

Grant Organization:

Grant Number:

Date:

### Organization-Specific Questions

The following questions are about your institution/organization.

1. Institution Size: Please provide the total number of students and faculty and staff in your institution as a whole.

Students	Faculty

2. Is your institution religious or [faith-based](#) ?

- Yes  
 No  
 Don't know

3. Do you currently collect data on the number of hours participants are engaged in [service-learning activities and programs](#) ?

- Yes  
 No  
 Don't know

### Funding Sources

4. 2004- 2005 Learn and Serve Grant Amount: \$10,000

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

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

6. What are the other (non-Learn and Serve) sources of funding for your service-learning initiatives or programs this year? Please include any funds designated as match as well as other sources of funds used for service-learning. (check all that apply)

- State service-learning funds (non LSA)       Community/private contributions (e.g. - private donors)  
 Other state grant or program funds       Endowments for service-learning  
 General college/university operating funds       Other Corporation for National and Community Service grants

- |   |  |
|---|--|
| <input type="checkbox"/> Foundation grants        | <input type="checkbox"/> Other federal funds (e.g., Title III) |
| <input type="checkbox"/> Corporate grants         | <input type="checkbox"/> Other                                 |
| <input type="checkbox"/> Federal work study funds | <input type="checkbox"/> None                                  |
| <input type="checkbox"/> Don't know               |  |

7. What is your total 2004-2005 estimated budget for service learning from all sources (including cash, your LSA grant, and all non Learn and Serve grants)? Do not include in-kind contributions. \$ \_\_\_\_\_

8. Describe the area in which your institution is located (check all that apply)

- Urban  
 Rural/Remote  
 Suburban

**IMPORTANT:** The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2004-2005 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**

[click here for examples](#)

9. What best describes the scope of LSA funded service-learning activities at your organization during the 2004-2005 program year? Check the one response that best describes activities at your organization.

- Entire Institution  
 Individual classrooms/faculty  
 College or school within the institution (for example, School of Education)  
 Extracurricular programs/activities  
 Multiple departments  
 Single department  
 One or more institutes or centers  
 Don't Know  
 Other (specify)

\_\_\_\_\_

10. When do the LSA funded service learning activities occur?

- Summer  
 Academic year  
 Intersession

Don't know

Other

### Service Learning Participants

**IMPORTANT:** The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2004-2005 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**

[click here for examples](#)

11. In this section we are interested in the students who are in your LSA service learning programs and activities.

Please provide demographic information on the service-learning participants who were engaged in Learn and Serve-supported activities from July 1, 2004 to June 30, 2005. **NOTE:** For the purpose of this survey, service-learners are students who are involved in service-learning programs or activities on a regular basis. Service-learning participants include students (service-learners), faculty, staff and community members who are involved in service-learning programs or activities that engage service-learners in learning activities, assessment and reflection, and direct or indirect service to beneficiaries. Youth or adults engaged in one-time volunteer activities should not be counted as service-learning participants; please record these volunteers under Q13 and Q14.).

Please provide the following information on LSA program participants:

LSA Funded Service-Learning Participants	Estimated Number
Total number of individual service-learners in LSA supported activities/programs at your institution	_____
Total number of faculty involved in teaching LSA supported service learning courses	_____
Total number of faculty participating in LSA supported curriculum development projects, workshops, or other non-teaching/course specific service-learning activities.	_____
Total number of staff involved in LSA supported service-learning activities	_____
Total number of community members involved in LSA supported service-learning activities	_____

Grade/Education Level of all LSA service-learning participants	Estimated Number
Kindergarten - 5th grade	_____
6th grade - 8th grade	_____
9th grade - 12th grade	_____

Undergraduate students (all ages) \_\_\_\_\_  
 Graduate students \_\_\_\_\_  
[School Dropout](#) \_\_\_\_\_  
 Grade Unknown \_\_\_\_\_

Ethnic background of all LSA service-learning participants	Estimated Number of Students	Estimated Number of Faculty/Staff
Hispanic	_____	_____
Non-Hispanic	_____	_____
Ethnicity Unknown	_____	_____

Racial background of all LSA service-learning participants	Estimated Number of Students	Estimated Number of Faculty/Staff
American Indian/Alaska Native	_____	_____
Asian	_____	_____
Black or African-American	_____	_____
Native Hawaiian or Other Pacific Islander	_____	_____
White	_____	_____
Two or more races	_____	_____
Race Unknown	_____	_____

Gender	Estimated Number of Students	Estimated Number of Faculty/Staff
Male	_____	_____
Female	_____	_____

Disabled \_\_\_\_\_  
 Students with disabilities \_\_\_\_\_

12. Do your institution's LSA funded service-learning programs or activities target any of the following types of youth as program [participants](#)?

	Yes	No	Don't Know
Foster children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children of incarcerated parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students who are disabled/ in special education

Additional Volunteers

13. Approximately how many other youth volunteers (defined as youth 5-17 years old) were involved in LSA supported service activities (e.g. one-time volunteers). Do not include regular program [participants](#) reported above.

Total number of other youth volunteers: \_\_\_\_\_

14. Approximately how many adult volunteers (defined as 18 or older) were involved in LSA supported service-related activities (e.g. one-time volunteers). Do not include program staff.

Total number of adult volunteers: \_\_\_\_\_

Service-Learning/Participant Experience

IMPORTANT: The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2004-2005 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.

[click here for examples](#)

15. In this question we are trying to get information about the duration of the LSA programs and activities in your institution and the amount of time service-learners are engaged in preparation, reflection, and service. Please fill in the table below with the numbers of program participants and average hours of preparation and service.

Duration	Do Not Run this Type of Program	Number of Participants	<a href="#">Average Hours of Preparation and/or Formal Reflection per Participant</a>	<a href="#">Average Hours of Service per Participant</a>	Don't Know
Programs and activities that last 2 months or less including summer programs	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>
Programs and activities that last for most or all of one semester or term	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>
Programs and activities that last for most or all of the whole school year or are year-round	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>

16. For each of the following service categories, fill in the percentage of your LSA-supported service-learning activities and/or programs that fall into the category. Then, for each category, please check up to three of the most common types of service being conducted.

Health/Nutrition <input type="text"/> % of activities/programs		
<input type="checkbox"/> Health Education	<input type="checkbox"/> Elder Care/ Nursing Home Programs	<input type="checkbox"/> HIV/AIDS Services
<input type="checkbox"/> Maternal/Child Health Services	<input type="checkbox"/> In-Home Care/ Respite	<input type="checkbox"/> Immunization
<input type="checkbox"/> Teen Pregnancy/Parenting Skills	<input type="checkbox"/> Hospice/Terminally Ill Care	<input type="checkbox"/> Blood Drive
<input type="checkbox"/> Substance Abuse Prevention/Rehabilitation	<input type="checkbox"/> Hunger/Food Distribution/Collection	<input type="checkbox"/> Other Health/Nutrition
<input type="checkbox"/> Disabilities Programs		

Education <input type="text"/> % of activities/programs		
<input type="checkbox"/> Pre-Elementary Day Care	<input type="checkbox"/> Vocational Education	<input type="checkbox"/> Head Start/School Preparedness
<input type="checkbox"/> Tutoring & Child Literacy - Elementary	<input type="checkbox"/> Adult Education and Literacy	<input type="checkbox"/> Historical Preservation/Education
<input type="checkbox"/> Tutoring & Child Literacy - Middle School/High School	<input type="checkbox"/> Special Education	<input type="checkbox"/> Cultural Heritage
<input type="checkbox"/> After School Programs	<input type="checkbox"/> ESL/ESOL	<input type="checkbox"/> Library Services
<input type="checkbox"/> GED Programs/Dropout Prevention	<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Other Education

Environmental <input type="text"/> % of activities/programs		
<input type="checkbox"/> Waste Reduction/ Recycling	<input type="checkbox"/> Energy Conservation	<input type="checkbox"/> Community Restoration/Clean Up
<input type="checkbox"/> Environmental Awareness	<input type="checkbox"/> Wildlife, Park Protection/ Restoration	<input type="checkbox"/> Water Protection/Restoration
<input type="checkbox"/> Other Environment		

Homeland Security <input type="text"/> % of activities/programs	
<input type="checkbox"/> Disaster Preparedness/Response	<input type="checkbox"/> Other Homeland Security

Public Safety <input type="text"/> % of activities/programs
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<input type="checkbox"/> Public Safety Education	<input type="checkbox"/> Victim/Witness Assistance	<input type="checkbox"/> Pedestrian/ Bike Safety
<input type="checkbox"/> Fire/Accident Prevention	<input type="checkbox"/> Community Policing/Neighborhood Watch	<input type="checkbox"/> Water safety
<input type="checkbox"/> Crime Awareness/Crime Avoidance	<input type="checkbox"/> Juvenile Justice/ Gang Prevention	<input type="checkbox"/> Animal Care/ Humane Society
<input type="checkbox"/> Conflict Resolution/Mediation	<input type="checkbox"/> Other Public Safety	

Housing _____ % of activities/programs		
<input type="checkbox"/> Housing Rehabilitation/Construction	<input type="checkbox"/> Independent Living	<input type="checkbox"/> Transitional Housing
<input type="checkbox"/> Housing Referrals/Relocation	<input type="checkbox"/> Tenant Organizing	<input type="checkbox"/> Other Housing

Human Needs - General _____ % of activities/programs		
<input type="checkbox"/> Adult Day Care/Senior Center	<input type="checkbox"/> Mentoring/Coaching	<input type="checkbox"/> Cultural/ Arts/ Performance Programs
<input type="checkbox"/> Companionship/Outreach	<input type="checkbox"/> Foster Care	<input type="checkbox"/> Other Human Needs Services
<input type="checkbox"/> Thrift Store/ Clothing Distribution		

Community and Economic Development _____ % of activities/programs		
<input type="checkbox"/> Consumer Education	<input type="checkbox"/> Transportation Services	<input type="checkbox"/> Technology Access
<input type="checkbox"/> Food Production/Community Gardens/Farming	<input type="checkbox"/> Job Development/Placement	<input type="checkbox"/> Social Services Planning/Delivery
<input type="checkbox"/> Community Revitalization	<input type="checkbox"/> Microenterprise	<input type="checkbox"/> Civic/Community Organizing
<input type="checkbox"/> Other Community Development		

### Community/Program Partners

**IMPORTANT:** The questions in this section refer only to programs and activities that are funded in whole or part by Learn and Serve America funds during the 2004-2005 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**  
[click here for examples](#)

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

A partner is an external school, agency or other organization that cooperates (e.g., shares information), coordinates (e.g., helps plan a program) or collaborates (e.g. shares a leadership role) with an LSA grantee or subgrantee in carrying out LSA funded service-learning activities and programs.

A service learning placement site is an external school, agency or other organization that provides service learning participants with opportunities to use their newly acquired academic skills and knowledge in real life situations.

a. Total number of community partners and placement sites:   Don't Know

If you provided a value for Question 17a, please complete 17b through 20. If you do not provide a value for 17a, no values will be saved for 17b through 20.

b. How many of the above partner agencies/organizations are faith based?  Don't Know

18. Of the total number of partners referenced above:

a. How many were regularly and actively involved in planning and managing LSA funded service-learning?   Don't Know

b. How many were periodically involved in planning and/or managing LSA funded service-learning?   Don't Know

c. How many advised on LSA funded service-learning but were not directly involved in planning or managing LSA funded service-learning?   Don't Know

d. How many served as only a service site?   Don't Know

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

Yes  No

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

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

Collaboration with Other Corporation Programs

21. With which, if any, of the following Corporation for National and Community Service-sponsored programs does your LSA program collaborate? (Check all that apply)

<input type="checkbox"/> AmeriCorps	<input type="checkbox"/> Senior Corps (Foster Grandparents, Senior Companions, RSVP)
<input type="checkbox"/> AmeriCorps*VISTA	<input type="checkbox"/> None
<input type="checkbox"/> Don't Know	

22. How many of the following types of program volunteers were involved in coordinating service-learning programs and activities on a regular or on-going basis at your institution?

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

23. To what extent are the following characteristics present in the Learn and Serve-funded service-learning initiatives and programs in your institution/organization?

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
a. Service activities are of sustained or significant duration (e.g. more than 40 hours per participant per year).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Service projects have clear and specific learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Program staff (teachers, faculty, program coordinators, etc.) work with participants to draw the connections between the service that participants are providing and what they should be learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

### III. Questions About Institutional Support for Service-Learning

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

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[click here for examples](#)

24. How long have there been organized service-learning activities at your institution (e.g. regular, on-going service learning)?

- One year or less
- Two to five years

- Six years or more
- Don't Know

25. Please indicate which policies listed below are in place in your organization. For each type of policy, please indicate Yes, No, or Don't Know.

	Yes	No	Don't Know
a. Service-learning is included in the campus strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Service-learning is part of the official core curriculum in at least one discipline or major at the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service-learning is part of the official core curriculum in at least one course that is required for graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other (specify) _____			

If you answered YES to question 25c then please answer this question. Otherwise skip to question 27.

26. If service-learning is part of at least one course that is required for graduation, please indicate the subject(s). Check all that apply.

<input type="checkbox"/> Social Sciences (e.g. Political Science, History)	<input type="checkbox"/> Arts (incl. Music/theater)	<input type="checkbox"/> Social work
<input type="checkbox"/> Humanities (English, classics, etc.)	<input type="checkbox"/> Medicine/Nursing	<input type="checkbox"/> Allied Health
<input type="checkbox"/> Sciences	<input type="checkbox"/> Law	<input type="checkbox"/> Computer Science
<input type="checkbox"/> Math	<input type="checkbox"/> Education	<input type="checkbox"/> Vocational/Technical
<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Other	

27. Indicate the extent to which the following policies/practices were present at your institution over the past year:

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
The institution's commitment to service-learning is highlighted in student admissions materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is included in the institution's current	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

professional development plans						
The institution has adopted and/or disseminated quality standards for service-learning (for example, the Essential Elements of Service-Learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution policies encourage the integration of service-learning into curricula.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is included in orientation of new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is considered as one of the criteria in hiring new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning is considered as one of the criteria in faculty promotion and/or tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are involved in decision-making about the service-learning activities in the institution, for example, through an advisory council or other formal planning or decision-making body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. During the past year, to what extent were the following available at your institution?  
Please indicate how regularly or widely each type of support was available.

	Never	Rarely	Occasionally	Frequently	Always	Don't Know
a. Financial support for planning, training, and implementation of service-learning projects or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reduction in course load to allow time for						

service-learning program development or supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Technical assistance on planning or implementation of service-learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Recognition or rewards for faculty for quality service-learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Service-Learning Coordinator:

29. Does the college/university have a full or part-time [service-learning coordinator](#) or staff person with responsibility for service-learning?

Yes  No  Don't Know

If you answered "No" or "Don't know" for question 29, please skip to question 35 (on the next tab) and do not answer question 30 thru 34.

30. If there is a service-learning coordinator for the college/university, how many years of professional experience has the coordinator had with service-learning (for example, as a coordinator, former teacher, etc.)? If more than one coordinator, please provide information on the primary coordinator.

Less than 1 year  1-4 years  5 years or more  Don't Know

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

Full-time  Part-time  Don't Know

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

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

33. Please select the answer that best describes the extent of training/professional development the service-learning coordinator has received.

No formal education/training/professional development related to service-learning  
 One workshop, conference, or training session  
 Multiple workshops/conferences/training sessions, OR one or more semesters of

formal education (pre-service or in-service) focused on service-learning

A combination of a semester or more of formal education and multiple workshops/training sessions

Don't Know

34. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2004-2005 (including LSA funds):

Grants:  %

Organization operating funds (non-grant):  %

Don't Know

**Technical Assistance Strengths and Needs**

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[click here for examples](#)

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

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

strategies/Performance measurement	
<input type="checkbox"/> Financial/grant management	
<input type="checkbox"/> Marketing	
<input type="checkbox"/> Other _____ (specify)	
<input type="checkbox"/> None	

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

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

37. Please indicate the primary service-learning outcome your institution is trying to achieve through the LSA funded program. If your program is designed to achieve several major

outcomes, please select the ONE that best represents the primary goal of the program.

Participant Development	Institutional Development	Community Development
<input type="radio"/> Ethic of Service	<input type="radio"/> Integration of service institution-wide	<input type="radio"/> Increased community/CBO capacity
<input type="radio"/> Knowledge of Community	<input type="radio"/> Expanded partnerships/institutional involvement in community	<input type="radio"/> Visibility/Support for community services
<input type="radio"/> Civic Knowledge and Skills	<input type="radio"/> Improvement in institutional climate	<input type="radio"/> Policy change
<input type="radio"/> Ability to work with diverse others	<input type="radio"/> Improved institutional standing/reputation in community	<input type="radio"/> Increased citizen involvement/civic engagement
<input type="radio"/> Social/Personal/Asset Development	<input type="radio"/> Improved institutional performance (academic gains, etc.)	<input type="radio"/> Improved community climate (safety, attitudes, etc.)
<input type="radio"/> Intellectual development/Academic development	<input type="radio"/> Creation/development of a service-learning office or center	
<input type="radio"/> Increased workplace knowledge/Skills		

38. Specifically, how have you defined that outcome for the purposes of your program? Please briefly describe. (For example: "Students will increase their understanding of the ways in which public policy decisions are made in their community.")

39. What tools/methods does your organization currently use to measure the primary program outcome listed above?

Surveys

Interviews

- Focus or discussion groups
- Participant self reflection/evaluation
- Standardized tests
- Disciplinary referrals
- Other (specify) \_\_\_\_\_
- Formal community input
- Institutional audits
- Student enrollment records
- Don't Know

If using any standardized instruments to measure the outcome, please provide the name of the instrument(s):

40. Based on your experience with Learn and Serve funded activities over the past year, assess the impact of these activities and programs on:

	Substantial negative impact	Moderate negative impact	No impact	Moderate positive impact	Substantial positive impact	Don't know
The general academic performance of service-learning participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The habits of participants (habits refer to such things as attendance, extracurricular activities, participation in class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participants' civic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efforts to make service-learning a permanent part of your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organizations that were served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Program Description**

41. Please provide a brief (100-150 word) description of one service-learning project or activity funded by the current LSA subgrant. In doing so, please make sure you answer the following questions: What is the purpose of the project? What are the academic or educational goals? Where and when does it take place? Who are the participants? Who are

the beneficiaries of the service? What are the intended results? What did participants do in the project?

This is the end of the Program Report. Thank you for participating. If you would like to provide additional information that clarifies the answers you have given here or if you would like to provide feedback on the form, email [LASSIEComments@cns.gov](mailto:LASSIEComments@cns.gov)