated in 19 places in Pennsylvania; coordinator has 20 students assigned to her as a home team; students give grants to other students.

RI: **Feinstein High School for Public Service** Providence Linda Jones
Institutionalization Categories Used: 10
Innovative Features: Service magnet school; intro to service-learning class for all 9th graders; students write and receive grants; web site.

Cumberland Cumberland Ken Dipitro
Institutionalization Categories Used: 5
Innovative Features: Students propose projects in writing; occurs at all schools; has district service-learning plan; most district teachers have been trained.

SC: **Horry County** Sandy Merriam
Institutionalization Categories Used: 7
Innovative Features: Part of strategic plan; teachers are service-learning ambassadors; students have conducted school board workshops; district pays teachers to get trained at the university; partners with interagency community coalition.

Marion Marion Milt Marley
Institutionalization Categories Used: 4
Innovative Features: Receive funds from other state agencies; educating school board association; superintendent is biggest advocate; recognized by rural education association.

Anderson Schools Piedmont Erin Darnell
Institutionalization Categories Used: 5
Innovative Features: Policy dictates that students have the opportunity to do service learning every 9 weeks; part of strategic plan.

Laurens County Clinton Becky Griffeth
Institutionalization Categories Used: 15

Innovative Features: County coordinator for 2 school districts who share her salary; use Title IV funds; students generate portfolios of projects; have introduced service-learning to adult basic education

TX: **Bluebonnet Middle School** Fort Worth Kay Shambaugh
Institutionalization Categories Used: 11
Innovative Features: Known as "applied learning"; school board encouraged the school to adopt service as a primary mission; all teachers in the school do it.

Bryan HS Bryan Mary Jane Snedeker
Institutionalization Categories Used: 11
Innovative Features: Part of 3rd period for all classes at that time (feeds into lunch,which allows two-hour block); regional service-learning board; teachers use uniform planning and reflection forms; funding from student activities fund and United Way.

VT: **Thetford Academy** Thetford Martha Rich
Institutionalization Categories Used: 7
Innovative Features: Teachers developed own standards of effective practice; developed own planning model; has parent advisory group; has service learning endowment fund.

Guilford Elementary/Middle School Guilford Joe Brooks
Institutionalization Categories Used: 11
Innovative Features: Developed own standards of best practice; youth serve on regional partnership advisory board; principal requires all teachers to be involved; have developed own curricula.

WI: **Grantsburg Middle School** Grantsburg Steve Johnson
Institutionalization Categories Used: 3
Innovative Features: Every teacher at the school is involved; developed their own rubric of curriculum integration.

Menasha High School Menasha John Larson
Institutionalization Categories Used: 9
Innovative Features: Has a school coordinator and a full-time service learning teacher on site; projects are student-generated; district policy has supported service-learning for 13 years; many school-wide projects.

Malcolm Shabazz City High School Madison Jane Kavaloski
Institutionalization Categories Used: 11

Innovative Features: Students teach classes that link service to various subjects; professional development includes specific topics such as reflection, rubrics, and citizenship; students present to pre-service teachers at university.

WV: **Morgantown High School** Morgantown Nancy Colebank
Institutionalization Categories Used: 12
Innovative Features: Students write standardized lesson plans that link projects to educational standards; students receive leadership training; has a how-to manual; is publishing a guide on service-learning and literacy.

WHO HAS USED THE MOST INSTITUTIONALIZATION APPROACHES?

The following 9 schools and 6 districts have used 10 or more categories of strategies, and may therefore be characterized as the furthest along in the institutionalization process. While this is partially accurate, it should be noted that some schools have been able to institutionalize service-learning without much effort at all, and so they are not included in the list below because they didn't need to use that many approaches to make service-learning an integral part of their educational experience. This is why these schools and districts are featured in the profiles above.

			# of Categories
AL:	**Academy for Science and Foreign Language**	Hunstville	15
SC:	**Laurens County**	Clinton	15
NM:	**Taos Pueblo Day School**	Taos Pueblo	14
CA:	**Los Molinos Schools**	Los Molinos	13
MA:	**Hudson Schools**	Hudson	13
	Sharon Schools	Sharon	13
DC:	**Washington Schools**	D.C.	12
WV:	**Morgantown High School**	Morgantown	12
CA:	**Encinitas Schools**	Encinitas	11
TX:	**Bluebonnet Middle School**	Fort Worth	11
	Bryan High School	Bryan	11
VT:	**Guilford Elementary/Middle School**	Guilford	11
WI:	**Malcolm Shabazz City High School**	Madison	11
PA:	**Simon Gratz High School**	Philadelphia	10
RI:	**Feinstein High School for Public Service**	Providence	10

STATE PROFILES

Progress Towards Institutionalization

Considering these data, the states can be organized into three categories of progress towards institutionalization. While these subjective distinctions are based in part on the number of strategies they have used, the author placed more emphasis on the types of strategies used and how effectively they appear to have worked. States with an * are some of the participants in the Learning In Deed pilot program.

No state has completely infused service-learning into its entire state educational system. Maryland is very close, not because of the mandatory graduation requirement but because of the infrastructure and capacity-building systems in place which improve quality of practice.

CAPACITY-BUILDING	# of Categories	# of Strategies
Alabama	4	8
Alaska	0	0
Hawaii	3	4
Idaho	4	6
Montana	3	6
Rhode Island	8	11

WIDESPREAD USE AND SUPPORT	# of Categories	# of Strategies
Colorado	7	14
District of Columbia	12	12
Florida	5	11
Kentucky	9	13
New Mexico	8	31
Texas	9	18
West Virginia	7	12

SYSTEMIC INTEGRATION	# of Categories	# of Strategies
California*	14	38
Indiana	11	25
Maryland	16	45
Massachusetts	9	29
Minnesota*	7	9
South Carolina*	8	15
Vermont	12	17
Wisconsin	9	21

State System Highlights

Alabama: provides 30 large grants which in turn support over 100 projects; offers professional development to the 30 grantees twice annually, and they in turn provide training for the schools and districts; publishes an annual article in the Alabama Education Association Journal, which reaches 80,000 people; developed a partnership with the University of Alabama to develop assessment tools; service-learning is integrated into Title I, IV, and VI; sponsors an annual conference.

Alaska: has had no *Learn and Serve* grant or state-level support, though that will be changing next year; Sitka School District has directly received federal funds, and has a fully infused approach which includes a policy, links to all high school English classes, a resource guide, and partnerships with Community Schools, 21st Century Learning Centers, and AmeriCorps.

California: one of the Learning In Deed pilot states, it allocates three-year *Learn and Serve* grants to districts, not schools; offers sustainability grants to experienced districts; authored extensive superintendent's service-learning task force report; have 12 regional centers with peer mentors and a stakeholders network; funding partnership with school-to-careers; published guide on Title IV and service-learning; service-learning is one of the compliance review system measurables, which facilitates strategizing about service-learning integration; features major non-profit state partner.

Colorado: provides on-demand school and district professional development; has regional centers to provide training and technical assistance; conducted research on impact of service-learning; emphasizes district subgrants; developed materials linking service-learning to school-to-careers; provide direct, mentor, and planning *Learn and Serve* grants; has a youth ambassadors program.

District of Columbia: stipended service-learning coordinators are in each high school, policy allows community service or service-learning; 9th graders do service-learning as the school-to-work strategy for that grade level; youth service-learning council has representatives from each high school; service-learning is linked to character education, peer mediation, and international programs; host annual service-learning fair with over 1000 participants.

Florida: has 12 youth councils statewide which have students as grant administrators; VISTA members serve as regional coordinators; service-learning is incorporated into state school-to-work plan; has trained 45 trainers statewide; provides training on specific types of service-learning activities; offers numerous workshops annually to potential applicants for subgrants.

Hawaii: has written service-learning into two state standards, with more on the way; middle school framework includes service-learning; linked to character education; conducts statewide summer institutes; service-learning is a significant feature of Governor's Conference on Volunteerism; statewide practitioners network.

Idaho: has used other federal funding to support service-learning; has trained Title I coordinators how to link service-learning to the program; University of Idaho engages its pre-service teachers in service-learning practica.

Indiana: has legislation supporting service-learning credit; service-learning is linked to all content standards in all curriculum guides; uses Goals 2000 funding for statewide professional development; developing service-learning school reform model; uses regional coordinators; hosts an administrators' service-learning conference; organizes a K-12 service-learning compact of district superintendents; writes press releases and newspaper articles for practitioners; invites legislators and media to many projects; has state steering committee of funders, legislators, and administrators.

Kentucky: has connected service-learning to statewide community education network and funding system, and uses county community education directors to monitor projects; published guide for linking service-learning to all core content standards; offers introductory and advanced service-learning institutes; youth serve on all community advisory councils; connects Title IV to service-learning.

Maryland: has only state mandate for students; service-learning is linked to all content standards; funds over 100 fellows to provide training and technical assistance; supports building coordinators in all secondary schools and district coordinators; developed own standards of effective practice; has AmeriCorps members statewide coordinating project logistics; receives substantial state and private funding to operate program; sponsors annual Excellence Awards; youth serve on advisory boards and planning groups.

Massachusetts: has substantial state funding based on 1993 legislation; sponsors regional practitioners network; conducts conference and topic-specific workshops annually; supports experienced sites with expansion grants; has trained service-learning trainers; many districts have full-time coordinators; surveyed all superintendents about service-learning use.

Minnesota: is Learning In Deed pilot state; service-learning examples are matched with content standards; supports peer consultant network; has state levy to support youth development and service; most districts have coordinators; has linked service-learning to school-to-work legislation and funding; has five statewide networks (practitioners, youth, staff development, policy, and change agents); has statewide advisory council (department and legislative officials); youth must help write and sign all local *Learn and Serve* grant applications; local applicants must also have youth on advisory council; has major non-profit organization.

Montana: sponsors regional centers to provide technical assistance and outreach; connected service-learning to school-to-work; leveraged State Commission funds for professional development; linked service-learning to Title I.

New Mexico: uses and funds regional centers to provide technical assistance, many of which have been coordinated by VISTA members; has used Goals 2000 funds to train over 10% of the state's teachers; sponsors annual youth leadership camps with state allocation; has two major non-profit organizations; has developed and disseminated topic-specific curricula and offered trainings on their use; has received legislative funding.

Oklahoma: has regional network; has used VISTA members regionally to provide technical assistance and facilitate cross-stream projects; publishes monthly newsletter; grantees receive 3 trainings annually; has used Title I funding for training; has 70 local youth leadership councils; has used State Commission's Unified State Plan to support training and technical assistance; uses Promise Fellows and VISTA members as state administrators.

Rhode Island: service-learning is featured in many districts' state-mandated strategic plans; districts which mandate service-learning are required to submit a plan to SDE; sent service-learning survey to every school; conducted training as a method of contextual and experiential learning; has major private philanthropic support; service-learning is written into vocational education program.

South Carolina: is Learning In Deed pilot site; passed three legislative initiatives linking service-learning to school-to-work, early childhood development, and accountability; service-learning is linked to district plans and school renewal plans; uses state funding, and United Way donates two employees; published a book on service-learning and character education; has linked service-learning to rural education association activities; has trained districts how to link service-learning to strategic plans; has written four publications for pre-service programs at several colleges of education; has used service-learning ambassadors.

Texas: has major non-profit organization conducting activities on behalf of DOE; uses regional centers; uses VISTAs to provide technical assistance; produced video series for cable television on service-learning and educational standards; training is required for subgrantees to get grants; sponsored own ambassadors network; developed service-learning listserv; has trained state Title IV coordinators, who have then trained their own local coordinators; service-learning is prerequisite for gifted and talented teacher certification.

Vermont: has outgrown need for state coordinator (responsibilities are shared by other staff); has school improvement network; service-learning is linked to educational reform planning; linked service-learning to state standards; conducting longitudinal research on effective practice; supports service-learning via rural education partnership; has connected service-learning to state school-to-work plan and funds.

West Virginia: produced a book of lesson plans, based on successful *Learn and Serve* projects with high-risk students, which are linked to educational content standards; produced a book on service-learning reflection; students receive annual leadership training and serve as trainers for other students at those events; has state Youth Action Council to assist with grantmaking.

Wisconsin: state task force on civic education led to inclusion of service-learning in state standards; revised curriculum guides to include examples of how service-learning can fulfill competencies; has regional centers and VISTA members assigned to them for Title I and literacy integration with service-learning; sponsoring major tri-state initiative; linked service-learning to character education and Title IV; provides training for prospective subgrantees; has leveraged school-to-work funds.

SERVICE-LEARNING INSTITUTIONALIZATION RUBRIC FOR K-12 SCHOOLS, DISTRICTS, AND STATES

INSTITUTIONALIZATION FUNCTIONS	INSTITUTIONALIZATION CATEGORIES	RANK
(1) POWER	• Curricular integration • Links to educational standards • Policy • Building personnel • School structures • Logistical structures	Essential Essential Important Important Supportive Supportive
(2) PROFICIENCY	• Professional development • Strategic planning • Project evaluation • Student assessment • Pre-service education • Peer mentoring	Essential Essential Important Important Supportive Supportive
(3) LEADERSHIP	• Organizational culture • District/state/non-profit personnel • Philosophy/mission • Youth leadership • Public support • Recognition	Essential Essential Important Important Supportive Supportive
(4) COLLABORATION	• Funding • Partnerships • Evidence of impact • Resources • Faculty camaraderie • In-Kind services	Essential Essential Important Important Supportive Supportive

The following rubrics, presented in the order of the above chart by institutionalization function, provide representative examples of what each institutionalization category might look in practice as it develops and gradually ,becomes an integral part of the school, district, and state educational system. Please note the implicit assumption that each stage of institutionalization includes and transcends the lower stage: Widespread Use and Support includes the strategies in the Capacity-Building phase, and the Systemic Integration level also includes the examples provided in the lower two stages.

FUNCTION 1: POWER

STAGES OF INSTITUTIONALIZATION

CURRICULAR INTEGRATION:	**CAPACITY-BUILDING**	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
SCHOOL	A few teachers are beginning to link service to academic subjects but service may still be in the form of required and unsupervised hours. Minimal reflective activities occur or count as part of the class grade.	Many teachers make service a component of some subjects and school day activities. Assignments are sometimes interdisciplinary, and are based on required competencies, and demonstrate understanding of content areas.	Most or all teachers infuse service into all academic areas in an interdisciplinary way, and regularly use school time for activities. Students, teachers, parents, and administrators all understand how the service connects to academic learning, and service is seen as a most effective pedagogy.
DISTRICT	Few opportunities for students to engage in service learning are available. Model projects, curricula, or planning guides are not available. Service may be a component of an extracurricular club or program. The district does not endorse service learning in any way.	A service learning course may exist at the local high school. Some model projects and curricula exist, but only a few teachers and schools are using service learning. Service is performed by several extracurricular clubs and certain populations as part of the curriculum (e.g., special education or gifted). The district is quietly supportive of service learning.	Service learning is available in most or all academic subjects K-12. Curricular guides and interdisciplinary curricula are widely available and utilized. Service is a teaching method used by faculty to teach required material to all populations. The district highlights service as an important pedagogical approach to educators, parents, and the community.
STATE	Service learning is not included as a component of curricular frameworks. SDE personnel are not interested in or aware of how to assist districts in infusing the pedagogy.	Service learning is considered a part of the civics or citizenship dimensions of curricula, and the SDE may develop suggestions for how schools and districts can incorporate service into this subject area.	Service learning is officially linked to all academic areas, and the SDE develops planning guides, highlights curricula, and hosts occasions through which districts can examine the ways in which service is linked to curricula.

FUNCTION 1: POWER

STAGES OF INSTITUTIONALIZATION

LINKS TO EDUCATIONAL STANDARDS:	**CAPACITY-BUILDING**	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
SCHOOL	Service is seen as an extra add-on that cannot demonstrate student mastery of standards because it is viewed solely as a feel-good activity that prevents attention from being given to "real" learning.	Service is seen as a way to reach "alternative" or poor performing learners, or it is offered for extra credit. It is graded, is used to assess affective student characteristics, and begins to be viewed as a sound method of demonstrating performance.	Service is a popular method of helping students meet the educational standards at each grade level. Activities address a wide variety of emotional, social and intellectual skills in a way that proves to the student and teacher that learning is occurring.
DISTRICT	Administrators and school board members are skeptical about the role of service in improving academic performance, though they may support it for other reasons.	School decision-makers see a positive correlation between service and learning, and begin to develop guidelines for including service as an example of how to achieve district objectives regarding the standards.	Administrators and board members endorse service learning as a way to meet content and performance standards either through official policy or other district materials.
STATE	Service is not included as a state performance standard. School- and community-based practitioners, trainers, and experts examine notions about what makes practice effective.	Service is identified and perhaps articulated as a way to meet certain performance standards. Informal agreements of some of the elements of quality practice are made, and are supported by state *Learn and Serve* coordinators.	Service is written into all performance standards and highlighted as a sound pedagogical approach. There is also written articulation of state standards of high quality practice, endorsed by state board and departments of education and state experts, trainers, *Learn and Serve* coordinator, and practitioners.

FUNCTION 1: POWER

STAGES OF INSTITUTIONALIZATION

CAPACITY- **WIDESPREAD USE** **SYSTEMIC**

SCHOOL & LOGISTICAL STRUCTURES:	**BUILDING**	**& SUPPORT**	**INTEGRATION**
SCHOOL	People perceive too many barriers, especially school size, to successful use of service learning at the school. Teachers may use flexible scheduling options. Volunteer help is rare.	The school uses a family concept to achieve better scale. Scheduling is flexible and/or teachers are willing to set aside special times for service learning activities. Transportation is occasionally a problem. Volunteers are sometimes available to help.	School is small in size. Block scheduling and other flexibility options facilitate projects. Transportation is readily available. Volunteers are plentiful.
DISTRICT	District policies inhibit classes from going off campus to engage in service learning activities. Some teachers do it anyway.	The district sees the value of school-community linkages, and allows the practice of service learning. It may give schools the freedom to define schedules or reorganize the school.	The district allows site-based management, makes transportation readily available and affordable, reassures everyone about liability coverage, and leverages volunteer help for organizing and operating projects.
STATE	The state discourages districts from having the autonomy to be flexible in their educational approach. Test scores and standards are primary, and as long as service learning addresses them, it is allowed.	Service learning is endorsed as a successful method of teaching and learning. Districts are encouraged to develop policies which support the practice.	The state provides the staffing and technical support in policy development and quality improvement to districts so they may self-organize in a way that most effectively utilizes service learning.

FUNCTION 1: POWER

STAGES OF INSTITUTIONALIZATION

POLICY:	**CAPACITY-BUILDING**	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**

SCHOOL	There may not be any policy supporting service learning, although the interest may exist. The practice is not yet pervasive enough for this to occur.	Policies exist which either encourage or require service learning, though some of the policies may deal with community service and not service learning. The principal may or may not enforce the policies.	Policies exist which support service learning and its integration into all subjects and educational initiatives for students of all ages and abilities. The principal supports the policies through personal involvement and promotion.
DISTRICT	District policies speak broadly about school/community partnerships and sharing resources, perhaps mentioning service learning within this context. Service learning is often a separate class at the secondary level.	District policies allow service-learning or community service for credit, usually as a total number of hours and/or with a special population. Some schools link service to curricula. Policies also support service as a means of developing citizenship, character, and community awareness.	District policies encourage or require the use of service learning in all schools at all grade levels and in all subjects. Service is encouraged during school hours, and is connected to achieving district educational goals. Service learning is connected to numerous other initiatives.
STATE	State policies reflect interest in school/community partnerships and sharing resources, but not specifically through service learning. Legislation is explored that requires service without infrastructure/funding to support the mandate.	State policies endorse service learning as a way to meet standards, and teach values, skills, and community awareness. Legislation is passed that reinforces the importance of service learning by providing infrastructure and funding.	State policies link service learning to academic achievement, career readiness, character development, prevention, and mentoring. Legislative or board policies demand that local plans be drafted and implemented for the inclusion of service learning in all schools.

FUNCTION 1: POWER

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
BUILDING PERSONNEL:			

SCHOOL	Service is of mild interest to one or two teachers, who run good projects but are not supported by the faculty or administration. A few teachers notice and join in as the years go by. The principal is vaguely aware of the practice.	Many faculty, some in collaboration, work on more complex and dynamic long-term projects. There may be a coordinator available to assist. The approach is gaining popularity among faculty. The principal is supportive of service learning.	The entire faculty is committed to using service learning, and works collaboratively to design and operate high quality projects. The principal is a strong advocate for service learning, and leverages resources to make projects work. The school has the logistical support it needs to carry out projects.
DISTRICT	Principals and administrators are encouraged to support service learning. Other initiatives are seen as more important, although district administrators do not hinder projects in any way.	Principals and administrators are provided time to receive training in service learning. They understand that service learning is not an add-on, and that it can meet the needs of all students. They are interested in knowing how to replicate good projects from other schools.	Principals and administrators want and expect teachers to use service learning at some point during the year, can provide instructional leadership on successful practice, and educate other administrators about its value. They seek to disseminate their projects to other schools.
STATE	N/A	N/A	N/A

FUNCTION 2: PROFICIENCY

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
PROFESSIONAL DEVELOPMENT:			

SCHOOL	Training is provided to one or two teachers, usually as an orientation for *Learn and Serve* grants. Teachers may attend conferences or summer institutes on their own to learn how to do service learning and obtain resources to assist them.	Experienced practitioners within the building train numerous other faculty, perhaps assisted by professional development experts. The school allows faculty to attend conferences and other professional development opportunities, and helps to secure resources to do service learning.	A long-term series of workshops is provided on-site by other faculty and experts for all teachers. The school has a professional development budget, and pays stipends or conference expenses to secure training for its teachers.
DISTRICT	One or a few teachers from some of the schools in the district attend introductory one-day training offered usually by outside professionals.	Every school sends at least one representative to a district-wide training conducted by professionals with local trainer apprentices. Trainings are more than one day, perhaps a summer institute, and advanced trainings are available. Coaching is available for teachers wanting to become trainers. Principals are trained on occasion.	Every school sends interdisciplinary teams of teachers, who are stipended or given incentives, to district-wide intro and advanced multi-year training conducted by local peer trainers. Training of trainers is regularly provided. One-on-one support is available. Administrators and school board members are also trained. Training is part of the district budget.
STATE	The SDE and its partners provide orientation training to subgrantees, fund or organize a statewide conference, and offer workshops at other conferences and summer institutes.	The SDE and its partners can offer training to some districts and schools. Service learning leaders are convened annually. People are encouraged to attend the national conference.	The SDE and its partners can conduct training to any school or district on demand and at numerous conferences. Service learning is included in other SDE training. Training is offered as a means to earn certain kinds of teacher certification. Graduate course credit is available. Funding is provided for people to attend the national conference.

FUNCTION 2: PROFICIENCY

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
STRATEGIC PLANNING:			

SCHOOL	The school may or may not have a written plan for how to use service learning. The plan is likely to address and respond to the issues raised in *a Learn and Serve* grant.	The school writes a plan for how service learning can be used. The plan articulates a process of encouraging more teachers to embrace service learning.	The school's multi-year plan provides detailed strategies and roles for involving teachers, students, administrators, parents, and community members in institutionalizing service learning. Funds are provided for this purpose, and the effort is evaluated.
DISTRICT	The district encourages its teachers to develop lesson plans that integrate service learning or community service into curricula.	The district authors and adopts a plan that demonstrates how the district will allocate its resources to support the design, implementation, and evaluation of service learning projects.	The district participates with community members in funding and authoring a multi-year community action plan that articulates how the school and community will cooperate long-term towards the realization of youth and community goals.
STATE	The state writes a plan as required and for review by the Corporation for National Service. The plan primarily addresses efforts with *Learn and Serve* subgrantees.	The state writes a plan for integrating service learning into some state level education arenas, such as character education, school-to-careers, and perhaps the citizenship aspect of social studies.	The state assembles all departments to author a multi-year approach to infusing service learning into all state level educational arenas, including all state content standards, professional development, and special initiatives.

FUNCTION 2: PROFICIENCY

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
PROJECT EVALUATION:			

SCHOOL	Assessment is done informally by teachers, usually at the conclusion of projects.	Assessment is done formally throughout the project by teachers and students.	Assessment is done formally throughout the project by teachers, students, volunteers, recipients, and all others involved in the experience. Teachers are provided planning time for evaluation and re-design of projects.
DISTRICT	Assessment is done by observing projects and discussing academic relevance with teachers.	Assessment includes an independent evaluator who ascertains projects' success in meeting educational objectives.	Assessment is done by an independent evaluator with the teachers and principals, who together frame the educational, affective, and process issues to be measured before the project begins.
STATE	Projects are "monitored" by someone familiar with standards of effective practice. Suggestions are provided for project improvement.	Qualitative and quantitative research is conducted in order to determine project quality.	Longitudinal research ascertains the effects of service learning on teaching, educational institutions, and communities.

FUNCTION 2: PROFICIENCY

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
STUDENT ASSESSMENT:			

SCHOOL	The impact of service-learning on behavior and attendance is observed, but its impact on academic performance is not specifically known, even though teachers sense it's positive.	Specific pre- and post-tests or surveys are offered to gauge changes in student learning, behavior, and values. Students may be asked to demonstrate what they've learned through a project.	Students use service-learning portfolios and presentations to demonstrate their learning, and they are able to articulate how project activities link to educational standards.
DISTRICT	The district has only an informal sense about the impact of service-learning on students and schools.	The district may implement a service element on report cards and supports the collection of data on how projects affect learning.	The district uses many assessment instruments to measure the impact of service on student performance, and uses the data collected to inform professional, fund, and other resource development.
STATE	The state collects one-time quantitative information about the impact of service on students.	The state collects short-term quantitative and qualitative data and uses the information to develop standards of effective practice and produces materials on how educators can assess student learning.	The state collects longitudinal quantitative and qualitative data in order to inform policy and to develop a comprehensive performance assessment program which may link service to overall school ratings, standardized tests, and professional development.

FUNCTION 2: PROFICIENCY

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
PRE-SERVICE EDUCATION:			

SCHOOL	Pre-service teachers observe classroom teachers in their use of service-learning as an instructional method.	Teachers share information about their service-learning activities with pre-service teachers in methods courses.	Experienced practitioners serve as site-based mentors to pre-service teachers in developing service-learning activities.
DISTRICT	Districts express interest in working with colleges of education to address service-learning.	Districts hold meetings with pre-service institutions to develop a program to connect future teachers with classes engaged in service-learning.	Districts articulate long-term agreements with pre-service institutions to facilitate instruction on standards of effective service-learning practice through projects and their evaluation.
STATE	Statewide meetings of all colleges of education are convened to examine how service-learning can be integrated into pre-service programs.	Training is offered to college faculty on service-learning as an instructional method, and/or service-learning experts are brought into methods courses to present a unit on service-learning.	Service-learning is a specific teaching methods course offered at all pre-service institutions in the state. The colleges conduct research on service-learning and proactively encourage the state department of education and district superintendents to use the pedagogy.

FUNCTION 2: PROFICIENCY

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	WIDESPREAD USE & SUPPORT	SYSTEMIC INTEGRATION
PEER MENTORING:			

SCHOOL	Teachers speak to one another informally about the service-learning activities and how they work. Other teachers are invited to participate.	Teachers give advice to one another about effective service-learning design, implementation, and evaluation.	Experienced teachers assume the long-term role of coaches for novice practitioners, even working together on projects to ensure both their success and that those they mentor develop confidence and competence in using the pedagogy.
DISTRICT	Experienced teachers make presentations on their service-learning activities at district teacher and administrative meetings.	Teachers develop relationships with faculty at other schools in the district, and provide consulting to them on project development and assessment.	A formal peer mentoring network is establish which pays teachers stipends to work collaboratively with all schools in the district to become educated in the use of service-learning.
STATE	An informal network of interested colleagues exists to share information and resources among educators who believe in service-learning.	A state peer advisory council, comprised primarily of teachers, develops a year-round mentoring program that relies on volunteer time and energy.	The state funds a fellowship program to pay teachers to be peer mentors, and provides support and resources to facilitate educational meetings and events where mentoring can occur.

FUNCTION 3: LEADERSHIP

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
ORGANIZATIONAL CULTURE:			

SCHOOL	The school principal mandates its faculty to use service-learning, which slowly facilitates its use among faculty.	Teachers collectively agree that service-learning has value, and most teachers decide to use the pedagogy regularly. The principal acts as the instructional leader by encouraging use of service-learning and providing resources to support it.	Teachers agree that service-learning has value, and all faculty members commit to its use, share the responsibility of organizing, conducting, and evaluating service-learning initiatives, and work together on projects.
DISTRICT	The district is aware and supportive of faculty who use service-learning.	District leaders advocate for the use of service-learning, and curriculum directors and specialists endeavor to demonstrate its connection to content and performance standards.	Service-learning is a component of all district initiatives, supported at every level of the administration through policy, funding, professional development, and promotion.
STATE	Service-learning is a stand-alone program that exists only because of *Learn and Serve* funding. It may be linked to the school-to-work initiative.	Service-learning is supported by the state superintendent and board of education and is connected to several educational initiatives. The state supports a coordinator to oversee its implementation in districts.	Service-learning is advocated throughout the department, infused into all standards and programs, and supported in all professional development efforts, conferences, and publications. It may become so much a part of the organizational culture of the department that a coordinator may eventually become unnecessary.

FUNCTION 3: LEADERSHIP

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
STATE/DISTRICT/			

NON-PROFIT PERSONNEL:

SCHOOL	N/A	N/A	N/A
DISTRICT	A non-profit organization uses its staff to encourage the district to develop a service-learning infrastructure, and provides training and technical assistance in the meantime. The superintendent is supportive of service-learning.	The superintendent works with the school board to fund district and/or cluster coordinators, or integrates such responsibilities into an existing position. Curriculum specialists are involved in technical assistance, and are trained by the non-profit experts as trainers in the pedagogy.	The district and/or cluster coordinators provide all training and technical assistance, mini-grants, and transportation, and leverage in-kind and other forms of public support for service-learning. Experience using the approach is part of the faculty hiring criteria. District leadership consistently emphasizes the importance of service-learning in achieving academic and community goals.
STATE	Non-profit organization staff provide training, technical assistance, and materials to districts and/or links to existing regional infrastructure in the state	The state establishes a service-learning steering committee or task force, uses VISTA members to help coordinate service-learning, supports its own professional development staff in conducting training. The superintendent supports *the Learn and Serve* coordinator.	The state funds regional or district coordinators, pays for its own supervisory personnel, and trains other state-level staff to integrate service-learning into all areas of teaching and learning. The state provides all training and facilitates meetings of district superintendents to expand service-learning in those districts.

FUNCTION 3: LEADERSHIP

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
PHILOSOPHY/			

MISSION:

SCHOOL	Service-learning is generally understood to be an important aspect of the school.	Service-learning is written as a feature of the school mission statement or educational philosophy.	The school's mission statement includes service-learning as a strategy for transforming learning in the institution to a more student-driven approach through which the community becomes the curriculum and the school is transformed into a community center.
DISTRICT	Service-learning is a required element of the district's educational requirements for graduation.	Service-learning is required as a graduation requirement or endorsed as an educational philosophy in the district's mission statement.	Service-learning is a central feature of a district mission statement, and this philosophy guides the development of programs, policies, and structures which infuse it into the system.
STATE	Service-learning is a required element of the state's educational requirements for graduation.	The state issues policies and reports which illustrate its belief in the value of service-learning, and articulates the relationship between service-learning and the purposes of other aspects of the state educational system.	The state links all academic initiatives to citizenship and social change through service, requires all districts to articulate how service-learning will be included in the educational system, and assists districts in drafting mission statements which reflect the importance of civic participation.

FUNCTION 3: LEADERSHIP

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
YOUTH LEADERSHIP:			

SCHOOL	Students design some service-learning projects, are responsible for some of the logistical planning, and make presentations at conferences.	Students receive service-learning leadership training, design all service-learning projects and do all logistical preparations, and train other students how to develop projects.	Students train teachers in effective project design and evaluation, write, manage and distribute grants, and serve on school advisory boards.
DISTRICT	Students share their projects with other schools through presentations and training, and encourage the replication of their projects.	Students facilitate ongoing inter-school or district-wide service-learning activities and provide district-wide training and technical assistance.	Students advocate for service-learning policy, operate and help raise funds for a district service-learning center, and serve on a district youth or multi-stakeholder advisory board.
STATE	Students help write *Learn and Serve* grants.	Students help plan statewide conferences and training, review *Learn and Serve* grants, and promote service-learning at all types of youth conferences.	Students serve on a state advisory board, advocate for service-learning policy, and participate in a state network of service-learning leaders.

FUNCTION 3: LEADERSHIP

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
PUBLIC SUPPORT:			

SCHOOL	Town officials and parents help out on service-learning project days.	The school and the community collaboratively assess community needs and design projects to address them. The community provides volunteers from numerous sectors.	The public provides the school with all the people and resources necessary to operate year-round service-learning projects. The community promotes the fact that it has a national leader school.
DISTRICT	The community begins to see youth as problem-solvers rather than problems. Newspapers run photos or stories about interesting service-learning projects.	The community gets involved in service-learning projects. The district writes press releases to get newspaper columnists to write op-ed stories about the need to expand service-learning as a teaching method.	Faced with the loss of district support, the community advocates and raises funds for service-learning. Newspaper stories highlight how service-learning has transformed the educational system.
STATE	Television media runs feature stories on quality projects. Legislators visit projects in their district.	Television media profile the impact of service-learning policy and funding on academic achievement and community revitalization. Legislators sponsor legislation to support service-learning.	Students and parents testify to get the legislature to pass laws which require the state department of education to support and provide funding for service-learning.

FUNCTION 3: LEADERSHIP

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
RECOGNITION:			

SCHOOL	Students are provided certificates of appreciation for their contributions.	Students and teachers receive awards for outstanding service at an annual school ceremony. Some students are awarded admission to the national service-learning conference.	Everyone who engages in service-learning receives formal recognition for their contributions. Students present a workshop at the national service-learning conference.
DISTRICT	The district writes about outstanding service-learning in its grant and annual reports.	Students and teachers receive awards for outstanding service at an annual school board meeting.	The school and community recognize outstanding service through awards, media, and school board and town meetings.
STATE	Awards are given to exemplary students at an annual service-learning conference.	The governor and legislature recognize the contributions of students and teachers, and national leader schools are promoted as models statewide.	The state provides awards to outstanding students, teachers, administrators, schools, and districts for outstanding commitment to and practice of service-learning.

FUNCTION 4: COLLABORATION

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
FUNDING:			

SCHOOL	A school receives a *Learn and Serve* grant for one or more years.	A school leverages other grants from local, state, or federal sources.	Supplemental funding is not necessary; if it is, the school uses its existing budget, supplemented by student and parent fund raising efforts.
DISTRICT	The district receives a *Learn and Serve* grant for one or more years.	The district uses its *Learn and Serve* grant to allocate mini-grants to teachers in its schools, and supplements this pool with matching mini-grant funds. The district writes and manages other grants to support service-learning.	The district funds service-learning as a line item in its annual operating budget, and leverages support from major community businesses and foundations.
STATE	The state receives a *Learn and Serve* grant each year.	The state leverages funds from other federally-funded educational programs, such as Goals 2000, "title" programs, and school-to-work.	The state allocates resources from its general fund and leverages major corporate and/or private philanthropic commitments.

FUNCTION 4: COLLABORATION

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
PARTNERSHIPS:			

SCHOOL	The school links service-learning to Key Club and other clubs, character education, special education, and after-school programs.	The school links service-learning to dropout and violence prevention, community education, peer mentoring, and develops long-term partnerships with community groups.	Service-learning is a part of school reform and restructuring efforts that address all academic programs, policies, and decision-making processes.
DISTRICT	District coordinators of federal and state educational initiatives support the use of service-learning in those programs.	The district features service-learning in guidelines for implementation of several existing educational initiatives, such as vocational education and prevention programs	The district coordinates service-learning partnerships with educational initiatives, community groups, businesses, and AmeriCorps programs., and includes it in its educational reform plans.
STATE	Regional service-learning resource centers, either extensions of existing department of education networks or multiple stakeholder groups, provide technical assistance to schools and districts.	The state infuses service-learning into school-to-work and "title" program guidelines, uses VISTA members for program infrastructure, and leverages major corporate and non-profit partnerships. The state offers a cross-stream conference and/or training.	Service-learning is a featured component of numerous state agencies. It is integrated into all federal streams of service. State-level training in all educational initiatives includes a service-learning component. Service-learning is featured in all K-16 academic conferences.

FUNCTION 4: COLLABORATION

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
EVIDENCE			

OF IMPACT:

SCHOOL	Schoolteachers observe how service-learning affects student attendance, motivation, and learning.	Teachers and/or the service-learning coordinator track students over the course of service project implementation and write about how the experiences affect students. Student surveys supplement this.	The school collects data from students, teachers, parents, project partners, and other volunteers to ascertain the impacts of service-learning.
DISTRICT	The district surveys its schools to see which ones are using service-learning and how they are using it.	The district surveys its teachers and students about the impact of service-learning.	The district conducts research over many years on how service-learning affects its students, teachers, schools, and the community.
STATE	The state surveys its districts to see which ones are using service-learning and how they are using it.	The state profiles the quantitative performance levels in schools (e.g., grades, test scores) which have a school-wide commitment to service-learning, and produces case studies on those institutions and their approaches.	The state conducts research to ascertain the positive impacts of service-learning on academic performance and other attributes.

FUNCTION 4: COLLABORATION

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
RESOURCES:			

SCHOOL	The school produces a scrap book which documents its activities.	The school produces and distributes a resource book, brochure, newsletter, or articles about its activities. The school has a service-learning web site.	The school publishes and distributes its own curricula and how-to manuals on its projects, linking them to specific populations and educational standards and initiatives.
DISTRICT	The district includes profiles of service-learning activities in its newsletters and annual reports.	The district produces and distributes a resource book, brochure, newsletter, articles, or television or video programs about its activities. The district has a service-learning web site.	The district publishes and distributes its own curricula and how-to manuals on its projects, linking them to specific populations and educational standards and initiatives.
STATE	The state produces a video of exemplary projects and how they link to standards, and distributes a newsletter to educators about effective service-learning practice.	The state publishes and distributes brochures and how-to manuals, maintains a service-learning web site, organizes a speaker's bureau, and produces regular reports about the status of service-learning in districts.	The state produces a curriculum guide that connects service to all educational standards, creates a manual on how to train service-learning trainers, and organizes a listserv for educators and decision-makers. It facilitates the writing of articles about service-learning for academic journals.

FUNCTION 4: COLLABORATION

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
FACULTY			

CAMARADERIE:

SCHOOL	The majority of teachers are supportive of the use of service-learning, even if many are not practicing it.	All faculty support the use of service-learning to teach academic subjects, and teachers encourage each other to take risks with the pedagogy.	All teachers assist one another in organizing, implementing, and evaluating projects, most of which involve interdisciplinary teams of teachers. Teachers enjoy working together on these projects.
DISTRICT	A few teachers in each school practice service-learning and receive positive reinforcement from other faculty.	The majority of teachers in each school are supportive of the use of service-learning, and teachers encourage each other to take risks with the pedagogy.	All teachers in the district assist one another in organizing, implementing, and evaluating projects, most of which involve interdisciplinary teams of teachers as well as inter-school initiatives.
STATE	The state service-learning newsletter profiles and draws attention and support to individual teachers who are engaged in high quality practice.	Faculty ambassadors travel throughout the state to support the efforts of local teachers and provide administrators with tools for creating a culture of enthusiasm and support for service-learning.	A formal network of service-learning educators builds the spirit of community by providing teachers with a forum for sharing ideas, collaborating on projects, and leveraging resources.

FUNCTION 4: COLLABORATION

STAGES OF INSTITUTIONALIZATION

	CAPACITY-BUILDING	**WIDESPREAD USE & SUPPORT**	**SYSTEMIC INTEGRATION**
IN-KIND SERVICES:			

SCHOOL	The school leverages donations from local businesses. The school features a service-learning resource library.	The school hosts parents, senior citizens, and college students as regular volunteers who facilitate project planning and logistics. The school provides a service-learning office.	Parents and other volunteers create a service-learning advisory board to organize outreach activities that leverage continual support for service-learning.
DISTRICT	The district provides free transportation to teachers for service-learning activities. The district features a service-learning library.	The district organizes volunteer involvement strategies and seeks out donations from local businesses. The district provides a service-learning office.	The district coordinates business and community partnerships which sponsor service-learning projects on a long-term basis.
STATE	The state donates equipment, a resource library, facilities, and part-time staff to support service-learning.	The state provides conference coordination and publishing services and full-time staff to support service-learning.	The state organizes task forces and committees to connect service-learning to all aspects of the educational system, and publishes reports on the findings and guides that show how service-learning is integrated into the system.

CREATING THE INSTITUTIONALIZATION SYSTEM

Design Process

The general way to design an institutionalization process for service-learning is to develop a time line:

(1) Assemble Stakeholders: Who needs to be at the table? It will vary depending on whether it's a school, district, or state department of education, but it is important to include "believers" from diverse segments of the community, particularly decision-makers, practitioners, and students .

(2) Assess Strengths & Challenges (see next section): Where is there current or past success and difficulty in utilizing the various institutionalization strategies? How does the system compare with standards of success? Has any clear pattern of use and support emerged? What are the key leverage points in the system?

(3) Develop Vision/Goals: What is the intent of learning and a service-learning initiative? Which strategies deserve attention this year? next year? the following year?

(4) Create Action Plans: What needs to be done and who will do it? When will objectives be implemented and completed?

(5) Implement Plan: People need to do what they committed to doing.

(6) Monitor Progress: What problems or successes have arisen that warrant continued support and/or redirection of the initiative?

Stakeholders

It is important to be inclusive in creating advisory committees or boards that will assess service-learning and design a process for helping it to become a more central component of the educational system. Practitioners, recipients, advisors, funders, and other supports are logical possible members. The groups may look different at the school, district, and state level, and may consist of any combination from the following categories:

SCHOOL	DISTRICT	STATE
K-16 Students	K-16 Students	K-16 Students
Parents	Parents	Parents

Teachers	Teachers	Teachers
Recipients	Recipients	Recipients
Volunteers	Volunteers	Volunteers
Non-Profit Staff	Non-Profit Staff	Non-Profit Staff
Business Leaders	Business Leaders	Business Leaders
Higher Educators	Higher Educators	Higher Educators
Trainers	Trainers	Trainers
Experts	Experts	Experts
Other Local CNS Grantees	Other Local CNS Grantees	Other Local CNS Grantees
Town/County Officials	Town/County Officials	Town/County Officials
Principal	Superintendent	Superintendent
	Curriculum Director	Curriculum Director
	Curriculum Specialists	Curriculum Specialists
	Board Members	Board Members
	Professional Development Coordinator	Professional Development Coordinator
	Grant Writer	Grant Writer
	"Title" Program Directors	"Title" Program Directors
	Coordinators of Education Reform	Coordinators of Education Reform
	Evaluators/Data Collectors	Evaluators/Data Collectors
		Federal Program Coordinators
		Standards Developers
		Certification Director
		Legislators
		Governor's Cabinet Members

Assessment

There are many careful and protracted observations to be made about how the current system operates, which is essential to initiate progress towards the systemic integration of service-learning. Generally, there are four major elements to elucidate:

(1) People (teachers, students, administrators, parents, community members, funders)

Important questions:

(a) Who has the power to determine if and how service-learning is used?
(b) Who is skilled at and provides leadership in service-learning, and how have they been involved?
(c) How do teachers and students perceive experiential and service-learning?
(d) What kinds of public and community involvement exist for the schools?

(e) What personnel are available to help coordinate service-learning activities, support, and promotion?
(f) What opportunities exist for students to connect to the community?

(2) The Nature of Institutions (schools, districts, state departments of education)

Important questions:

(a) What are the obstacles to the integration of service-learning, and how do people address them?
(b) What educational initiatives are oriented towards community and experiential learning?
(c) What is the educational philosophy and the mission of the institution?
(d) What is the nature of long-range planning within the institution?
(e) What funding is available to support service-learning?
(f) What types of scheduling and logistical issues support service-learning?
(g) In what ways is the school facility and land a community resource?
(h) How does change occur most effectively in the institution?
(i) how are supports for other educational initiatives organized (e.g. regional service centers)?

(3) Teaching and Learning

Important questions:

(a) What avenues are available for educators and students to improve their competence in service learning?
(b) What is the level and nature of faculty camaraderie and collaboration?
(c) What is to be taught and learned?
(d) How is student learning measured and what outcomes are important to assess?

(4) Maintenance and Evaluation

Important questions:

(a) What people and resources thus far have been required to maintain and build support for service-learning?
(b) What has been the process for assessing the impact of service learning on the institution?

Support for Strategies

The following is a brief description of what can be done to develop each of the 24 categories of institutionalization strategies in order to build the capacity, support, and integration of POWER, PROFICIENCY, LEADERSHIP, and COLLABORATION in service-learning infrastructure development.

ESSENTIAL STRATEGIES

Curricular Integration: Give teachers the power to determine how to teach to the standardized tests. Show teachers how to integrate service into curricula and how to work together on interdisciplinary projects. Create advisory

boards to examine each curricular area and use and/or publish guides and curricula which illustrate how service links to each academic subject at every grade level. At a minimum, provide for specific service-learning experiences in a certain grade level throughout a school district.

Links to Educational Standards: Provide examples in published state standards of how service can meet content performance standards for all subject areas in at least three K-12 benchmark grade levels. Publish resource guides which demonstrate these connections. Provide forms for teachers to make the formal links. Develop school or district standards of effective practice.

Professional Development: Develop an annual program of introductory and advanced professional development using peers, colleges, non-profit experts, and students to train teachers, students, administrators, school boards, state department of education personnel, school and after-school staff, trainers, volunteers, and community partners. Provide multiple training opportunities, such as conferences, personal consultations, regional constituency meetings, in-service trainings, and summer institutes. Give incentives, such as academic credit or stipends, for these trainings. Publish printed and audio-visual "how-to" materials.

Strategic Planning: Educators, students, and the community together form advisory boards which create school, district, and state strategic plans for service-learning that directly address real issues and needs. Planning time and funding should be allocated for this purpose. The plan should address the long-term sustainability of the pedagogy rather than focus on building a program. The plans should be periodically monitored and altered to suit site conditions.

State/District/ Non-Profit Personnel: State-level and district full-time employees are needed to coordinate service-learning initiatives during the initial years of institutionalization. Other personnel can also provide support to infrastructure, such as curriculum specialists, resource teachers, non-profit staff, VISTA members, and steering committees and task forces. Educational leaders at these levels are critical in terms of their endorsement of service-learning. Hire teachers who are interested in the community being the curriculum and who have experience and/or interest in service-learning and other forms of educational reform.

Organizational Culture: Share the responsibility of designing, implementing, and evaluating the development of a service-learning initiative. While principals can provide leadership in establishing it as a priority, faculty belief in the importance of community involvement can ensure that service-learning becomes standard practice at any school. Teachers who do not share this belief should perhaps be reassigned.

Funding: Ideally, schools should transition away from state and federal funding for service learning in favor of school budget support for personnel, materials and transportation. Funding can also come from other permanent sources, such as the "title" programs, and from private philanthropy fund raising activities,

and community/business sponsorships. People should also explore doing service-learning without any money at all.

Partnerships: Service-learning should be linked to numerous educational, community, and government initiatives such as dropout prevention, community coalitions, and AmeriCorps. Regional advisory boards comprised of these and such other stakeholders as students, colleges, and businesses, can help to build support for and promote service-learning.

IMPORTANT STRATEGIES

Policy: Schools, districts, state boards of education, and legislators should consider endorsing service-learning (as opposed to community service) policies which either encourage or require students and teachers to be engaged in service experiences that are connected to academic curricula. Policies should focus on providing regular opportunities at all educational levels rather than hours of service to be performed in order to graduate.

Building Personnel: School coordinators should be full-time and paid a salary, though some current teachers are able to coordinate logistical activity with a reduced teaching load or in their spare time. Work-study college students, senior citizens, and VISTA and AmeriCorps members should also be considered for such positions. Each school should have a steering committee with broad representation.

Project Evaluation: Time should be afforded for teachers and students in particular to evaluate all aspects of project design, implementation, and impact. Independent evaluators can also be useful in assessing the impact of projects on recipients, schools, and communities. This information should be used to inform continuous improvement measures.

Student Assessment: Service-learning initiatives should include formal ongoing measures for assessing student performance in service-learning experiences. Students should participate in setting the performance standards, and this information should be provided to parents on report cards or portfolios. Tests should also be given to encourage students to articulate the meaning of their service-learning experiences.

Philosophy/Mission: Every school, district, and state board of education should adopt a formal written policy that articulates the importance of service-learning as an instructional strategy that meets student, school, and community needs. The statement should facilitate the development of annual school and district educational goals which embody the mission, and educational leaders should reinforce the importance of the service philosophy among students and colleagues and in public presentations and the media.

Youth Leadership: Students at all levels and of all abilities should be involved in all aspects of service-learning project design, implementation, and evaluation, particularly to have control over the content of the projects.

Students should also conduct trainings and presentations, receive team-building and other training, coordinate projects for other students and faculty, write and distribute grants, and serve on advisory boards, centers, and policy panels to advocate for service-learning policy.

Evidence of Impact: Service-learning should be isolated for study by teachers and/or external evaluators or researchers as an indicator of possible improved student performance, attendance, and motivation. Efforts should be made to track standardized test scores, grades, higher education attainment, dropout rates, and incidences of truancy among students who are and are not engaged in regular service-learning experiences.

Resources: Service-learning practitioners and advocates should widely disseminate printed, video, and web site information about projects, curricula, resources, and policy, as these resources will only help to demonstrate the power of the pedagogy and help outstanding practices to be replicated nationwide.

SUPPORTIVE STRATEGIES

School Structures: The best places in which service-learning can flourish are service charter or magnet schools that often use service as an integral part of the educational philosophy, small schools or families within larger schools that have strong faculty relationships, and scheduling options that provide regular, flexible, and longer blocks of time in which students can participate in projects.

Logistical Structures: Transportation is a critical need, particularly for rural schools, so funds for school buses should be made readily available. In some cases, the district, rather than the teacher, can pick up these costs.

Pre-Service Education: Colleges of education are now beginning to incorporate service-learning into teaching methods courses, and in a few cases, a service-learning methods course is offered. These pre-service institutions should have formal relationships with local school districts so that these educators can intern with experienced service-learning practitioners.

Peer Mentoring: Novice and experienced service-learning practitioners should have numerous opportunities to share stories and build skills among colleagues at the local, state, and national levels, including networks, councils, and ambassador programs. Teachers who act as mentors should receive stipends for their time and expertise. These networks should be publicized widely to ensure that they are used.

Public Support: Communicating the power and importance of service-learning, through the media, signs, legislative visits, printed materials, and celebrations, is critical to leveraging additional resources and support for this learning approach.

Recognition: All those who are engaged in service-learning, from students and teachers to the administrators, schools, districts, and states, should be publicly and formally recognized for their commitment and quality practice. Examples include certificates of achievement, awards, ceremonies, and local and national funding and technical assistance offers.

Faculty Camaraderie: Some bodies of faculty seem to almost magically come to consensus about the value of service-learning and are able to support one another in its practice. Efforts should be made to encourage innovation even if service-learning is not widely practiced, and teachers should actively seek out learning environments which support their style of teaching. The principal and central administration can set an important tone for morale.

In-Kind Services: Donations of time, particularly from parents and volunteers, as well as contributions of materials and supplies for projects, are important ways to build community support and accomplish project goals on a shoestring budget. These requests should regularly be made, particularly by students, as a way to increase parent and community involvement.

Design Principles

Design is not simply the sum of the strategies above. Design is the creation of a pattern of relationships in which each strategy is appropriately placed and emphasized. In a simplistic view, design is the right person in the right position within the right institution placing the right element in the right location at the right time to achieve the desired outcome. In other words, while techniques exist in one dimension (what), and strategies in two dimensions (what and when), design (at least good design) exists in multiple dimensions (who, what, when, where, how, and why). Answering these questions will certainly facilitate a holistic perspective.

In addition, design emphasizes strategic thinking and planning. What separates this from typical thinking and planning? Primarily, it emphasizes key leverage points that will have significant impact. Identifying these points can be done using

the following design principles, which are borrowed from the international permaculture movement (Mollison, 1988).

Permaculture (from permanent culture) is a design science that bases the creation of sustainable human communities on the principles of natural systems. It is a grassroots international movement that mobilizes people on every continent to create regenerative human systems, beginning with food, water, shelter, and energy, under the auspices of three basic ethical criteria: care of the earth and all its living beings; care of people, so that the basic needs of all the world's people are satisfied; and reinvest surplus goods, time, money, and energy to achieve the first two ethics.

In order to live this way, people must think very strategically about their daily actions, for as everything is connected, there are consequences to all actions. Therefore, it is important to be harmless in our impact, conservative in our use and management of resources, rehabilitative as necessary, and engaged in work that is useful and beneficial to all life. It is also important to meet basic needs by reinforcing the instinctual productive and creative drive in every person. Third, it is essential that all resources are used, which means that we should not waste our time, money, energy, or materials on goods or activities which do not facilitate a sustainable world.

While one may be tempted to assume that such endeavors relate only to such fields as agriculture, environmental preservation, energy, economic development, and housing, the truth is that strategic thinking in support of sustainability involves all human activity, even in the areas of social justice, interpersonal dynamics, politics, and education. The principles of permaculture design, then, can also relate to the sustainability of a service-learning movement. Given the drive to make service-learning a **perma**nent part of the **culture** of educational institutions, it seems appropriate that the following principles of sustainability be adapted to the process of building capacity and support for the systemic integration of the pedagogy.

(1) Stability is created by the number of beneficial connections between diverse elements.

In nature, this might suggest the physical placement of chickens near gardens and ponds. In service-learning, a school or district coordinator might guide an advisory board to enforce a service-learning policy and allocate mini-grants which train teachers and students to create interdisciplinary projects which are linked to state standards and which have a measurable impact on student academic performance.

(2) Everything introduced into a system can create cyclic opportunity.

In nature, establishing a pond might create habitat, slow erosion, provide food, and support recreation, all of which can support the continuing health of the pond system in perpetuity. In service-learning, students who design their own projects can, through the course of the experience, also become skilled in evaluation, public speaking, and planning. They may come to understand community resources and processes and how to access and influence them, all of which can facilitate their leadership and the development of future high quality service-learning projects as well as inform career, educational, and life plans.

(3) Efficient design enables each function to be supported by many elements and each element to perform many functions.

In nature, the function of forest expansion is supported by trees, animals, the water cycle, wind, and soil development, while one tree in that same forest provides habitat, food, soil nutrients, windbreak, and soil stability. In service-learning, the function of having time to do service learning during school hours is supported by block scheduling, dedicated weekly time slots, interdisciplinary team teaching , linking service times to lunch hour, on-site projects or ones within walking distance, and policies which encourage it. Block scheduling, then, may also support in-depth studies, facilitate project-based learning, lengthen attention spans, and create faculty planning periods.

(4) Place components in such a way that each serves the needs and accepts the products of other elements, thereby creating a self-regulating dynamic.

In nature, soils provide food and a good environment for root development and the organisms in the subsoil while it absorbs and decomposes water and organic matter that falls from the air to the ground. In service-learning, pre-service and current educators share their experiences at conferences, through mentoring and training others, and by disseminating resources, and they are supported by the stature and funding that comes from grants, regional or national trainer status, professional or school recognition, ongoing professional development opportunities, and the success of the projects.

(5) Make the least change for the greatest effect.

In nature, a squirrel may defecate in a bush and seed a tree. In service-learning, funding a district service-learning coordinator can facilitate the development of an entire service-learning capacity-building infrastructure by providing training and technical assistance, securing and distributing funding, developing resources, building community partnerships, facilitating standards integration, and articulating appropriate school and district policies.

(6) Everything is a resource.

In nature, all species are positive and valuable to ecosystems, even termites and weeds, although we may not initially believe them to be so. In service-learning, students are a valuable resource, in that they can handle most of the responsibilities of project development, operations, and assessment, and facilitate the policy development, training, promotion, and outreach necessary to develop community partnerships. Teachers who ignore this potential make more work for themselves and fail to see the problem-solving and learning potential in their students.

(7) Work with nature, rather than against it.

In nature, gravity, wind, and the solar arc guide patterns of energy flow to best suit the needs of the species of the ecosystem. In service-learning, linking this teaching method to already existing educational initiatives and reform strategies such as "title" programs, school-to-careers, character education, prevention programs, and site-based management, will ensure that it is working within rather than on the periphery of the system.

(8) The problem is the solution.

In nature, what may appear to be problems, such as fruit tree viruses or grasshoppers, are important clues which indicate that intervention is needed to restore balance to the system. In service-learning, the temporary nature or loss of funding may initially be seen as the end of service-learning, but it actually alerts people that other strategies are necessary to implement in order to maintain and institutionalize the teaching strategy.

(9) Unnecessary work is pollution.

In nature, pollution does not exist because each species does not waste energy engaging in activities which do not help to maintain its survival and quality of life. In service-learning, implementing a service-learning policy without adequately laying the groundwork for its implementation will waste everyone's time and create resistance to the policy. In addition, service projects which

are not part of the curriculum or fulfill content standards creates extra work for teachers and students, and therefore contributes to infrequent use of the pedagogy.

(10) If we start well, other good things follow naturally.

In nature, the establishment of a juniper on a dusty barren slope creates duff, provides food for animals which in turn drop fertilizer, which in turn acidifies the soil and creates shade so that pine trees can grow and gradually create a mature forest. In service-learning, if we start with a school philosophy that supports service-learning, there are numerous unknown positive benefits which will result from that agreement, such as innovative scheduling options, funding availability, parental involvement, in-kind donations, and a revitalized spirit of faculty camaraderie.

(11) A self-maintaining system self-regulates its growth.

In nature, each species is a model of efficiency in that it takes only the nutrients it requires, conserves them, and releases surplus to other species. In service-learning, educators and decision-makers carefully examine the resources required to build and maintain the service-learning infrastructure by assessing professional development, funding, student performance and projects' successes and impacts, all of which informs the development of future initiatives while increasing operational efficiency and functionality.

(12) The edge between two media is one of the most productive environments for growth.

In nature, borders between water and land, horizontal and vertical landscapes, and air and soil collect high concentrations of nutrients so that people and other species can thrive. In service-learning, the pliable boundaries of the school indicates that the relationship between the school and the community is evolving the nature of learning, as the community begins to act as the curriculum and the school begins to act as a community center. In the exploration of this edge, new models of productivity, using service-learning, continue to emerge.

(13) The yield of a system is theoretically unlimited.

In nature, forests will continue to expand if the conditions are supportive, facilitating new species, habitats, food sources, water cycles, and windbreaks. In service-learning, the only limit to the uses of this instructional method, and the design of the infrastructure necessary to support it, is the information available to decision-makers and the imagination they have to create what they wish to see. And the possible results from utilizing the pedagogy are also unlimited, in that we cannot fully understand how these activities may and do influence human potential or the natural environment.

Strategic Planning

The permaculture principles can inform the design of the service-learning infrastructure because they highlight the importance of thinking strategically, in multiple dimensions, about the consequences of using the strategies *before* action is taken. Once the stakeholders observe, assess, and analyze the educational system, and co-create a vision for the school, district, or state, they are ready to create action plans.

The three levels of institutionalization strategies in this report are one attempt to prioritize where to focus time, energy, and resources. In general, the Essential eight categories of strategies seem to be the ones that are the most highly leveraged, in that they have the potential to produce numerous additional (and sometimes unknown) benefits.

For example, when the whole faculty links service-learning to all academic subjects and state educational standards, which is usually done in cooperation with service-learning coordinators and curriculum directors or specialists, many other strategies may be simultaneously addressed (e.g. faculty camaraderie, philosophy/mission, organizational culture), while others may no longer be necessary (e.g., professional development, building personnel, funding, policy). This approach, then, is highly efficient, creates cyclic opportunity, facilitates functional design, and achieves the greatest effect with the least amount of effort.

Funding is also a critical area of focus, particularly as schools shift away from *Learn and Serve* funding and look to sustain their efforts using other means. For example, youth leadership can be critical in developing the sorts of partnerships (another essential strategy) necessary to leverage public support, in-kind services, and evidence of impact necessary to influence educational policy and help to fund a building and/or district staff position and resources for transportation and supplies.

These are two examples of strategic planning, another essential category, which has the goal of making each element of the system stack multiple functions. Those approaches that have the potential to address many aspects of the service-learning infrastructure in a comprehensive, long-term manner are going to help achieve service-learning sustainability. Planning expedites the process of change by addressing multiple priorities simultaneously, which may not occur through the normal organic flow of events.

Organizational culture is another essential strategy, because it is the current of values, beliefs, and attitudes that lies at the foundation and heart of the institution. Addressing this in the early stages of the capacity-building process will go a long way towards ensuring that the many other strategies in the matrix will be supported without anyone wasting their time, which as we know, is a form of pollution. Shifting organizational culture, of course, is an art, and it is therefore tricky business. There will always be those who resist change in any form, and there will always be those who believe that service-learning is an unnecessary approach to teaching and learning. However, attention to some of the other strategies (e.g., professional development, student assessment, evidence of impact, logistical structures, school structures) may build interest in the pedagogy and change the environment of the school enough to make it easier for resistant faculty to take risks and experiment with service-learning.

These strategies illustrate the complexity of the design process, and can explain why there is no true blueprint for getting service-learning to stick. Every school and district organizational culture, every community, and every state department of education has its own unique characteristics, and its own leverage points in its system. What works in one place may be completely inappropriate in another locale. In addition, what is featured herein as a supportive strategy (e.g., peer mentoring) may actually prove to be an essential element of the design in some places.

This reality reinforces the need for careful and protracted observation of the institution, including how change occurs and how people make decisions and generate support for new ideas. Of course, an inventory of current service-learning practice is also important. In studying this, change agents will be more likely to get an accurate picture of what it might take to get service-learning to become a permanent part of the institution.

Finally, recall the earlier comparison of machines to natural systems on page 20, and apply this knowledge to the process of developing the ideal context in which service-learning may thrive. If people think about service-learning in these terms, and use the permaculture principles as guides, service-learning may very well become institutionalized quicker than most people believe. This is illustrated in the following chart:

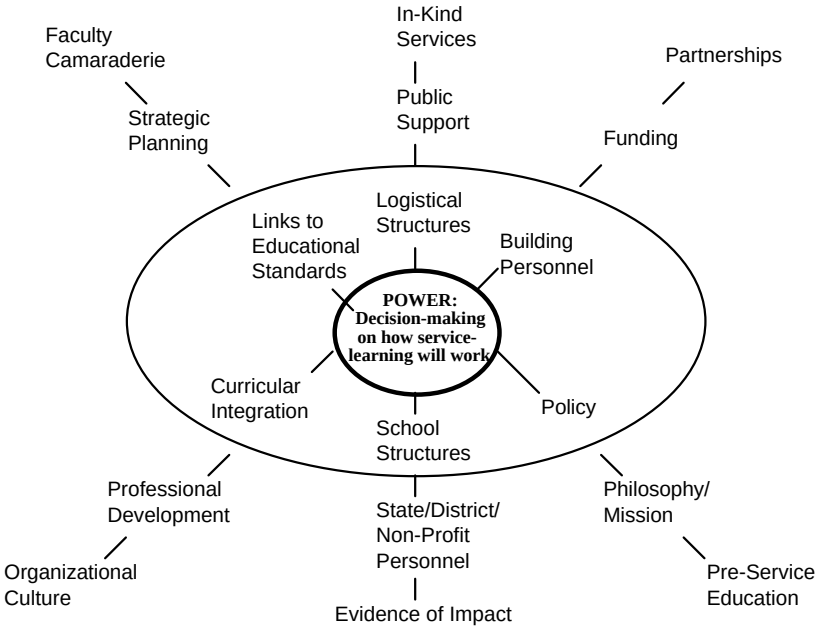
MACHINES	POPULAR APPROACH TO SERVICE-LEARNING	NATURAL SYSTEMS	IDEAL APPROACH TO SERVICE-LEARNING
Simple	Teacher introduces service	Complex	System endorses service
Unidirectional	Teachers create projects	Multidirectional	Students, the community, and teachers create projects
Linear	Teachers receive training	Cyclical	Training is combined with funding, mentors, research, and resources.
Waste	Introductory service-learning workshop offered	Growth	Multiple sessions on diverse topics build skills over many years
Dispersed	Funding goes to teachers	Collected	Funding goes to districts
Singular	Policy drives the practice	Diversified	Multiple approaches build capacity and support for the practice
Disconnected	Service is a separate "program"	Connected	Service is linked to all subjects, "title" programs, restructuring efforts, prevention, and vocational preparation initiatives

The following four pages include diagrams of the categories and how they relate to one another in their support of each function. Each map shows the core six issues for each function and how some of the peripheral strategies support those categories. The charts on each page list the primary connections among the categories; while all the categories are to some extent connected, each one supports and is supported by a few key others. Attention to any one category in isolation from the others creates a vacuum that ultimately will not achieve the desired outcome of institutionalization. By understanding these dynamics, planners may be able to manage several partnering strategies simultaneously to achieve the maximum positive effect.

HOW DO CATEGORIES SUPPORT THE FUNCTION OF POWER?

The six core categories of strategies which support those who have the power and authority to make decisions about how service-learning will operate in the school, district, or state educational system form the inner circle in the diagram to the right.

Each of these six categories is then best supported by two other categories. For example, the development of service-learning policy directly benefits from service-learning being part of the educational mission of the institution, and the development of such a mission rests in part on how future teachers are prepared to enter this profession. Those who are encouraged in college to see the educational value of service are likely to believe that service should be part of a school and district educational philosophy.



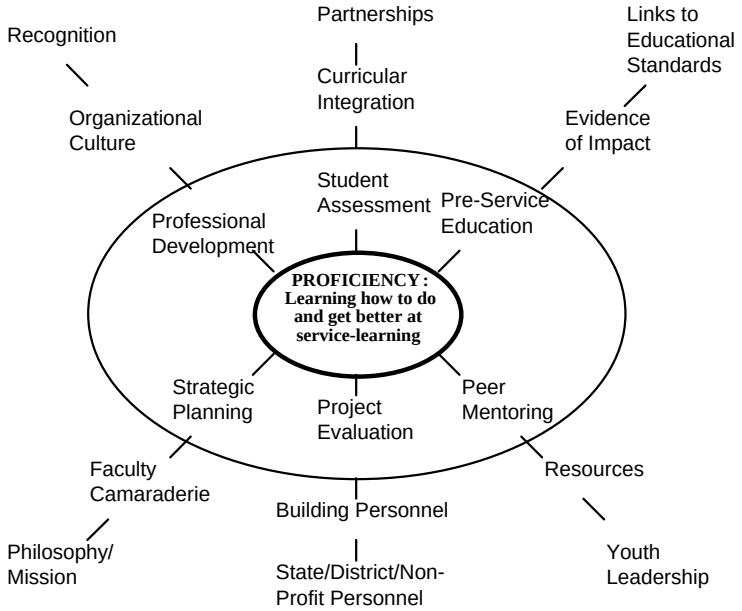
Each of the six core categories around the issue of power may depend primarily on the two categories in the outer edges of the diagram, but they also support and are supported by many other categories.

CATEGORY	SUPPORTS:	SUPPORTED BY:
Links to Educational Standards	Student Assessment, Curricular Integration, Evidence of Impact	Policy, School Structures, Pre-Service Education, Peer Mentoring
Logistical Structures	Curricular Integration, Project Evaluation, School Structures	Building Personnel, School Structures, State/District/ Non-Profit Personnel
Building Personnel	Logistical Structures, Strategic Planning, Project Evaluation	State/District/Non-Profit Personnel
Policy	Links to Educational Standards, Funding, State/District/Non-Profit Personnel	Student Assessment, State/District/Non-Profit Personnel, Evidence of Impact
School Structures	Curricular Integration, Logistical Structures	Philosophy/Mission, State/District/Personnel
Curricular Integration	Evidence of Impact, Links to Educational Standards	Resources, School Structures, Partnerships, Pre-Service Education, Logistical Structures

HOW DO CATEGORIES SUPPORT THE FUNCTION OF PROFICIENCY?

The six core categories of strategies which build the capacirty of educators to become skilled practitioners in the use of the service-learningpedagogy form the inner circle in the diagram to the right.

Each of these six categories is then best supported by two other categories. For example, professional development opportunities such as full-day in-service training can directly result from the school or district organization al culture that supports continuous improvement and school/community relationships, while the incentive for teachers to take the time to improve their teaching skills can come from recognition of these efforts by school and district administrators as well as parents and the public.



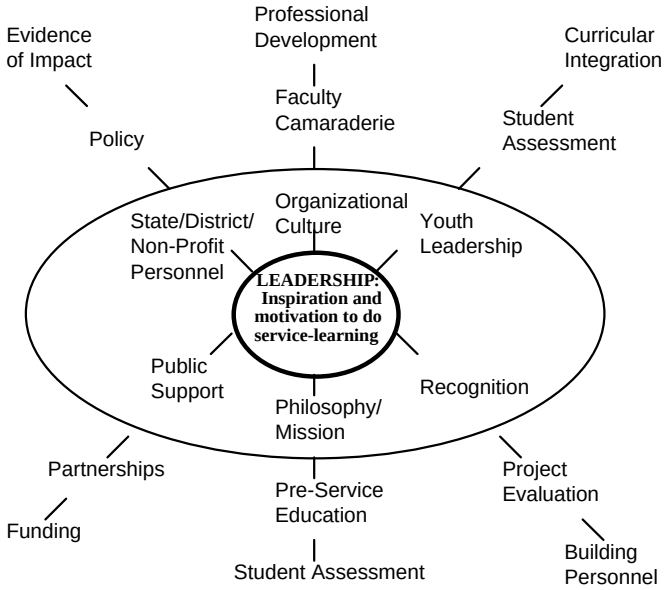
Each of the six core categories around the issue of proficiency may depend primarily on the two categories in the outer edges of the diagram, but they also support and are supported by many other categories.

CATEGORY	SUPPORTS:	SUPPORTED BY:
Professional Development	Curricular Integration, Faculty Camaraderie, Student Assessment, Peer Mentoring	State/District/Non-Profit Personnel, Funding, Building Personnel
Student Assessment	Pre-Service Education, Recognition, Strategic Planning, Youth Leadership	Links to Educational Standards, Professional Development,
Pre-Service Education	Philosophy/Mission, Curricular Integration, Links to Educational Standards	Student Assessment
Peer Mentoring	Strategic Planning, Links to Educational Standards	Professional Development, Faculty Camaraderie
Project Evaluation	Recognition, Partnerships, Strategic Planning	Logistical Structures, Youth Leadership
Strategic Planning	Links to Educational Standards, Partnerships, Funding	Project Evaluation, Resources, Student Assessment, Evidence of Impact, Peer Mentoring

HOW DO CATEGORIES SUPPORT THE FUNCTION OF LEADERSHIP?

The six core categories of strategies which cultivate the leadership necessary to inspire and motivate educators, parents, and communities to embrace service-learning form the inner circle in the diagram to the right.

Each of these six categories is then best supported by two other categories. For example, youth leadership is enhanced by providing ongoing opportunities for students to design and implement assessment methods that demonstrate the impact of service-learning on academic performance and other factors, while the relevance and accuracy of these student evaluative methods are based on how directly the service experiences are connected to the curriculum subjects.



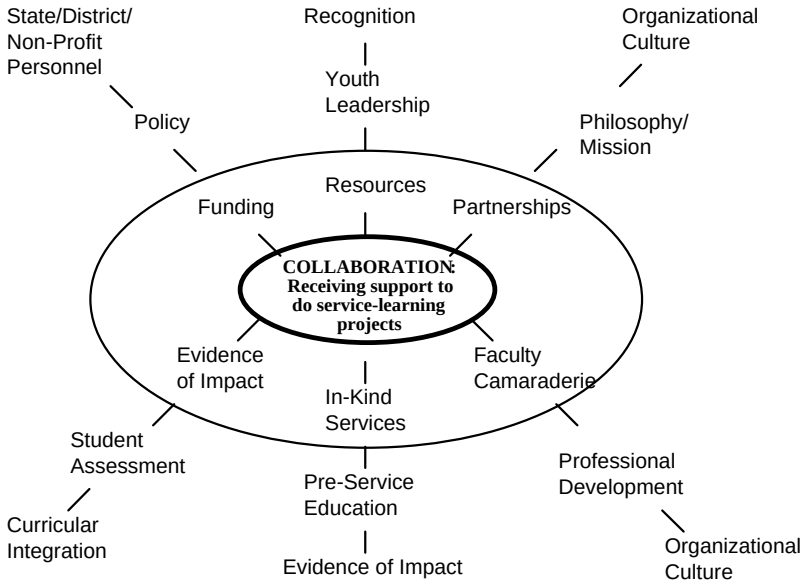
Each of the six core categories around the issue of leadership may depend primarily on the two categories in the outer edges of the diagram, but they also support and are supported by many other categories.

CATEGORY	SUPPORTS:	SUPPORTED BY:
State/District/Non-Profit Personnel	Organizational Culture, Partnerships, Professional Development, School Structures	Funding, Resources, Public Support, Philosophy/Mission
Organizational Culture	Philosophy/Mission, Youth Leadership	Recognition, State/District/Non-Profit Personnel
Youth Leadership	Project Evaluation, Resources, Public Support	Organizational Culture, Recognition, Public Support
Recognition	Youth Leadership, Organizational Culture	Student Assessment, Public Support
Philosophy/Mission	School Structures, Partnerships, Policy	Organizational Culture, Youth Leadership, Evidence of Impact
Public Support	Logistical Structures, Recognition	Youth Leadership, Evidence of Impact, In-Kind Services

HOW DO CATEGORIES SUPPORT THE FUNCTION OF COLLABORATION?

The six core categories of strategies which establish the kinds of internal and external relationships necessary to design and implement successful service-learning initiatives form the inner circle in the diagram to the right.

Each of these six categories is then best supported by two other categories. For example, the development of partnerships with other reform and innovative practices within the educational system depends, in part, on the philosophy of education of the system. This mission is in turn based on the ways in which the culture of the institution welcomes or resists change, innovation, and systemic approaches to learning.



Each of the six core categories around the issue of power may depend primarily on the two categories in the outer edges of the diagram, but they also support and are supported by many other categories.

CATEGORY	SUPPORTS:	SUPPORTED BY:
Funding	Building Personnel, Resources, Partnerships	Partnerships, Evidence of Impact, Strategic Planning
Resources	Curricular Integration, Building Personnel, Peer Mentoring	In-Kind Services, Funding, Partnerships
Partnerships	In-Kind Services, Public Support, Funding	Funding, Project Evaluation, Recognition
Faculty Camaraderie	Srtategic Planning, Peer Mentoring	Philosophy/Mission, School Structures
In-Kind Services	Resources, Public Support	Partnerships, Public Support, Youth Leadership
Evidence of Impact	Public Support, Strategic Planning, Policy, Pre-Service Education	Project Evaluation, Youth Leadership, Links to Educational Standards

IMPLICATIONS OF THE RESEARCH

(1) Service learning can become institutionalized if one or more of the categories of strategies are utilized, but there is not necessarily a critical mass of approaches required to make institutionalization occur. Also, as relatively few schools have fully achieved institutionalization, particularly on a long-term basis, it may be too early to be fully conclusive about whether or not service-learning has really been institutionalized anywhere. Longitudinal studies of these model schools and districts would be important in order to see what factors enable service learning to be maintained once it is being widely used and supported.

(2) The educational system is so complex, and so many possible strategies exist, that without proper planning, it is unlikely that institutionalization will occur.

(3) There are numerous "entry" points into the institutionalization process, which is good, because it allows people to build on whatever strategies/strengths they already have without needing to start over.

(4) Despite the general rankings of strategies into three levels of importance, service-learning can still be institutionalized without necessarily using the approaches labeled as Essential in this study. Individual circumstances at schools and districts can make service-learning very easy (or difficult) to integrate. Several schools interviewed didn't need to do much to utilize service-learning - faculty collectively decided that it was a good idea, and committed to it, and didn't need to get trained or go through any complex process. This suggests that organizational culture may in fact be the most significant factor; it requires the least work for the greatest effect. Service-learning can be adopted by a school at any time; all it takes is faculty agreement to use it. All the work involved in adopting these strategies is an effort to persuade people to support it, when the truth is that some people are already oriented to embrace it and don't need persuading in any way.

(5) Schools, districts, and states have the capacity to measure their progress towards achieving success with any of the categories of strategies. The gathering of this information is likely to be useful in creating a customized process (including policies and programs) of institutionalization.

(6) Service learning, as it is practiced in varied ways with diverse populations and in conjunction with numerous other educational initiatives, is gaining popularity because of its pliable nature. It can be used to achieve many cognitive, affective, and institutional objectives. This suggests that greater work needs to be done at the Corporation and the U.S. Department of Education to more formally link service-learning to the educational system; it is being done at the school and district level, but not with much guidance or resources of the U.S. Department of Education or the Corporation.

(7) The quality of the service-learning projects, as measured by commonly understood national or state standards of effective practice, is not an important factor in institutionalization, which is contrary to what most experts in this field suggest. This study found a wide range of projects in terms of their depth, scope, and scale, and this had little to do with whether or not institutionalization occurred. This finding is supported by James Toole's 1999 study of service learning in seven schools, in which 60% of the participants disagreed with the notion that high level practice makes service learning more legitimate.

(8) Schools which have received *Learn and Serve* grants have not substantially influenced district goals, policies, or support for service-learning; they generally do not have the time or inclination to do this, even though their own practice is improving.

(9) State-level support for service-learning, including the development of policy, standards integration, systemic professional development, and resources, is unlikely to occur without employing at least one full-time coordinator in the state departments of education. This person must be well-trained and have the power to utilize department resources to support the institutionalization strategies.

(10) This research did not elucidate the one or two most important factors in the service-learning institutionalization process. While many national advocates place emphasis on policy and funding, this study did not fully support that viewpoint. It did, however, illustrate the dynamic relationship among the various approaches and the importance of using multiple approaches simultaneously in order to achieve positive results.

(11) A toolkit for assessing and designing institutionalization processes at the state, district, and school levels is needed to help interested parties to apply the conceptual framework of this research. States may also require technical assistance to facilitate an effective strategic planning initiative.

(12) The work and processes of model schools and districts deserves to be highlighted and disseminated formally throughout the country. This study, for example, could form the basis of a new database of institutionalization efforts nationwide that is searchable by strategy, type of institution, or geographic area.

(13) The success of many strategies (e.g., conferences, professional development, evidence of impact, youth leadership) is dependent upon consistent long-term support. These approaches cannot influence systemic change if done only once or twice, and this is why some form of permanent state service-learning infrastructure is important.

(14) The research did not provide conclusive evidence that top-down institutionalization strategies, those stemming from the state or district level, are any more or less significant than bottom-up school-based approaches of principals, teachers and students. Clearly, strategies from both directions are important, and they can complement one another very well.

(15) The process of institutionalizing service-learning can be expedited through formal planning efforts. Many states have districts which are unaware of service-learning, and rather than waiting for the approach to organically find its way to those places, planning can inform methods of promotion and capacity-building. State or CNS funding for such planning is a critical need.

(16) The size of schools and districts is an important factor in institutional change, as smaller institutions seem to have clearer lines of communication, more faculty participation in decision-making, and lower teacher-student ratios, all of which favors the kind of autonomy and creativity that facilitates service-learning institutionalization.

RECOMMENDATIONS

The information collected through this study indicates that there are numerous steps that can and should be taken to facilitate the service-learning institutionalization process. The following recommendations pertain to the national, state, district, and school levels.

National Level

(1) **The entire service-learning community**, particularly researchers, funders, policy makers, and the U.S. Department of Education should develop a consensus regarding the **definition of institutionalization** and the preferred methods to attain it.

(2) **The entire service-learning community**, particularly researchers, officials, policy makers, and practitioners should increase its dedication to the **promotion of service-learning as a viable method of school reform** through additional research, conference presentations, and journals and other publications.

(3) **The entire service-learning community** should lobby Congress to **change the language of legislation** so that each state can receive at least the among of funding necessary to support one full-time coordinator position, and so that the funds can be used to support planning and other strategies for service-learning institutionalization at all levels.

(4) **The entire service-learning community** should provide **opportunities for youth to demonstrate service-learning leadership**, and establish a national student service-learning leaders program that recognizes students and provides them with additional training.

(5) **A strategic planning toolkit** needs to be developed to support states in creating a process of assessing and designing a service-learning sustainability plan; this is particularly important for the many states which currently have fewer resources dedicated to building capacity and support for service-learning.

(6) **The Corporation for National Service** should **increase the funding and stature** of service-learning within its own organization in order to provide states with sufficient resources to hire at least one full-time state service-learning coordinator; this requires the legislative change listed in recommendation #3. A specific **training and technical assistance program** for *Learn and Serve* makes sense, considering that most State Commissions are not using their training funds to support service-learning professional development. In addition, CNS should formally **recognize states, districts and schools** that are successfully institutionalizing service-learning, by profiling their approaches in publications and by supporting peer education. The Corporation should **place more emphasis on school districts that are achieving sustainability**, perhaps by recognizing national service learning leader districts. The Corporation can also strongly suggest that states give **more grants to districts** rather than schools. The Corporation **should alter its grant requirements** so that more funds and resources can be allocated to support institutionalization strategies rather than direct programs exclusively.

(7) **SEANet,** the State Education Agency Network of *Learn and Serve* Coordinators, should develop its own resource base **to provide professional development and materials** to assist states in their institutionalization processes. It should continue to deepen the present level of interstate exchange by working with the Corporation to provide technical assistance to all states interested in initiating and expanding a formal institutionalization process.

(8) **The United States Department of Education** should focus outreach efforts on **linking service-learning to its already existing federal initiatives and funds**, such as IASA programs, character and vocational education, professional development, restructuring and school improvement, out-of-school initiatives, and research. The Department should have at **least one full-time staff person** working on infusing service-learning throughout the educational system. It should include service-learning as a measure of state educational accountability, and should steward the national dialogue **to connect service-learning to national teacher standards**

and standardized tests. It should link service-learning to **its Comprehensive School Reform Demonstration programs**, and should work with the Corporation to develop policies and programs that implement the joint statement of principles between the two agencies.

(9) **Learning In Deed**, the Kellogg-funded initiative, should **involve more states** in its process**, disseminate findings nationally** on an annual basis, and **leverage additional financial resources** to assist all states in the institutionalization process.

(10) **All national school reform and restructuring initiatives** should be trained how to **incorporate service-learning** into their recommended pedagogical approaches.

(11**) Teacher education institutions** should create a service-learning **methods course** or include service-learning as part of an existing teaching methods course. These institutions should connect interns with experienced service-learning practitioners in local schools so that student teachers fully develop their confidence with this pedagogy.

State Level

(1) **States** should fund at least **one full-time service-learning coordinator** within its state department of education and provide financial resources to supplement federal *Learn and Serve* mini-grant and capacity-building funds. This coordinator should be highly positioned within the department so that service-learning can be connected to other educational initiatives throughout the system. This coordinator should facilitate the development of a multi-year **strategic planning** for service learning institutionalization..

(2) **States** should articulate the importance of service-learning in **statements of educational purpose**, and tie institutional goals and objectives to this mission.

(3) **States** should include examples of service-learning activities in **curriculum guides for all K-12 content and performance standards**, and conduct professional development workshops on how service-learning supports them.

(4) **States** should publicly and formally **recognize the institutionalization efforts** of district superintendents, principals, teachers, students, community partners and service-learning coordinators who demonstrate the highest levels of service-learning project performance and systemic integration.

(5) **States** should **leverage financial support** for service-learning from major philanthropic, corporate, and government sources.

(6) **States** should **conduct systemic assessments** of the status of service-learning in every district and school, and use this information to author a five-year strategic plan for service-learning institutionalization.

(7) **State *Learn and Serve* coordinators** should **make more grants to districts** rather than to individual schools or teachers.

(8) The **state boards of education** should **endorse service-learning** as an instructional method **and require the departments of education to develop strategic plans** which infuse service-learning into all curricula and other programs, provide training and technical assistance to educators, and produce materials to improve standards of effective practice.

(9) The **state superintendent** should publicly **advocate** for the use of service-learning with all division directors and at all educational and other conferences within and outside the state. S/he should oversee **the infusion of service-learning** into all K-12 curriculum guides and special programs.

(10) The **state commissions for national and community service**, despite not having any fiscal control over *Learn and Serve*, should provide **more support for service-learning** through training, conferences, leadership development, and materials.

(11) **States** should conduct **longitudinal research on the impact of service-learning on academic performance** and other indicators such as attendance, motivation, social responsibility, and self-esteem.

(12) **States** should support **magnet schools** and new **charter schools** that have a service-learning emphasis.

(13) **States** should facilitate the integration of service-learning into the entire **higher education system**, particularly through instructional methods courses in the colleges of education and university-school district partnerships among faculty and students.

(14) **States** should have formal **networks** of teachers and students who believe and are active in service-learning.

(15) **States** should provide regular opportunities for **youth to demonstrate service-learning leadership** and fund and organize specific leadership training sessions aimed at cultivating these skills.

(16) **States** should include service-learning in **teacher certification and licensing** requirements.

District Level

(1) Based on an assessment of current practice, **district leaders** should develop a five-year service-learning institutionalization **strategic plan**. All stakeholders – school and community – should influence the design of this plan.

(2) **Districts** should include service-learning as part of their **educational philosophy and policy**, and provide the funding necessary for district and/or building coordinators and/or mini-grants and/or transportation and materials.

(3) **Districts** should fund, out of its annual operational budget, a full-time service-learning **coordinator**.

(4) **Districts** should allow schools the flexibility to develop **school structures** that support service-learning.

(5) **Districts** should conduct and encourage introductory and advanced **professional development** in service-learning, and require principals to attend in-service teacher trainings.

(6) **Districts** should collect **data on the systemic and community impact** of service-learning.

(7) **Districts** should provide opportunities for **youth to demonstrate service-learning leadership**.

(8) **District leaders** should **publicly endorse service-learning** verbally and in writing whenever possible.

(9) **Districts** should facilitate the community **partnerships** that facilitate project implementation.

(10) **Districts** should **train all administrative personnel** how service-learning links to all educational initiatives.

(11) **Districts** should **recognize outstanding participants and educators** and provide resources to send them to state and national conferences to promote their work.

(12) **Districts** should include experience with service-learning in faculty and principal **hiring criteria**.

(13) **Districts** should create **small schools** or schools within schools to ensure a small teacher-student ratio and faculty communication across academic subjects, both of which facilitate the ease of use of service-learning.

School Level

(1) Based on an assessment of current practice**, teachers, students, administrators, parents, and community members** should develop a five-year service-learning institutionalization **strategic plan**.

(2) **Students** should be given **greater responsibility** for designing, implementing, and evaluating service-learning projects, training, and infrastructure.

(3) **Schools** should actively seek **parent and community involvement** in project funding, planning, and operations.

(4) **Schools** should **recognize teachers and students** who do outstanding work.

(5) **Schools** should have service-learning **coordinator** for the first few years of operations, when it should no longer be necessary.
(6) **Schools** should collect **data on the impact of service-learning** on students, teachers, and school culture.
(7) **Schools** should **only retain teachers who believe in and use service-learning** as an instructional method.
(8) **Schools** should match novice teachers with experienced service-learning **mentors**.
(9) **Schools** should identify innovative ways of **assessing project and student success**.
(10) **Schools** should create **schedules and procedures** that facilitate service-learning practice during school hours.
(11) The **size of schools** should be **small** enough to empower teachers and students to have more control over how learning occurs.

Call for More Research

Additional service-learning research would be valuable in the following areas:

(1) Long-term examination of individual schools and districts over 5 or more years.
(2) How pre-service instruction in service-learning methodology translates into its use in schools.
(3) The impact of service-learning on school culture.
(4) Effective professional development strategies.
(5) The relationship between service-learning and graduation rates.
(6) The impact of student control of project development and implementation on academic performance, behavior, and self-esteem.
(7) How media coverage of service-learning affects the public's perception of young people.
(8) The status of service-learning in schools and districts which are three or more years removed from *Learn and Serve* funding.
(9) The effectiveness of state Unified State Plans in building capacity and support for service-learning.
(10) The role of civic and community organizations (e.g., Kiwanis, Rotary, 4-H) in facilitating service-learning in schools.

CONCLUSION

This research demonstrates the importance of looking at the entire educational system to see where and how service-learning can fit within it. It provides suggestions on how numerous types of stakeholders - students, teachers, administrators, parents, volunteers, future teachers, policy makers, and researchers - can play an important role in building capacity and support for service-learning. The most important issue is strategic planning, for when these stakeholders come together to examine the characteristics of their people and institutions, and understand ways to affect change therein, then they will be able to create a successful process to integrate service-learning into the system.

In summary, several observations are important:

(1) The process of service-learning institutionalization is real and substantial. Many schools and districts throughout the country have used *Learn and Serve* funding to focus on making service-learning permanent, and though most still have work to do to achieve it, they are making good progress and are likely to accomplish this feat within a few years.

(2) Many states do not have the resources to help institutionalize service-learning. Only a small percentage of the states have supplemented federal resources for service-learning, and so there is a lack of infrastructure for its support in most states. While many states claim that they simply don't have the extra cash or personnel to spare, the truth is that most states have not tried to link service-learning to other state educational initiatives, which means that educators don't know some of the easy ways to use it. States currently prioritize other initiatives because high level administrators do not fully understand the academic significance of service-learning, or they simply believe that only established initiatives warrant support, even if it is at the expense of trying new things. Therefore, these states will support service-learning only as long as *Learn and Serve* funding is available, they should expect that examples of institutionalized sites will be few and far between, and they will make little or no progress towards systemic integration in the near future.

(3) The process of institutionalizing service-learning does not have to be complicated or take a long time to achieve. If people in an institution simply believe that service learning is a vital part of learning, then there is an almost automatic commitment to its practice and support within the institution. The strategies identified through this research, and all of the ways to assist in enhancing their success, are merely efforts to persuade people to share the values that some educators intuitively hold at the core of their being. As we know, the art of persuasion may take many forms and may take a while to achieve, if it is to occur at all. This is the eternal human challenge across all life's pursuits; for in a democratic society, creating agreement about what is important to act upon is often far more essential than simply "getting things done".

APPENDIX

STATE EDUCATION AGENCY SURVEY

STATE POLICIES AND STANDARDS

Board of Education:

Dept. of Education service-learning plan:

Legislation:

Standards:

Curricula developed and integrated:

OTHER FUNDING

State $:

District $:

Foundations:

S-L Personnel:

TRAINING/TECHNICAL ASSISTANCE

Who are providers?

What is it?

How funded?

Peer mentoring component:

Mechanisms for leader / practioner exchange:

Resources:

LINKAGES TO EDUCATION

School-to-work:

Character education:

IASA:

Prevention / health:

Business / Community:

Relationship with State Commission:

State recognition of schools / districts:

Youth leadership component:

CONTACTS/RESOURCES

Current and former subgrantees:

Model / Leader schools:

SDE:

Other partners:

Pre-Service:

KEY FORMER L& S SUBGRANTEES:

MODEL / LEADER SCHOOLS:

GOALS 2000:
IASA:
SCHOOL-TO-WORK:
CHARACTER:
OTHER:

NON-EDUCATION PARTNERS:

PRE-SERVICE EDUCATION:

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A. Books

Service Learning

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II. WEB SITES

National

Academy for Educational Development	www.aed.org
Closeup Foundation	www.closeup.org/servlern.htm
Coalition of Essential Schools	www.essentialschools.org
Council of Chief State School Officers	www.ccsso.org/seamenu.html
Corporation for National Service	www.cns.gov
Education Commission of the States	www.ecs.org
ERIC Clearinghouse	http://ericae.net
Learning In Deed	www.learningindeed.org
National Association of Partners in Education	www.napehq.org
National Learn and Serve Exchange	www.lsaexchange.org
National Leader Schools Program	www.cns.gov/learn/
National Service Learning Clearinghouse	http://umn.edu/~serve
National Service Learning Higher Ed Clearinghouse	www.gseis.ucla.edu/slc/
National Service Resource Center	www.etr.org/nsrcl/
National Society for Experiential Education	www.nsee.org
National Youth Leadership Council	www.nylc.org
Permaculture Activist Magazine	http://metalab.unc.edu/pc-activist
Permaculture Hawaii	www.permaculture-hawaii.com
Permaculture International Journal	www.nor.com.au/environment/perma/
Permaculture Network	www.permaculture.net
Permaculture Pages Worldwide	www.csf.colorado.edu/perma/contacts.html
Permaculture Research Institute	www.permaculture.org.au
RMC Research Corporation	www.rmcres.com or www.rmcdenver.com
SEANet	www.seanet.org

State

Alabama Department of Education	www.alsde.edu/default.asp?info=1&toc=2&sSectionID=16
California Department of Education	www.cde.ca.gov/cyfsbranch/lsp/fam/htm
Colorado Department of Education	www.cde.state.co.us/cdedepcom/srvlearn.htm
Hawaii Department of Education	www.k12.hi.us/~svclearn/
Indiana Department of Education	www.serve.indiana.edu
Kentucky Department of Education	www.kde.state.ky.us/odss/family/kserve.asp
Maryland Service Learning Alliance	www.mssa.sailorsite.net
Massachusetts Department of Education	www.doe.mass/edu/csl/
Minnesota Department of Education	http://cfl.state.mn.us/stw/serv/bib.html
Texas Center for Service Learning	www.utdanacenter.org/servlrn/
Wisconsin Department of Education	www.dpi.state.wi.us/dpi/dltcl/bbfcsp/slhmpage.html

Local

Simon Gratz High School Service Learning Center	www.gratzclusterydslc.org
Feinstein High School for Public Service	www.feinsteinhs.org
Menasha High School	www.mjsd.k12.wi.us
Shabazz City High School	www.madison.k12.wi.us/shabazz
Los Molinos Unified School District	www.lmusd.tehama.k12.ca.us
Laurens County Schools	www.207.232.170.20/do/service_learning/sl.htm

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DISTRICT AND SCHOOL STUDY PARTICIPANTS

The states selected for participation in the research demonstrate a cross section of service learning infrastructure and capacity. "Model" states and states at the "novice" level are intentionally included in order to understand how institutionalization may or may not occur given the nature of state-level support for service-learning. The guiding presupposition was that states with very little state support may have identified innovative strategies to embrace service-learning that the well-funded and -staffed states have not considered.

School and district participants in the study were selected primarily on the recommendation of State Education Agency *Learn and Serve* Coordinators and other national experts. Some are subgrantees of community-based organizations that receive *Learn and Serve* funding. Over 30% of those interviewed are National Service Learning Leader Schools.

States featured in italics were not examined at the state level, but had some schools and/or districts which are featured in the study due to their exceptional value.

Schools with an * are National Service Learning Leader Schools (25). Schools with a • were National Youth Leadership Council Generator Schools (3).

REGION/STATE	SCHOOL OR DISTRICT	COMMUNITY	CONTACT	PHONE
NORTH ATLANTIC				
MARYLAND	*Fairmont Harford HS	Baltimore	Norma Cole	410-396-6241
	Frederick County Public Schools	Frederick & W. MD	Max White	301-694-2057
	Headville ES	Baltimore	Judy O'Connell	410-887-0708
	Magnolia MS	Joppa	Pauline Frantz	410-612-1525
	St. Mary's County Public Schools	Lexington Park+	Charles Ridgell	301-475-4230
MASSACHUSETTS:	*Drury HS	North Adams	Debbie Coyne	413-662-3240
	Hudson Public Schools (*HS)	Hudson	Shelley Berman	978-567-6100
	Sharon Public Schools (*HS)	Sharon	Ellen Bender	781-784-1554x8033
PENNSYLVANIA:	*Simon Gratz HS	Philadelphia	Janice Steinberg	215-227-4518
RHODE ISLAND:	Cumberland Schools - (*HS)	Cumberland	Ken Dipitro	401-658-1600x304
	Feinstein HS	Providence	Linda Jones	401-456-1706
	Westerly HS	Westerly	Jim Spellman	401-596-2109

VERMONT:	Guilford ES/Community Works	Guilford	Joe Brooks	802-254-7795
	Peacham ES	Peacham	Margaret MacLean	802-592-3513
	*Thetford Academy	Thetford	Martha Rich	802-785-4805
		Consultant	Deborah Bogart	802-229-0885
WEST VIRGINIA:	*Elkins Mountain School	Elkins	Angela Senic	304-637-0313
	Morgantown HS	Morgantown	Nancy Colebank	304-291-9260
	Wheeling HS	Wheeling	Jane Warsinskey	304-243-0400

NORTH CENTRAL

ILLINOIS:	*Academy for Learning	Blue Island	Sylvia Walter	708-597-8862
INDIANA:	Fall Creek Valley MS	Indianapolis	Troy Knoder	317-823-5493
	Paoli Schools	Paoli	Roger Fisher	812-723-4717
	Valparaiso Community Schools	Valparaiso	Pat Swanson	219-531-3070
	*West Vigo HS	Terre Haute	Kathy Miller	812-462-4282
MINNESOTA	*Carver Scott Educ. Coop.		Brenda Urke	612-368-8807
	Eden Prarie High School	Eden Prarie	Wrenetta Dietz	952-975-4386
WISCONSIN:	Grantsburg MS	Grantsburg	Steve Johnson	715-463-2455
	*Malcolm Shabazz City HS	Madison	Jane Kavaloski	608-246-5040
	*Menasha HS	Menasha	John Larson	920-751-5010
	*River Bluff MS	Stoughton	Rich Perstzbom	608-877-5501
	Reedsburg HS	Reedsburg	Bill Klang	608-524-4327

PACIFIC

ALASKA	Sitka Schools	Sitka	Barbara Morse	907-747-8670
CALIFORNIA:	*Los Molinos HS	Los Molinos	Anne Bianchi	530-384-7900
	*Pioneer HS	San Jose	Michael Stark	408-535-6310
	Encinitas Elementary Schools	Encinitas	Bill Hotz	760-633-4568
HAWAII:	*Konawaena HS	Kealakekua	Lauren O'Leary	808-323-4538
	*Olamana HS	Kailua	Ellen Schroeder	808-266-7866
	*Waiakea HS	Hilo	Deborah Miyao	808-933-0722

IDAHO:	*Shelley HS	Shelley	Michael Winston	208-357-7400
	New Horizons HS	Pocatello	Sue Ringquist	208-238-1858
	Moscow Schools	Moscow	Susan Seaman	208-882-1120
MONTANA:	Canyon Creek E/MS	Billings	Laura Schillinger	406-656-4471
	Ophir School	Big Sky	Joan Traylor	406-995-4281
	Plenywood Schools	Plenywood	Dan Martin	406-765-1803
	Missoula County Schools	Missoula	Ginny Cass	406-543-8836

SOUTHERN

ALABAMA:	*Charles Henderson HS	Troy	Pam Smith	334-566-3510
	Montgomery County Schools	Montgomery	Debbie Moore	334-269-3613
	•*Academy for Science & Foreign Language	Huntsville	Ollye Conley	256-851-4100
DISTRICT OF COLUMBIA		Washington	Beverly O' Bryant	202-541-5928
KENTUCKY:	Bowling Green Warren County	Bowling Green	Nancy Firkins	270-842-4281
	East Jesmun MS		Sharon Mattmiller	606-885-6749
	11th Street Alternative School		Marianne Cole	270-746-2321
	N. Kentucky Learning Academy		Demetria Choice	606-292-0073
FLORIDA:	Orange County Schools	Orlando	Jan Germann	407-317-3740
	Pensacola Magnet Program	Pensacola	Melinda Beckett	850-595-6843
	*South Lake HS	Groveland	Evelyn Robinson	352-394-2100
	Hillsborough County Schools	Tampa	Linda MacDonald	813-272-4437
SOUTH CAROLINA:	Horry County Schools		Sandy Merriam	843-349-2672
	Marion Schools	Marion	Milt Marley	843-362-0331
	*Wren HS	Piedmont	Erin Darnell	864-850-5900
	• Wren MS	Piedmont	Joyce Joy	864-850-5934
	Laurens County Schools	Clinton	Becky Griffeth	864-984-5726
TENNESSEE:	Columbia HS	Columbia	Bill Murphy	931-381-2222

SOUTHWEST

COLORADO:	Alamosa HS	Alamosa	Nora Holmes	719-587-6014
	Community Involved Charter	Lakewood	Dagnija Langberg	303-861-7092
	*Eagle Rock HS	Estes Park (CO)	Garth Lewis	garthl@psd.k12.co.us
	Jefferson County Schools	Denver	Brian Loney	303-982-6987
	Sojourner Middle School	Boulder	Michael Reynolds	303-494-9210
NEW MEXICO:	•Taos Pueblo Day School	Taos Pueblo	Andy Haimowitz	505-758-3652
	Twin Buttes HS	Zuni Pueblo	Richard Brough	505-782-4446
	El Dorado ES	Santa Fe	Karey Thorne	505-466-2604
	Albuquerque Public Schools	Albuquerque	Laura Williams	505-880-8249x118
OKLAHOMA:	Ardmore City Schools	Ardmore	Jenny Lang	580-223-8762
	Purcell HS	Purcell	Cheryl Pantalone	405-447-4566
TEXAS:	*Bryan HS	Bryan	Mary Jane Snedeker	979-731-7400
	Bluebonnet MS	Ft. Worth	Kay Shambaugh	817-922-6805