

Grant Organization:

Grant Number:

Date:

Organization-Specific Questions

You are not required to answer any questions in this section.

Please continue the survey in the next section.

Funding Sources

1. 2005 - 2006 Learn and Serve Grant Amount:

2. 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

3. 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)

- | | |
|---|--|
| <input type="checkbox"/> State service-learning funds (non LSA) | <input type="checkbox"/> Community/private contributions (e.g. - private donors) |
| <input type="checkbox"/> Other state grant or program funds | <input type="checkbox"/> Endowments for service-learning |
| <input type="checkbox"/> General college/university operating funds | <input type="checkbox"/> 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 | |

4. What is your total 2005-2006 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. \$

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 2005-2006 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**
[click here for examples](#)

5. What best describes the scope of LSA funded service-learning activities at your organization during the 2005-2006 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)

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 2005-2006 program year, and the **participants** who were regularly engaged in those activities from July 1, 2005 to June 30, 2006. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.
[click here for examples](#)

6. Please provide the following information on your LSA program **participants** :

| LSA Funded Service-Learning Participants | Estimated Number |
|--|------------------|
| Total number of higher education student service-learners in LSA Supported activities/programs at your institution. | _____ |
| Undergraduate students (all ages) | _____ |
| Graduate students | _____ |
| Unknown | _____ |
| Total number of non-higher education student service-learners in LSA Supported activities/programs at your institution. | _____ |
| Kindergarten | _____ |
| 1st grade | _____ |
| 2nd grade | _____ |
| 3rd grade | _____ |
| 4th grade | _____ |
| 5th grade | _____ |
| 6th grade | _____ |
| 7th grade | _____ |
| 8th grade | _____ |
| 9th grade | _____ |

10th grade

11th grade

12th grade

School Dropout

Grade Unknown

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 adult community members involved in LSA supported service-learning activities

Community members between 18 and 39 years of age (born between 1966 and 1988)

Community members between 40 and 60 years of age (born between 1945 and 1965)

Community members age 61 or older (born before 1945)

Age Unknown

| Ethnic background of all LSA service-learning participants (sum of service-learners in this section must equal total service-learners entered above) | Estimated Number of service-learners | Estimated Number of Faculty/Staff |
|--|---|--|
| Hispanic | | |
| Non-Hispanic | | |
| Ethnicity Unknown | | |

| Racial background of all LSA service-learning participants (sum of service-learners in this section must equal total service-learners entered above) | Estimated Number of service-learners | 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 (sum of service-learners in this section must equal total service-learners entered above) | Estimated Number of service-learners | Estimated Number of Faculty/Staff |
|--|---|--|
| | | |

Male _____

Female _____

| Higher Education Students with Disabilities | Estimated Number |
|---|------------------|
|---|------------------|

Higher Education Students with disabilities

Disadvantaged Youth Participants and Beneficiaries

7. Approximately how many disadvantaged youth provided community service through your LSA supported service activities during the 2005-2006 program year?

Estimated Number Don't Know

8. Did any of your LSA supported activities provide services to disadvantaged youth during the 2005-2006 program year?

Yes No Don't Know

(If Yes, proceed to 8a. If No or Don't Know, proceed to 12)

8a. Approximately how many of the youth beneficiaries of your LSA supported activities belong to the following populations (categories are not exclusive):

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

8b. Approximately how many disadvantaged K-12 youth were mentored through your LSA supported service-learning activities?

Number Estimated Don't Know Do not have mentoring activities

8c. Approximately how many disadvantaged K-12 youth were tutored through your LSA supported service-learning activities?

Estimated Number Don't Know Do not have tutoring activities

Additional Volunteers

9. Approximately how many K-12 youth volunteers (defined as youth 5-17 years old) were involved in LSA supported service activities (i.e. one-time volunteers or volunteers recruited for service-learning activities). Do not include regular program [participants](#) reported above.

Estimated number of other youth volunteers: Don't Know

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

Estimated number of adult volunteers: Don't Know

10a. Approximately how many of these adult volunteers are Baby Boomers (defined as individuals born between 1945 and 1965, or between the ages of 41 and 61)?

Estimated Number of Baby Boomer volunteers: Don't Know

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 2005-2006 program year. DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.

[click here for examples](#)

11. 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.

Instructions for completing table on service hours

1. First, estimate the number of service-learning participants who were in service-learning programs of the durations listed in the table below from July 1, 2005 to June 30, 2006. If you have more than one activity or program, please combine them in reporting participant numbers and hours. The total number of participants for all durations should equal the total number of participants reported in question 6.
2. Next, for each of the project durations, calculate the average hours of preparation for the service and formal reflection per participant during or after the service and enter that figure in column 3.
3. Finally, enter the average number of hours of service for a participant. Enter that figure in column 4.
 - Preparation activities might include conducting background research, collecting data, attending trainings, assembling materials, rehearsing parts, and meeting to plan project activities during and after class.
 - Formal reflection activities might include classroom discussions, keeping a journal, writing an essay or a poem, and making a class presentation.
 - Service might include a variety of activities, including the following: providing direct service to individuals (tutoring, assisting at a human services agency, working in a classroom, etc.); service projects addressing a community need (for example, cleaning a park, raising money for a local program, monitoring local water quality), or education and advocacy efforts such as presenting a play on a community issue, organizing or testifying at a public hearing, or preparing educational materials (brochures, posters, etc.) on a local issue.

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

service (see \hat{b}). The service activity itself took approximately 2 hours per student (see \hat{c}).

Example 2: The senior Civics Class is organized around a core service-learning program. It meets one hour, two days a week for one semester, and has 25 students (see \hat{d}). Each student in this class spent 63 hours engaged in service-learning preparation for the service and formal reflection during and after the service (see \hat{e}). The service activity itself was 10 hours (see \hat{f}). (Calculation: 2 hours of class + 1 hour of preparation + .5 hours of formal reflection x 18 weeks = 63 hours per student; 10 hours of service per student).

EXAMPLES

| Duration | Do Not Run this Type of Program | Number of Participants | Average Hours of Preparation and/or Formal Reflection per Participant | Average Hours of Service per Participant | Don't Know |
|---|--|-------------------------------|--|---|-------------------|
| Programs and activities that last 2 months or less including summer programs | | a. 60 | b. 8 | c. 2 | |
| Programs and activities that last for most or all of one semester or term (or about half the school year) | | d. 25 | e. 63 | f. 10 | |
| Programs and activities that last for most or all of the whole school year | | | | | |

PLEASE FILL IN

| Duration | Do Not Run this Type of Program | Number of Participants | Average Hours of Preparation and/or Formal Reflection per Participant | Average Hours of Service per Participant | Don't Know |
|--|--|-------------------------------|--|---|--------------------------|
| Programs and activities that last 2 months or less including summer programs | <input type="checkbox"/> | | : | : | <input type="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"/> |

LSA Service Activities

12. 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 | | % 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 | | % 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 | | % 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 | | % of activities/programs | |
|---|--|---------------------------------|--|
| <input type="checkbox"/> Disaster Preparedness/Response | <input type="checkbox"/> Other Homeland Security | | |

| Public Safety | | % of activities/programs | |
|---|--|--|--|
| <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 Youth | <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 | <input type="checkbox"/> Coaching a Team | | | | |

| 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 2005-2006 program year. **DO NOT INCLUDE NON-LSA FUNDED ACTIVITIES.**
[click here for examples](#)

13. 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.

Total number of community partners and placement sites:

Don't

Know

If you provided a value for Question 13, please complete 13a through 16. If you do not provide a value for 13, no values will be saved for 13a through 16.

13a. How many of the above partner agencies/organizations are faith based? _____ Don't Know

14. 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 only as a service-learning placement site? _____ Don't Know

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

Yes No Don't Know

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

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

Collaboration with Other Corporation Programs

17. 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 | |

18. 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 | |

19. 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).

20. 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

21. 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. Public or institution-wide recognition is given to students receiving the President's Volunteer Service Award | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Information about the President's Volunteer Service Award and other CNCS national service programs is provided to students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you answered YES to question 21c then please answer this question. Otherwise skip to question 23.

22. 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 | |

23. During the past year, how many courses with service-learning activities at your institution were created as a result of the Learn and Serve funds?

Estimated Number of courses Don't Know

24. During the past year, how many courses with service-learning activities were provided by your institution overall?

Estimated Number of courses Don't Know

25. 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 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Service-learning is included in the institution's current professional development plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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"/> |
| 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 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"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

26. 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:

27. 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 27, please skip to question 33 (on the next tab) and do not answer question 28 thru 32.

28. 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

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

Full-time Part-time Don't Know

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

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

31. 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

32. What percentage of the service-learning coordinator's salary is from grants and institutional funds in 2005-2006 (including LSA funds):

Grants: %

Organization operating funds (non-grant): %

Don't Know

33. 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

34. 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?

Technical Assistance Strengths and Needs

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 | |