

**K-12 Service-Learning: A Strategy for
Rural Community Renewal and Revitalization**

ANNOTATED BIBLIOGRAPHY

by Steven A. Hennes

- [K-12 service-learning and national service](#)
- [Place-based education and rural schools](#)
- [Youth governance and youth development](#)

Disclaimer: this annotated bibliography does not represent original work, but a compiled summary of existing resources that could be found pertaining to the three major topics.

K-12 service-learning and national service

Alt, Martha Naomi and Elliott A. Medrich. 1994. Student Outcomes from Participation in Community Service. Online. Berkeley, CA: MPR Associates. <http://www.quest.edu/slarticle13.htm>.

Summary: This article discusses what has been learned from research on how students benefit from service, in the context of recent national policies advocating service for citizenship. The authors touch upon data, methodologies, and findings of studies on participation in service, various areas of student development, and effective program elements. Benefit categories include intellectual, ethical, social and psychological development, citizenship and social responsibility, tolerance and acceptance of diversity, skill acquisition, and career goals and knowledge. Reasons for discrepancies in findings are offered, including a lack of quantitative and methodological rigor, in part due to obscure relationships between service and outcomes. The authors conclude that research has been only partially successful at demonstrating what linkages may exist between service and citizenship.

Andersen, Susan M. 1998. Service-Learning: A National Strategy for Youth Development. Online. Washington, DC: The Communitarian Network and George Washington University Institute for Communitarian Policy Studies. http://gwis.circ.gwu.edu/~ccps/pop_svc.html.

Summary: This position paper discusses the need and the rationale for service-learning, examples of service-learning projects and accomplishments, and national campaign measures supporting service-learning. The authors make policy recommendations for national, state, and local levels, including schools. They conclude that service-learning fosters youth development in terms of important aspects of character and civic education. Civic outcomes indicate a stronger "sense of community," meaning participants benefit from heightened levels of social capital.

Anderson, Carolyn S. and Judith T. Witmer. 199x. "Addressing School Board and Administrative Concerns About Service-Learning." Online. <http://www.quest.edu/slarticle15.htm>.

Summary: It is noted that school board members and administrators have particular concerns about service learning. The authors use a question and answer format to address the ten concerns, which are the following: What does service learning have to do with K-12 education?; We don't need another course or program added to the curriculum; Why should we give credit for volunteerism?; We don't believe in requiring students to do volunteer work; Will we have to hire someone to run this program?; We can't afford to offer this program; Can students at this age handle this responsibility?; How will we find enough placements for all of the students?; Will you place students in politically controversial settings?; Won't this program raise our liability and therefore our insurance costs?

Benson, Robin Vue and Rob Shumer. 1997. "Impacts and Effects of Service-Learning Annotated Bibliography." Online. <http://umn.edu/~serve/res/bibs/imps.htm>.

Summary: This publication lists research and reports that address the impact of service as an instructional strategy. A total of 57 citations are organized as follows: Section 1) Social and Psychological Outcomes; 2) Intellectual, Academic Achievement and School Behavior Outcomes; 3) Social / Psychological and Intellectual / Academic Outcomes; 4) Literature Reviews; and 5) Examples of Service Program Evaluation. Citations are annotated and include information about where to obtain the resource.

Berman, Sheldon, et al. 2000. Service-Learning: An Administrator's Tool for Improving Schools and Connecting with the Community. Issue paper. Online. Washington, DC: Education Commission for the States. <http://www.ecs.org>.

Summary: This issue paper examines why administrators support service-learning as a key element in school improvement, what questions they may need to address and how administrators can support and strengthen service-learning in their schools.

Berson, Judith S. 1993. "Win/Win/Win with a Service-Learning Program." Journal of Career Planning and Employment 53(4):30-35.

Summary: This article discusses service-learning programs initiated by colleges which demonstrate benefits of practical work experience for students, services received by the community, and improved public relations for the college. Notes that a campus-based volunteer coordination effort is the missing link between students eager to serve and the agencies and individuals desperate for services.

Bhaerman, Robert, Karin Cordell, and Barbara Gomez. 1998. The Role of Service-Learning in Educational Reform. Exec. Summary Online. Raleigh, NC: National Society for Experiential Education. <http://www.nsee.org>.

Summary: Service-learning continues to grow at a time when educators and schools are increasingly being held more accountable for their work, budgets are shrinking, and a wide range of education reform efforts are being explored. Educators and policy makers alike are seeking effective educational policies and strategies for accomplishing both education and social reform, and are evaluating how and to what degree service-learning can play a role. The Role of Service-Learning in Education Reform illustrates how community service-learning is one vehicle for achieving the goals of education and youth development, and concurrently, how it is highly consistent with the goals of systemic education reform.

Billig, Shelley H. 2000. Profiles of Success: Engaging Young People's Hearts and Minds Through Service-Learning. Online. Berkeley, CA: Grantmaker's Forum on Community and National Service. <http://www.gfcns.org>.

Summary: Based on a scan of recent research (1991 to 1999), this article provides a summary of the positive results of service-learning for students, schools, and communities. Positive impacts are broken down into categories of personal and social development, academic learning and career aspirations, civic responsibility, and schools and communities. The author concludes that the research builds a strong case for service-learning, with not much to be found to negate the positive effects identified.

Billig, Shelley H. 2000. "Research on K-12 School-Based Service-Learning: The Evidence Builds." Phi Delta Kappan 81(9):658-664.

Summary: This article addresses service-learning in the context of youth and educational reform. Service is seen as a response to increasing alienation of youth from communities and society. Discrepancies in various definitions of service-learning are discussed, as well as the major components involved. The author also offers a summation of the various impacts service-learning literature identifies, as well as common limitations of the research. Not enough is yet known about the effect of service-learning on the community as a whole.

Billig, Shelley H. 2000. The Impacts of Service-Learning on Youth, Schools and Communities: Research on K-12 School-Based Service-Learning, 1990-99. Online. Ann Arbor, MI: Learning in Deed. <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>.

Summary: This research brief highlights the findings of studies done between 1990 and 1999 that have documented the impacts of service-learning at various levels. Categories of impact include student personal and social development, civic responsibility, student academic learning, career exploration and aspirations, and impacts on schools and communities. In this publication, the author does not draw conclusions about the overwhelmingly positive evidence, but indicates that research has not yet caught up to the enthusiasm many educators have for service-learning.

Conrad, Dan and Diane Hedin. 1991. "School-Based Community Service: What We Know from Research and Theory." Phi Delta Kappan 72(10):743-749. Online. <http://www.quest.edu/slarticle17.htm>.

Summary: This article argues that while youth service is commonly viewed as "good," there is not enough solid evidence to make it a regular feature of public education. The authors summarize the arguments in favor of instituting service, including research findings on impacts. They discuss the rationale and possible outcomes from doing so, followed by a condensation of quantitative and qualitative findings of significance.

Crowson, Robert L. and William Lowe Boyd. 1999. New Roles for Community Services in Educational Reform. Online. <http://www.temple.edu/LSS/99-5.pdf>.

Summary: Believing that relationships between schools and their surrounding communities must be strengthened, the authors present a comparative discussion of two approaches to community and school regeneration: coordinated professional services and community development or empowerment. The authors propose experimentation as necessary to meld together aspects of these two competing strategies.

Des Marais, Joy, Youa Yang, and Farid Farzanehkia. 2000. "Service-Learning Leadership Development for Youths." Phi Delta Kappan 81(9):678-680.

Summary: Community improvement requires adults and youth working together, yet the field of leadership development primarily focuses on adults. The authors argue for the inclusion of youth in community leadership. This will require a shift in how people, especially of older generations, understand and perceive leaders. Elements of effective leadership include responsibility for consequences, broad context for learning and service, and recognition. Instead of waiting until they are adults, youth have opportunities to be leaders in their communities today.

Eyler, Janet, Dwight E. Giles, and J. Braxton. 1997. Report of a National Study Comparing the Impacts of Service-Learning Program Characteristics on Post Secondary Students. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Summary: The Comparing Models of Service-Learning project surveyed the impact of service learning programs on students' citizenship values, skills, attitudes, and understanding nationwide. Data were obtained from 1,136 pre- and post-surveys of students who participated in service learning and 408 of their classmates who did not select service-learning options at 30 colleges and universities, as well as interviews with 65 students from 6 colleges at the start and end of the spring term. Findings indicated students who chose to participate in service-learning experiences and those who did not differed significantly on the pretest measure of virtually every outcome. Students who chose these activities were already much higher on each measure and the differences were sometimes substantial. Given these differences, colleges that hope that community service will add to the educational value of their programs may want to consider

integrating these opportunities into their core curriculum. Service-learning programs appeared to have an impact on students' attitudes, values, skills, and perceptions even over the relatively brief period of a semester. The quality of the placement and its connection to the subject matter of the course had an impact on students' perceptions of what they get out of the program, on their relationships with faculty and other students, and on changes in their attitudes, skills, values, and conceptions of community issues.

Eyler, Janet and Dwight E. Giles. 1999. Effects of Service learning on Students, Faculty, Institutions, and Communities: Annotated Bibliography. Online. <http://umn.edu/~serve>.

Summary: This is an annotated bibliography of research on service-learning from 1993 to 1999.

Eyler, Janet and Dwight E. Giles. 1999. At a Glance: What We Know about the Effects of Service learning on Students, Faculty, Institutions, and Communities, 1993-1999. Online. <http://umn.edu/~serve>.

Summary: Summarizes the findings of service learning research in higher education over the past few years. It is designed to provide a quick overview of where we are in the field today and a map to the literature. The report also includes an annotated bibliography of service-learning research.

Eyler, Janet and Dwight E. Giles, Jr. 1999. Where's the Learning in Service-Learning? Jossey-Bass Higher and Adult Education Series. San Francisco: Jossey-Bass.

Summary: This book focuses on the enormous potential of service learning to enhance the learning process for college students by melding cognitive learning and affective service. Conclusions are based primarily on data from two national research projects, one which compared models of service learning using survey data and intensive student interviews, and the other, a project which examined students' experience in service-learning through in-depth interviews with 67 students at seven institutions. Chapter 1 is an overview of the book's main themes and outlines how service-learning helps students achieve important outcomes of a college education. Chapters 2 through 7 show how service-learning can develop these outcomes, which are: personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship. Chapter 8 examines program characteristics and summarizes the impact of key program characteristics on the outcomes identified earlier. Implications for practice are discussed in chapter 9. Appendixes include a list of study participants, the study methodology, survey and interview instruments, and survey regression tables.

Follman, J. and K. Muldoon. 1997. "Florida Learn & Serve 1995-96: What Were the Outcomes?" NASSP Bulletin 81(591):29-36.

Summary: Results of a statewide study on participant outcomes of service-learning showed that Learn & Serve students made improvements in attendance, grade point average, and conduct. At-risk students showed even greater performance improvements. Results were consistent with data collected the previous year. The authors conclude that service-learning does produce quantifiable positive impacts on students.

Furco, Andrew. 1996. "Service-Learning: A Balanced Approach to Experiential Education." Expanding Boundaries: Serving and Learning. Washington, DC: Corporation for National Service.

Summary: In this article, the author distinguishes between service-learning and other forms of experiential education--community service, internships, and other types of field education, such as student teaching. With community service, the focus is on performing service and on the beneficiary of that service. With internships and other academic field experiences, the focus is on learning and on the student. Service-learning represents a balance of interests between the service performed and the learning achieved, between the recipient of the service and the student performing the service. It is this distinction, the author contends, that sets service-learning apart from other forms of experiential education.

Garber, Michael P and Justin A. Heet. 2000. "Free to Choose Service-Learning." Phi Delta Kappan 81(9):676-677.

Summary: This article argues for free choice of service-learning by students and their families, rather than schools enacting "mandatory volunteerism," which the authors say is a result of needless politicization. The politicization of service-learning leading to "forced volunteerism" has led some students to sue their schools, and as the authors assert, weakens outcomes. The authors identify direct and indirect benefits to communities who choose the other route of making service an option.

Gomez, Barbara. 2000. Service-Learning: Every Child a Citizen. Issue paper. Online. Washington, DC: Education Commission of the States. <http://www.ecs.org>.

Summary: This report provides an overview of service-learning's impact, alignment with improving education, civic responsibility, voluntary versus required service, guidelines for effective practice, systems and strategies of support, and resources to integrate service-learning into K-12 schools.

Grantmaker Forum Research Task Force. 2000. The State of Service-Related Research: Opportunities to Build a Field. Online. Berkeley, CA: Grantmaker Forum on Community and National Service. <http://www.gfcns.org/gfcns/publications/index.html>.

Summary: This publication highlights the findings of a meta-analysis of research on service and citizenship since 1990. It concludes that due to terminological troubles and fragmentation, the field of service research does not currently provide enough evidence to

draw conclusions about the relationship between service and citizenship. The methodology and findings from the development of a database of service research are presented. Findings include a summary of salient research topics, questions, methods, and subject demographics. The research scanned focused mostly on impacts of service on the server. Education and community development are two most common policy areas. Service-learning research is most popular research topic in education. Service research in general suffers from a lack of methodological rigor. Those studied are primarily students, with K-12 students under-represented in the literature. From the results of the meta-analysis, several observations are drawn. Service is emerging as a field of study in its own right. The multi-disciplinary nature of service creates advantages and problems. Opportunities for researchers to start a dialogue, address gaps in the literature, and reach agreement on terms and issues are identified. The impacts of service on groups and communities being served is one such opening.

Gulati-Partee, Gita and William Finger, eds. 1998. Critical Issues in K-12 Service-Learning: Case Studies and Reflections. Online. Washington, DC: National Society for Experiential Education. <http://www.nsee.org>.

Summary: Through a survey to NSEE's network of K-12 service-learning educators, the most pressing issues in service-learning have been identified: community partnerships, institutional support, program coordination, curriculum integration, faculty involvement, student involvement, and personal renewal. Each chapter of the book concentrates on one of these issues through a series of case studies. The volume, written by K-12 educators experienced in service-learning, includes practical and transferable principles which can be used by other educators interested in program improvement and long-term success.

Kemis, Mari. 2000. A Profile of Service-Learning in Iowa: A Statewide Survey of Public Schools. Online. Ames, IA: Iowa State University. <http://www.state.ia.us/educate/ecese/cfcs/sl/research.html>.

Summary: This report details the results of a statewide survey of school administrators and personnel about the status of service-learning in Iowa public school districts. The study distinguishes between service-learning, community service, and community education. Findings are reported on school commitment to service-learning, key ingredients in starting and sustaining a program, how service is integrated into the curriculum, and the funding and support schools use for service-learning. A copy of the survey instrument is included.

Kielsmeier, James C. 2000. "A Time to Serve, a Time to Learn: Service-Learning and the Promise of Democracy." Phi Delta Kappan 81(9):652-657.

Summary: This article proposes a course of action for the service movement to take in making greater in-roads into democratic renewal. Increasing numbers of youth in service requires a reconceptualization of the role of youth in democratic societies. The author retraces key steps in the political swell around service-learning. Service-learning is

viewed as an “educational common” around which other reforms can occur. Proponents should focus on well-defined practice, staff development, pre-service teacher training, and better research, while avoiding mandated service. Service-learning holds out promise for a society in which young people are equipped to lead and serve, teach and learn.

Kleiner, Brian and Chris Chapman. 1999. Youth Service-Learning and Community Service Among 6th through 12th Grade Students in the United States: 1996 and 1999. Online. Washington, DC: National Center for Educational Statistics. <http://nces.ed.gov/pubs2000/qrtlyspring/4elem/q4-2.html>.

Summary: A comparison of trends between National Household Education Surveys in 1996 and 1999, this article identifies a slight but significant increase in the percentage of students in schools both requiring and arranging community service across years. Community service is more frequently a requirement in high schools now than in years past. The facilitation of service experiences by schools is a factor in whether youth indicated they performed community service. Differences in participation by student, parent, and school characteristics are also presented.

Laplante, Lisa J., and Carol Kinsley. 1994. Service-Learning as an Integrated Experience in K-5 Education: An Introduction to Resources and Information. Online. Springfield, MA: Community Service Learning Center. <http://nicsl.jaws.umn.edu/res/mono/k5.htm>.

Summary: In this article, the authors relate service-learning to comprehensive school reform. Service-learning can provide a central focus around which educational change can occur. It places the school in the context of the community. The authors outline the effects of service-learning on student social and personal development. It helps lay the foundation for a lifetime ethic of civic habits and skills. The article concludes by recommending various resources for adding depth to a K-5 program.

Melchior, Alan. 1998. National Evaluation of Learn and Serve America School and Community Based Programs. Online. Waltham, MA: Center for Human Resources. Brandeis University. <http://heller.brandeis.edu/chr/summary.pdf>.

Summary: This report evaluated high quality, Learn and Serve America programs from 1994 to 1997. The evaluation centered on four focus points, short and long term participant impacts, services provided to communities, impacts on participating schools, and an analysis of program return on investment. Results showed a positive impact on students immediately after participation, however effects seemed to have dissipated by the follow-up interviews. Student assessment of program experience and service in the community were both ranked very highly.

National Youth Leadership Council. 1993. Profiles in Service: A Handbook of Service-Learning Program Design Models. St. Paul, MN: National Youth Leadership Council.

Summary: This publication includes case studies of five successful service-learning programs, profiling the background, mission, goals, funding sources, curriculum strategies, replication, academic and community outcomes, and evaluation information.

Parsons, Cynthia. 1993. Removing Barriers: Service Learning in Rural Areas. Washington, DC: Council of Chief State School Officers.

Summary: This publication explains how barriers to service-learning in rural areas, such as lack of time, transportation, student supervision, and teacher experience, can be overcome.

Perkins, Daniel F. and Joyce Miller. 1994. "Why Community Service and Service-Learning? Providing Rationale and Research." Online. <http://www.quest.edu/slarticle2.htm>

Summary: This article presents the major rationales for community service and service learning, that is providing a meaningful role for adolescents, instilling civic responsibility, and reconstructing the village through partnerships between adults and young people. As America embraces the 21st century, our role as educators is to develop an ethic of service and life-long learning within our youth so that they will be positive, contributing members of society.

Riley, Richard W. and Harris Wofford. 2000. "The Reaffirmation of The Declaration of Principles." Phi Delta Kappan 81(9):670-672.

Summary: The authors, the U.S. Secretary of Education and the Chief Executive Officer of the Corporation for National Service, revisit principles set during the initial meeting of "School Improvement: Strategies for Connecting Schools and Communities" in 1995. The authors call for commitments of resources to make the principles an agenda for action. The principles pertain to academic success, student leadership and responsibility, teacher professional development and training, parent and community involvement, private sector participation, and diversity. The principles are advanced as starting points for aligning the goals of service-learning with broader objectives for school reform.

RPP International. 1998. An Evaluation of K-12 Service-Learning in California. Sacramento: California Department of Education. Online. <http://www.cde.ca.gov/cyfsbranch/lsp/rppexec.htm>

Summary: This report summarizes the results of an evaluation of CalServe partnerships for service-learning. The evaluation had several goals, including documenting the impacts of service-learning on: 1) student academic achievement and interest in schoolwork, and student sense of civic, social and personal responsibility; 2) teachers and schools; and 3) community partners. In addition, research questions addressed the relationship between well-designed and well-implemented service-learning and impacts. The research findings suggest "cautious optimism" about service-learning as a teaching

strategy. Well-implemented service-learning is difficult to achieve at the classroom level but is effective.

Rural Clearinghouse for Lifelong Education and Development. 1995. Service Learning Benefits Students, Communities. Manhattan, KS: Kansas State University.

Summary: Service learning is a teaching tool in which students apply classroom skills to solve real problems in their communities. Community service becomes service learning when it is connected to classroom learning and contains opportunities for students to reflect upon their experiences. In addition to enhancing learning through experience, service learning programs offer rural schools and communities an opportunity to develop new and positive connections. Profiles of service learning programs in schools and colleges illustrate the benefits that service learning provides students and communities. K-12 service learning programs in Arkansas, West Virginia, and Alabama involve youth in decision making and staff development training, leading to a sense of ownership and empowerment; allow blind and deaf students to shift roles from passive recipient to active provider of services; and link school reform to community development as student activities focus on community study, support community viability, and celebrate rural life. Service learning programs at college and universities include an early intervention, mentoring program that pairs college students with elementary students having similar special talents and interests; programs that promote a sense of citizenship through community development activities and foster compassion through interpersonal relationships with young children, the elderly, and diverse populations; and international exchange programs in rural communities abroad.

Sanders, Ted. 2000. "Service Learning Unites Classroom, Community." USA Today. June 26:25A. Online. <http://www.isbe.state.il.us/learnserve/new%20subpages/USAnews.htm>.

Summary: This news feature illustrates how service-learning works in an elementary classroom, then goes on to explain how it links to improved academic performance and citizenship, hence offering benefits to students and communities. The author acknowledges the importance of proper teacher preparation and parental buy-in for service-learning to work.

Skinner, Rebecca and Christopher Chapman. 1999. Service-Learning and Community Service in K-12 Public Schools. Online. Washington, DC: National Center for Educational Statistics. Online. http://www.nylc.org/resources_k-12report.cfm.

Summary: Service-learning, discussed here in terms of incorporating community service experiences into students' school work, has long been viewed as a positive education reform option. Beginning in the 1970s, educators began paying more attention to this teaching option and the 1990s saw an array of initiatives to help promote the practice. To determine how extensive the practice is, NCES conducted the first national-level study of service-learning in America's K-12 public schools in the spring of 1999. Analysis of this study reveals a number of interesting results including the fact that roughly one-third of

these schools have incorporated service-learning to some extent and that most of the schools that have service-learning provide teachers some sort of support to help them integrate service into their curriculum.

Southwest Educational Development Laboratory. 2001. Benefits² Issue Paper Series. Online. Austin, TX: Southwest Educational Development Laboratory. <http://www.sedl.org/prep/benefits2/>.

Summary: This set of papers discusses several interrelated issues including the use of rural development collaborative teams as a means for linking school improvement and community development. Specifically, service-learning and youth entrepreneurship are two strategies identified for creating linkages. Examples of project work from pilot communities illustrate how the collaborative action team model can be implemented, and with what results.

Stukas, A. A., E. G. Clary and M. Snyder. 1999. "Service Learning: Who Benefits and Why." Social Policy Report 13(4):1-19.

Summary: This review article covers much of the research on service-learning with particular emphasis on which factors lead to which benefits.

Tenenbaum, Inez M. 2000. "Building a Framework for Service-Learning: The South Carolina Experience." Phi Delta Kappan 81(9):666-669.

Summary: In this article, the South Carolina state school chief explains how her state has linked service-learning to teacher education, school strategic planning, school-to-work, and educational accountability. The author addresses legislative efforts and education reform, their connections to education initiatives, teacher preparation, service-learning and quality assurance, and reflections from the process. The article proposes a framework and process for restructuring classrooms and schools to connect with communities. Recommendations are made to assist other states in institutionalizing service-learning.

Place-based education and rural schools

American Association of School Administrators. 2000. Fact Sheet: What is Rural and Why Small? Online. Washington, DC: AASA. http://www.aasa.org/government_relations/rural/5-1-00whatis.htm.

Summary: This information piece distinguishes between standard classification schemes for "rural" used by the Federal government. Characteristics of small rural schools and school districts are presented, along with their inherent advantages and difficulties. Advantages of rural school systems tend to include close relationships and higher graduation rates, while challenges remain attracting and retaining teachers and collecting

achievement data. Finally, the multi-faceted roles of schools as institutions are discussed in the life of rural communities.

American Association of School Administrators. 2000. Rural Education Initiative Talking Points. Online. Washington, DC: AASA. http://www.aasa.org/government_relations/rural/9-29-99points.htm

Summary: This article addresses the rationale behind the Rural Education Initiative legislation. The authors argue that current federal education programs fail to address the unique needs of rural school districts, and federal funding formulas tend to shortchange very small systems. The REI is favorable because it would create a floor on funding and allow districts to combine funding streams and reallocate monies according to locally determined needs. Proposed outcomes of REI include improved math and reading scores, calling for curricular development and opening new doorways for service-learning.

Beeson, Elizabeth and Marty Strange. 2000. Why Rural Matters: The Need for Every State to Take Action on Rural Education. Online. Washington, DC: Rural School and Community Trust. <http://www.rsct.org/streport.html>.

Summary: This report is the first in a series of reports by the authors to look at the status of rural education in the United States. Based on analysis of twenty indicators in two categories, the authors conclude that rural education is both important and urgent for education policy in many states. One-fourth of school children in the U.S. are served by schools in communities of less than 25,000 people. The report presents an argument for why small, rural schools continue to be important despite modern trends toward urbanization and consolidation. The authors argue that rural areas are as diverse as metropolitan areas, and that issues such as poverty and the digital divide are just as prevalent, if not moreso. Based on these findings, a rationale is presented for changing educational policies at the state level to be more responsive of the unique issues facing rural education.

Carter, Carolyn S. 1999. "Education and Development in Poor Rural Communities: An Interdisciplinary Research Agenda." Online. ERIC Clearinghouse on Rural Education and Small Schools. <http://www.ael.org/eric/digests/edorc999.htm>

Summary: This article provides background information on rural persistent poverty (RPP) counties and outlines critical areas and types of multidisciplinary research needed to develop tools, programs, and community capacity that can improve the quality of life, including education, in poor rural communities. In particular, the author discusses recommendations for research in areas of capacity building, policy, and education and interdisciplinary approaches. Perhaps of greatest interest, a research agenda on the role of schools in community development is presented.

Collins, Timothy. 1999. Attracting and Retaining Teachers in Rural Areas. Online. ERIC Clearinghouse on Rural Education and Small Schools. <http://www.ael.org/eric/digests/edorc997.htm>

Summary: This work examines the problem of rural school districts in recruiting and maintaining quality teachers. Rural schools face shortages of teachers, particularly in math, science, and special education. Negative factors influencing teacher retention are identified, including geographic isolation, weather, and inadequate shopping. The author summarizes what some states are doing to address issues of recruitment and retention, while acknowledging that few states have developed specific programs. The Education Commission of the States outlines strategies and resources available to schools who want to work on these issues.

Dreier, W. H., and W. Goudy. 1994. “Is There Life in Town after the Death of the High School?’ or High Schools and the Population of Midwest Towns.” Paper presented at the Annual Rural and Small Schools Conference, Manhattan, KS, October 24, 1994.

Summary: This study examines the effect of school closure on the population of rural communities over time. In Iowa, the number of towns with a high school decreased to 727 in 1950, to 419 in 1970, and to 359 in 1990. The study examined whether a greater percentage of towns with a high school had a population increase, compared to towns without a high school during the same time period. The analysis revealed that half the communities with a high school gained a significant amount of population, while three-fourths of communities without a high school lost population. The researchers conclude that communities without a high school lose population at a faster rate than communities with a high school.

Fuller, W. E. 1982. The Old Country School: The Story of Rural Education in the Middle West. Chicago, IL: University of Chicago Press.

Summary: This book examines the educational history of the Midwest during the late 19th and 20th centuries. The book describes the origins and operation of one-room schools, the rise of professional educators, and the long-standing conflict between educators and farmers over the adequacy of schools. Factors are identified that contributed to the demise of small independent school districts controlled by farmers and the creation of township districts--the beginning of the trend toward centralization of rural schools. The book also addresses the role of county superintendents and local boards of education, the influence of politics on educational development, the establishment of normal schools for educating teachers, the inequalities between urban and rural schools, and the struggles between farmers and professional educators about appropriate solutions to rural schooling problems. The continuing loss of rural population and declining school enrollment led farmers to realize they could no longer withstand the demands for change, and through the 1950s, rural one-teacher schools were consolidated into larger, centralized schools. This book concludes that despite their supposed deficiencies, Midwestern one-teacher schools successfully educated thousands of children and virtually eliminated illiteracy.

Herzog, Mary Jean Ronan and Robert B. Pittman. 1995. "Home, Family, and Community." Phi Delta Kappan 77(2): 113-118.

Summary: The authors present a case for recognizing and better utilizing the strengths of rural schools and communities. They seek to debunk the myth that rural schools are generally in good condition. Characteristics that are unique to rural schools include high poverty rates, low educational attainment levels, less-educated faculty, and lower salaried administrators. In addition, the authors cite longstanding negative attitudes toward "country people." Demographic, economic, and educational trends are also forces that have implications for rural education. A rural-to-metro migration of the working population, offset by a metro-to-rural migration of the retiree population, has resulted in a smaller proportion of working age population in rural areas. Low-wage, low-benefit jobs have tended to concentrate in rural areas. School consolidation and dropping enrollment have had adverse effects on many rural schools and communities. Cultural and curricular differences have also made it difficult for rural students to compete for college attendance and completion. However, survey results reveal that relationships and a strong sense of community, security, and contentment tend to characterize people living in rural areas. The authors argue for a redesign of schools so that students are advantaged by their geography, and benefit from the rediscovery of many positive aspects of rural community life.

Hobbs, Daryl. 1994. "Capacity Building: Re-examining the Role of the Rural School." Chapter 12. In Lionel J. Beaulieu and David Mulkey, eds. Investing in People: The Human Capital Needs of Rural America. Boulder, CO: Westview Press.

Summary: This article reexamines the role of rural schools in light of traditional formulas for economic development. The author identifies why linkages between education, human capital, and economic development often do not apply in the rural case. Specifically, workforce mobility, lack of demand for high-level skills, and widening gaps in income attest to why rural areas have not fared better in economic growth. Rural schools have been patterned after urban models on the basis of economic efficiency. While failing to deliver in terms of economic growth, these models have also produced side effects, such as higher school dropout rates. The author argues that the relationship between schools and communities is one of mutual well-being, and so investments in education should be linked to strategies for development. Several roles for rural schools in community development are identified, including basic skill improvement, helping communities understand and adapt to the changing world, and participating directly in development. Specifically, three models are discussed: 1) the school as a community learning resource center; 2) the school as facilitator of community analysis and planning; and 3) the school as a locus for social service provision. In this respect, the school and the community can become involved in the co-production of human capital for community development. Part of this process involves exploring ways of making instruction more meaningful and effective, while simultaneously contributing to community resources and achieving community goals. Service-learning is one means for accomplishing this.

Huang, Gary G. 1999. Sociodemographic Changes: Promises and Problems for Rural Education. Online. ERIC Clearinghouse on Rural Education and Small Schools. <http://www.ael.org/eric/digests/edorc987.htm>.

Summary: This article discusses how larger currents in society have affected rural areas, and in particular implications for rural schools. Rural America benefited from economic expansion following World War II. However, because farming and rural manufacturing industries have close ties to the global marketplace, rural economies have become more vulnerable as changes in the international market have grown more vulnerable. Economic expansion in the 1980s left rural areas behind, but an emerging pattern of population growth in the 1990s brought faster growth in rural areas than elsewhere. This was largely due to migration, or net inflow from metro areas. Greater growth has occurred in areas that offer the most amenities, or have service and trade economies, retirement destinations, and recreation centers. Recently, the number of people under 65 is growing faster than those over 65. Numbers of immigrants and minorities moving to rural areas are on the rise, bringing diversity to new parts of the country. In terms of implications for rural schools, recent trends pose new opportunities and challenges. With strong economic recovery in the late 1990s, new resources are available for school improvement. At the same time, uneven growth across regions, resulting in persistent poverty, depression, and poor academic performance remain challenges and call for greater collaboration across levels of government.

Maynard, Stan and Aimee Howley. 1997. Parent and Community Involvement in Rural Schools. Online. ERIC Clearinghouse on Rural Education and Small Schools. <http://www.ael.org/eric/digests/edorc973.htm>.

Summary: This article describes the rationale behind parental and community involvement strategies in schools, paying particular attention to advantages and challenges of the rural context. When parents get involved in education, children try harder and achieve more at school. Parent involvement programs for rural communities work best when they respond to particular features of the communities they serve. Some studies have shown parental involvement to be higher in rural areas than in urban areas. Challenges to rural programs include isolation, poverty, and lack of job opportunities. There is also a lack of urban-based resources that might enhance education (such as libraries, museums, universities). The authors debunk the myth of rural parents not valuing education as important. Parents of rural students view schools as the central focus of community life. Rural areas support schools with higher tax rates than many metro districts. Parent and community involvement programs include cooperative strategies that include extending the curriculum beyond the school walls, community-based learning, use of school facilities for community activities, and others.

Miller, Bruce A. 1995. "The Role of Rural Schools in Community Development: Policy Issues and Implications." Journal of Research in Rural Education 11(3): 163-72. Online. <http://www.ael.org/eric/digests/edorc953.htm>.

Summary: Explores issues related to expanding the roles of rural schools and youth in community development; summarizes literature related to community development and social capital; reports on how three rural West communities built linkages between the school and community; reports on data from a symposium on community-based learning; and addresses implications for educational policy.

Miller, Bruce A. and Karen Hahn. 1997. Finding Their Own Place: Youth from Three Small Rural Communities Take Part in Instructive School-to-Work Experiences. Online. Eric Clearinghouse on Rural Education and Small Schools. <http://www.ael.org/eric>.

Summary: The experiences of three rural and remote communities challenge common beliefs about the lack of opportunity for rural youth to participate in meaningful and instructive school-to-work experiences in their own small rural communities. But to create such opportunities, schools, community members, and policy makers had to work together. The authors describe how the programs succeeded, including planning phases and creating policy support for innovative approaches. The book includes advice and resource information for readers who would like to try similar approaches in their own communities.

Nachtigal, Paul M, and Daryl Hobbs. 1988. Rural Development: The Role of the Public Schools. Background Paper. Prepared for the National Governors' Association. Washington, DC.

Summary: This paper explores the role of schools in rural development and why present systems of education and public policy have fallen short of delivering results intended for rural areas. The authors outline new roles and reforms that would bring schools into closer alignment with their communities and with goals for developing rural areas. Nine development-related resources rural schools can contribute include: 1) facilities; 2) materials and equipment; 3) purchasing power; 4) payroll power; 5) financial capacity; 6) political identity; 7) courses; 8) school staff (human capital); 9) students. A rural school and community development model consists of: 1) redefining the school mission; 2) school's role in community planning; 3) entrepreneurial curriculum; 4) developing small business plans; 5) developing and incubating small businesses; 6) and spinning off school-based enterprises. In terms of policy implications, the authors recommend developing quality/performance standards beyond standardized measures, redesigning school finance formulas, creating incentive grants for restructuring initiatives, avoiding redundancy and parallel structures in state program delivery, restructuring support services to rural communities, better preparing professionals for working in rural education, being sensitive to school consolidation, offering incentives for inter-district cooperation, and small grants to stimulate creativity.

National School-To-Work Learning and Information Center. 1996. Resource Bulletin: Building School-to-Work Systems in Rural Areas. Online. ERIC Clearinghouse on Rural Education and Small Schools. http://www.ed.gov/databases/ERIC_Digests/ed418832.html.

Summary: This Digest briefly describes the key components for building a local school-to-work partnership and discusses the rural context for implementing such an initiative. Local school-to-work partnerships have an important opportunity to reconnect rural students, teachers, and schools with their communities.

Raywid, Mary Anne. 1999. Current Literature on Small Schools. Online. ERIC Clearinghouse on Rural Education and Small Schools. <http://www.ael.org/eric/digests/edorc988.htm>

Summary: This article provides an overview of research literature on the effectiveness of small schools, associated policy issues, successes and failures, and essential elements. It covers the school reform literature, including contemporary news analyses. Research has established that small schools are more productive and effective than large ones. Students learn more and better, make more rapid progress toward graduation, are more satisfied, behave better, and are more likely to graduate. Disadvantaged students also fare better. The author also discusses issues of size (how big is small?), equity, and relative costs.

Rural Challenge Research and Evaluation Team. 1999. Living and Learning in Rural Schools and Communities: A Report to the Annenberg Rural Challenge. Cambridge, MA: Harvard Graduate School of Education.

Summary: This publication addresses some of the philosophical discussion surrounding place-based education, namely the "large goals" of the Rural School and Community Trust. A systemic model to educational reform is presented, one in which schools and communities get better together. Schools and communities can be seen, and operate, not separately, but as one. Students come to know their local communities well. Communities see schools and students as critical assets. Student work, connection to place, complexity, student development of expertise, and importance to the community are key ideas developed. The report raises questions evaluators are asking to assess to what extent this model is being used, and with what results. Featured, then, are illustrations from Trust-funded projects with rural schools and communities around the country. Five basic threads of the Trust's work include student learning, the schooling process, community-school integration, networks and clusters, and public policy. The report concludes with reflections about the difficulties and rewards of pursuing a "pedagogy of place," and what work remains to be done.

Rural Challenge Research and Evaluation Team. 1999. Living and Learning in Rural Schools and Communities: Lessons from the Field. Cambridge, MA: Harvard Graduate School of Education.

Summary: This report summarizes what has been learned from Rural School and Community Trust-funded sites and comprehensive projects around the country. Each project summary includes brief fact sheets with information about key elements and individuals in the process. The Trust's bias for "situated knowledge--connecting learning

to place, and place to future" is the key principle behind this work. Collectively, the project summaries inform the broader educational reform process, challenging notions and raising questions about what is the role of education in communities and what are important skills and qualities students should carry into adulthood.

Sallant, Priscilla and Anita Waller. 1998. What Difference Do Local Schools Make? A Literature Review and Bibliography. Online. Rural School and Community Trust. <http://www.rsct.org/salant.htm>

Summary: This article reviews what the literature says about non-educational impacts of schools on rural communities. Schools have positive social and economic impacts on communities, and are thus a resource for community development. The literature suggests but does not document different kinds of impacts, mostly describing programmatic approaches. School consolidation has been a major motivator behind studies investigating social and economic impacts. Economic impact studies have looked at impacts associated with a school district, changes in retail sales and labor supply, and availability of services in towns losing high schools. Social impact studies have examined the stabilizing effect that schools have on communities, schools as an arena where local politics play out, and schools as resources for community development. The article concludes with implications for future research, identifying the need for longitudinal analyses and greater methodological rigor.

Seal, Kenna R. and Hobart L. Harmon. 1995. "Realities of Rural School Reform." Phi Delta Kappan 77(2): 119-124.

Summary: This article discusses problems and opportunities facing rural schools within the educational reform complex. Declining student enrollment, dwindling tax base, and fiscal incentives to merge or close have continued to fuel the school consolidation and educational reform process. However, the authors assert that isolated schools can emerge as learning communities with the help of innovative thinking and technologies. Alternative reforms must account for special circumstances confronting rural students, teachers, and administrators, as well as communities.

Sher, Jonathan P. 1995. "The Battle for the Soul of Rural School Reform: Can the Annenburg Rural Challenge Turn the Tide?" Phi Delta Kappan 77(2): 143-148.

Summary: The author identifies major complaints and problems associated with the factory model of schooling driving public education in the U.S. For decades, school mergers and consolidation have been cornerstones of educational reform. Even despite recent innovations, the factory model continues to have powerful sway over thinking. The model lies deep within state and Federal policies, accreditation standards, professional training, and administrative systems. The Rural School and Community Trust is a low-profile agent for fundamental school reform nationally. At the helm of a "powerful and sustainable rural school movement," the Trust got its start as the Annenburg Rural Challenge. What is distinct about the approach is the Trust's operation through networks and clusters, accepting proposals by invitation

only, strengthening existing work and building capacity. The author concludes that the vision, resources, and strategy put forth by the Trust are more exciting and promising than anything the factory model has generated. However, he cautions that they neither represent a "quick fix" nor a panacea for problems in education.

Theobald, Paul, and Paul M. Nachtigal. 1995. "Culture, Community, and the Promise of Rural Education." Phi Delta Kappan 77(2): 132-135.

Summary: Redesigning education to recreate an ecologically sustainable community is a critical societal need. Educators should focus not on technological fixes, but on formulating new cultural assumptions. The authors argue that rural schools must build on the strengths of their own place instead of imitating urban schools. The result will be a healthy community and school. The article reviews attitudes that have forced rural schools to conform to urban standards as well as more recent efforts to bring rural communities and schools back together.

Walter, James et al. 2000. "A School at the Center: Community Based Education and Rural Redevelopment." In Miles Bryant, ed. From Our Own Earth. Online. Lincoln, NE: School at the Center. <http://satc.unl.edu/publications.htm>

Summary: This paper examines connections between community-based education and rural redevelopment in the context of declining communities. The authors assert that schools tend to educate young people out of their communities rather than into them. However, small towns need not be dead places, and schools can play a role in creating a vision and strengthening local will to reinvigorate them. Rural schools have a double mission of preparing students for life in the community and life beyond the community. Requirements of both missions can be integrated into one comprehensive curriculum. In Nebraska, the authors set a standard for rural schools as community builders. Schools can become the source of economic and cultural strength for their communities. To achieve this standard, schools must take advantage of their smallness, utilizing discussion groups, action research, community internships, and other methods. The authors conclude with examples of work Nebraska schools are doing that align with their vision.

Young, K. M. 1980. An Emerging Model in Rural America. Community Based Education Paper No. 4. Washington, DC: Office of Education. ERIC Clearinghouse on Rural Education and Small Schools.

Summary: A community-based education program enables rural communities to meet needs and solve problems by utilizing the total community environment and its human resources. Components of this program are: (1) expanded use of school facilities; (2) lifelong learning and enrichment programs; (3) interagency coordination, cooperation, and collaboration; (4) citizen involvement and participation; (5) utilization of community in K-12 programs; and (6) community organization and development. Many communities begin a community-based education program by using school buildings as community-centered schools for educational, social, and community events. The school, community groups, and individuals share responsibility for development of lifelong learning and

enrichment programs. Coordinated activities of service and governmental agencies and social, youth, and civic groups can produce a total program to meet community needs. Citizens participate through a community council which takes an active role in developing and implementing all aspects of the community-based education program. Through integration of solutions to home, school, and community needs, the program strengthens and reinforces learning experiences and provides a means of reinforcing values, beliefs, and attitudes. Finally, community members can exert their collective power to bring about needed changes. A general comparison of school-based and community-based educational philosophies is included.

Youth governance and youth development

Hamilton, Stephen F. and Mickey L. Fenzel. 1988. "The Impact of Volunteer Experience on Adolescent Social Development: Evidence of Program Effects." Journal of Adolescent Research 3(1).

Summary: This article reports the results of research on youth development outcomes. The authors compared outcomes of youth engaged in community improvement projects with those engaged in providing childcare, and found that students participating in community improvement developed more favorable attitudes toward adults, enhanced their social skills, and improved their work competency development. They concluded that students who participate in these kinds of volunteer activities develop a more socially responsive perspective than students who do not.

Hobson, Hartley and Kristen Spangler. 1999. Resources for Youth and Community Development in Isolated Communities: Stories from Ten Communities. Innovation Center for Community and Youth Development. Washington, DC: National 4-H Council.

Summary: This research publication focuses on developing an understanding of youth development in the context of isolated communities. The authors explore isolation as a context in which development occurs. Isolation limits a person's ability to develop linkages necessary for connecting with others. However, isolation can be mitigated through positive youth and community development. In youth and community development, a fundamental shift has occurred from a deficit-orientation to an asset-orientation. This raises new questions, such as: What intangible resources are available for reducing isolation? How can these resources be mobilized to build capacity?

Israel, Glenn D. and Thomas W. Iivento. 1995. "Regaining Our Youth, Empowering Our Communities: Service Learning and Community Development." Southern Rural Sociology 11(1):79-101.

Summary: This paper describes a developmental process for building upon the strengths of community service learning and community development by providing a valuable service leading to local action. The strategy focuses on building partnerships among students, teachers and local leaders to learn about the community needs assessment

survey process, and to address a local need through a community development process. Experience from projects in Florida and Kentucky suggests that this strategy can help youth get involved in the community while providing a sounder basis for the community to act on its needs.

Israel, Glenn D., et al. 1993. "Student Involvement in Community Needs Assessment." Journal of the Community Development Society 24(2): 249-271.

Summary: Although leadership is recognized as a developmental process, few communities plan to build the foundation for their young people to develop into involved citizens and leaders. Young adults need to increase their understanding of and commitment to their community and to become empowered to work toward solving local problems. The approach presented in this paper was linking community service learning in schools with community development. Specifically, high school students and teachers were recruited to assist with conducting a community needs assessment survey. The authors found that the students were able to help conduct a sophisticated needs assessment and were able to do it correctly. Most students learned more about their community and about the needs assessment process, and students indicated they benefited from their involvement in the project. Some students also indicated that they were interested in continuing their involvement in community affairs. However, the increase in feelings of empowerment among the students appeared to be limited. Findings from the research point to community and leadership development, enhancing human capital, and building community social capital. The project highlights one way in which schools can be resources for community development.

Kretzmann, John P. and McKnight, John L. 1993. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Chicago: ACTA Publications.

Summary: This widely known and widely used sourcebook details an asset mapping approach to identifying and mobilizing community strengths. It summarizes lessons learned from community-building projects in various sectors across the United States, and is presented in a manner that is useful and easy-to-understand.

Lane, Brett and Diane Dorman. 1997. Strengthening Community Networks: The Basis for Sustainable Community Renewal (Formative Evaluation). Online. Portland, OR: Northwest Regional Educational Laboratory. <http://www.nwrel.org/ruraled/Strengthening.html>.

Summary: This formative evaluation publication describes school-community renewal in terms of a collaborative process. A number of important concepts are introduced, including social networks, infrastructure, and active and passive relationships. The role of social capital and dialogue are also discussed in generating and sustaining collaboration between schools and communities. Theoretical and collaborative models of community development, such as self-help, technical assistance, and conflict, are also summarized. Various dimensions of successful collaborative development, the authors

conclude, provide users with a guide for assessing their own efforts at sustainable community development.

North Central Educational Laboratory. 2001. Pulling Together: The Rural Circumstance. Online. <http://www.ncrel.org/rural/dochome.htm>.

Summary: Ten educational research laboratories funded by the U. S. Department of Education are charged with using research to improve teaching and learning in America's schools. To help meet these goals in rural communities, the following cross-laboratory rural web site was developed. The website is a rich collection of laboratory-developed resources that provide rural educators with current research and information on which to base their educational decisions. Resources include websites, publications, toolkits, audiotapes, and CD-ROMs. The project is the most comprehensive collection of resources for rural schools ever compiled by the laboratory network, and is intended for use by rural researchers, practitioners, policymakers, and technical assistance providers.

Rennekamp, Roger, Hartley Hobson, and Kristen Spangler. 1999. Youth Development in the Context of Isolation: Challenges and Opportunities. Innovation Center for Community and Youth Development. Washington, DC: National 4-H Council.

Summary: This paper aims to give the youth development profession an account of what is known about youth living in contexts of isolation and to introduce a conceptual framework for beginning to address the needs of these young people. Four major elements of the isolation context are developed: 1) community factors; 2) societal factors; 3) cultural and racial factors; and 4) designed and natural elements of physical space. Resiliency characteristics of individuals are also noted for their influence on context. Through a review of literature, the authors point to gaps in knowledge on youth development in isolation contexts and make recommendations for future program development.

Spears, J. D., et al. 1990. Accommodating Change and Diversity: Linking Rural Schools to Communities. A Report of the Ford Western Taskforce. ERIC Clearinghouse on Rural Education and Small Schools.

Summary: Rural America has been experiencing dramatic changes and is becoming an increasingly diverse society. To explore the process by which rural schools define and work towards change, case studies were conducted on two rural schools that have established unusually strong links with their communities. Information was collected by personal interviews with school personnel, students, and community members. The two case study sites, Belle Fourche, South Dakota, and York, Nebraska, developed programs to consistently work with the community. Both communities are struggling, however, facing increased social and economic needs at a time when fiscal resources and the population are decreasing. Belle Fourche uses the entrepreneurial curriculum as a vehicle to link the school to community development efforts; York has broadened a community education effort to coordinate social services for lifelong learning among the community's adults. In relation to the case studies, the document also reviews the decade-

old themes that the rural school should be involved in local development. It focuses on (1) the reciprocal benefits for educational and economic development between the school and the community; (2) involvement of rural schools in community social services; and (3) rural schools' active role in lifelong learning for community adult members. A list of resource persons, a case study framework and questions, and a 45-item bibliography are included.

Stoops, J. W. 1994 . The Use of Community-Based Support to Effect Curriculum Renewal in Rural Settings. ERIC Clearinghouse on Rural Education and Small Schools.

Summary: This report examines the use of community-based support to facilitate curriculum renewal efforts in small rural school districts. Interviews with educators from five school districts in Alaska, Idaho, Montana, Oregon, and Washington describe three approaches to curriculum renewal: community-initiated approaches, state-directed reform efforts, and school-initiated efforts. Successful program implementation depended on community resources such as specialized knowledge, technical assistance, and fiscal resources. Other important elements were effective communication between the school district and community members, adequate funding, community members holding leadership roles, and school district support of community efforts. School districts reported that projects developed a strong sense of local ownership and input, created classroom materials and approaches that had high utility, kept the district current with the latest in curriculum and instructional development, and utilized resources to assist school districts in meeting new state curriculum standards. Other benefits of the community-based approach included improved collaboration and understanding, increased community unity, and improved student-parent relationships. This report includes steps for implementing a community-based curriculum renewal program and work sheets for program implementation.