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## Taking the Lead: A Preliminary Proposal for a K-12 Service-Learning Leadership Organization

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# **TAKING THE LEAD**

## **A Preliminary Proposal for a K-12 Service-Learning Leadership Organization**

Sponsored by  
Interim Executive Committee for a Service-Learning Leadership Organization  
and  
Learning In Deed

Prepared by  
Academy for Educational Development

Funded by  
W. K. Kellogg Foundation  
Surdna Foundation

March 19, 2001

## OVERVIEW

### Background

Service-learning's advocates are passionate about its potential as an educational reform strategy benefiting students, schools, communities, and the nation. They know that integrating service into core academic curriculum is a powerful way of engaging students' hearts and minds. By combining highly effective teaching strategies with support for students' acquiring an ethic of caring and community responsibility, service-learning does what few other pedagogies can do: it boosts students' academic achievement while also strengthening their civic-mindedness and career preparation. The American public wants students to have this kind of education. According to a new poll conducted by Roper Starch Worldwide, Americans agree that schools have a clear responsibility to link what children study in school to the skills they will need at work and in their communities. The public recognizes that service-learning can provide the educational experiences students should have.<sup>1</sup>

With this base of support for service-learning, a growing infrastructure of organizations and individuals working to integrate service-learning into schools, and the momentum of the Learning In Deed initiative, service-learning supporters have an unprecedented opportunity to make service-learning central to the public debate about improving public education. But, to do so, service-learning leaders must organize a collaborative effort to help key stakeholder groups understand and embrace service-learning. Now is the time for service-learning advocates to unite and take the lead to ensure students' access to the extraordinary benefits of service-learning. (See Appendix A for an overview of the "change process" that Learning In Deed is supporting.)

Part of this effort is well underway. The Academy for Educational Development (AED) was asked by Learning In Deed (LID) to help K-12 service-learning leaders form an organization for collective action. AED was charged with convening a steering committee, comprised of representative members of the service-learning field, to guide the formation of a "stakeholders network." This committee met four times to discuss critical priorities for a network-like leadership organization and sponsored two dialogue meetings with service-learning leaders. (See Appendix B for a list of steering committee members.)

Consistent with LID's mission to "ensure the integration of service-learning as an effective teaching strategy in K-12 public education so that all students participate in academically rich service opportunities," the steering committee anchored much of its work in a commitment to institutionalization. The committee's initial discussions revolved around how to "build the field" of service-learning to bring educationally effective service-learning to scale. Committee members used the term "build" in three ways, referring to:

- Demonstrating that service-learning responds to parents' and other key stakeholders' concerns that public education prepare children for adult responsibilities,
- Expanding the use of service-learning, and
- Enhancing the effectiveness of service-learning as an educational practice.

Steering committee members drew on AED consultant Melinda Fine's *Thoughts on Field-Building* to identify critical strategies for institutionalizing service-learning. These field-building strategies "clearly press us to get our own house in order while engaging the world beyond it," wrote AED consultant John Beam. To facilitate service-learning advocates mobilizing around this challenge, the committee called for a leadership organization that would be open to all who want to work on an institutionalization agenda; focused on action and augmenting the good work underway at community, state, and national levels; lean and flexible; operated in accordance with service-learning's core values; and creative in its use of cyberspace. The steering committee authorized an interim executive committee to preside over the final phase of developing a new organization. (See Appendix C for a list of interim executive committee members.)

We members of this interim executive committee are pleased to offer our preliminary proposal for a service-learning leadership organization that we believe meets the steering committee's specifications. In developing our proposal, we are grateful for the assistance of AED's LID staff and consultants: Betsey McGee, Flora Lazar, Edna Murphy, Elayne Archer, Melinda Fine, Fran Rothstein, and Daughtry Carstarphen.

Our proposal includes a plea and a plan. We describe the urgent need for a K-12 service-learning leadership organization that can become a visible and vocal advocate for K-12 service-learning, and we present an overall scheme for how it could work. Our plan draws upon the thinking of dozens of service-learning supporters, some directly involved in LID and others involved as informal advisors. We appreciate their perspectives on the long-standing conundrums, challenges, and controversies within the K-12 service-learning field. With these perspectives in mind, we have tried to propose a sensible way to build on the field's current assets and past successes (such as the Association for Service Learning in Educational Reform) in creating a leadership structure for the field.

### **Need**

We are convinced that a structure to coalesce leadership is crucial because years of "stocktaking" among service-learning leaders have led to the same conclusion: service-learning supporters must work together on pressing needs. There is substantial support among these leaders for an organization to coordinate, leverage, and supplement the work of organizations and individuals with respect to the two fundamental needs identified by the steering committee:

- **Advocacy** (which involves strengthening communications, information exchange, marketing, stakeholder education, and policy support), and
- **Capacity building** (which involves strengthening practice quality, teacher preparation, diversity, and youth participation).

Service-learning supporters are poised to make substantial progress in these arenas. Over the last two decades, enormous gains have been made, not only in the number of teachers, schools, and districts offering service-learning, but, more importantly, in establishing an institutional foundation for the diffusion of high-quality service-learning in K-12 public education. There is now broad agreement on the characteristics of best-practice service-learning, and interested

practitioners have numerous models of inspiring and effective practice. Also, the service-learning field has begun to create the knowledge base and information-sharing mechanisms necessary for service-learning to expand significantly beyond its earliest champions. The commitment of a relatively small number of loosely organized advocates has propelled service-learning to this promising but challenging point.

A strong national effort capable of parlaying these strengths into a wider arena is essential. To do this, the next phase of development for the service-learning field will require that its supporters' work be more cohesive and purposeful. We need an organization with the capacity and authority to rally service-learning advocates around pressing priorities. Furthermore, overcoming the obstacles limiting the expansion of service-learning must involve a far wider group of constituents than the current group of service-learning adherents. To help key stakeholders develop the desire and capacity to spread service-learning, field leaders need a membership organization. To lead effectively, they must represent, recruit, and be drawn from a diverse membership base. This base is essential for legitimacy, consolidation of current supporters, outreach to new constituencies, leadership development, financial sustainability, and organizational vitality.

### **Opportunity**

The service-learning leadership organization we envision will **lead, link, and leverage**. It will act as a magnet, drawing service-learning's current supporters—organizations, networks, public and community agencies, schools, special interest groups, and individuals—into a collective enterprise with the capability and mandate to be a powerful advocate for service-learning and for capacity building within the field. The organization will function as a hub for work on a common agenda for institutionalizing service-learning in elementary, middle, and high schools across the United States. The new organization's members, collectively and on their own, will pursue this agenda.

To succeed, the organization must attract individual and organizational members whose commitment, credibility, and clout can provide the organization (and thus the service-learning field) with the resources and influence it needs to pursue its mission successfully. This new organization must deliver high value at minimal cost to service-learning's core supporters and those who are interested in, but not yet committed to, service-learning. The large educational associations, with their broad networks of state affiliates, and other organizations serving key stakeholder groups (such as parents), should be the focal point of efforts both to recruit members as well as build leadership support for service-learning.

To draw these kinds of members, the new organization must offer supports and opportunities that advance its purposes and those of its members. We propose that the organization provide the following three vehicles for member education and action:

- **A set of committees** to provide leadership structures in which members—who will always be, in different ways, the field's leaders—can identify needs requiring collective action and orchestrate a coordinated response.

- **A policy forum** to serve as the primary vehicle for building advocacy capacity while helping to integrate the varied geographical, professional, and organizational elements of the field. This forum will convene annually to study policy issues inhibiting the growth of service-learning, share success stories, and develop action plans.
- **A biweekly electronic news brief** to report and analyze developments in the field in order to provide timely, easily accessible, and comprehensive information to strengthen service-learning supporters' work. This regular update should inform those with limited exposure to the field as well as those who are deeply engaged. It should become the most important source of just-in-time news about the field as a whole.

These three vehicles will provide the organization with a way to mobilize service-learning leaders around a targeted set of objectives to address the informational, attitudinal, institutional, and financial barriers impeding the expansion of best-practice service-learning. The perspectives and needs of educators in varied roles and disciplines, policymakers at all levels of government, young people, parents, and national and community leaders should inform the development of an action agenda. This agenda must sustain and amplify current work in the service-learning field, including LID.

### **Timeline**

Creating a viable and valuable organization is an exciting challenge. We believe that the organization we propose here is, in its essential features, the one the field needs and that our plan is sound. However, we are eager to work with you, our colleagues, on strengthening this plan. To facilitate review of our proposal, we have posted it on the LID website and sent it to the many service-learning supporters who have already contributed to our thinking. During the 2001 National Service-Learning Conference in Denver, we will use two venues to garner input about this proposal, and afterwards, we will assess the feedback we have received. Our final plan will be posted on the LID website after Tuesday May 15, 2001. At that point, if our "sense of the field" is that a broad group of service-learning leaders are enthusiastic about working with us in launching a leadership organization, we will begin organizing it immediately.

This organization can be organized during a transition phase of roughly eight months (May-December 2001). We will work with you and an organizational development specialist to develop a process for forming a governance structure by September 2001. With a formal launch date of January 2002, the new organization can be fully operational by the end of that year.

We propose that the organization operate under the stewardship of AED's LID team in its start-up period so that we can move forward quickly. With AED serving as an administrative home and the LID website offering electronic support, the new organization should be able to get started with relatively lean staffing. During the start-up phase, it would be funded through AED's LID grant, but shortly thereafter it must become self-sustaining through a combination of membership dues, policy forum fees, grants, and revenues from other sources. AED has completed preliminary membership and forum attendance projections that will inform our financial planning.

The remainder of this document presents our thinking in greater detail. We refer to the organization simply as the service-learning leadership organization because it does not have a name—yet. We have tried to provide sufficient information to assess the value and feasibility of our plan. Please consider it a work-in-progress. As we develop this new organization, it is likely that our thinking, as well as yours, will evolve in ways we cannot now foresee. Our plan is laid out in the following sections: rationale, mission, strategy, operations, launch, and financial viability.

## ORGANIZATION PLAN

### I. Rationale

Service-learning has grown considerably since the 1980s, especially in middle and high schools. Overall, about one-third of all K-12 public schools, more than three times the number reported in 1980, offered service-learning as a part of their curricula in 1999.<sup>2</sup> There are many possible explanations for this rapid growth. The pioneering efforts of many dedicated individual and organizational supporters have endowed the field with indispensable tools for advancing an institutionalization agenda. However, the fact remains that the large majority of public schools do not yet offer service-learning. (See Table 1.)

| TABLE 1<br>POTENTIAL SCHOOL MARKET FOR SERVICE-LEARNING<br>2001 |              |                      |                      |                          |
|---|--------------|----------------------|----------------------|--------------------------|
|   | # of Schools | % w/Service Learning | # w/Service-Learning | # w/out Service-Learning |
| <b>Elementary</b>   | 49350        | 25%                  | 12,338               | 37,013                   |
| <b>Middle</b>   | 14398        | 38%                  | 5,471                | 8,927                    |
| <b>High</b>   | <u>16002</u> | 46%                  | <u>7,361</u>         | <u>8,641</u>             |
| <b>TOTAL</b>  | 79750        | 32%                  | 25,520               | 54,230                   |

Source: National Center for Educational Statistics, 1999

Tackling the challenge of expanding K-12 service-learning will require leadership equipped to unite the efforts of those for whom service-learning is of primary importance, those for whom it is of interest but only secondary importance, and those who are unfamiliar with service-learning but support the outcomes service-learning can achieve. The possibility of being able to offer students a powerful form of education with far-ranging benefits ought to compel service-learning leaders to go beyond business-as-usual and mount a joint effort, as they have done at important moments in the past. However, the fragmentation of the service-learning field stands in the way of such an effort. Service-learning supporters are widely dispersed among various national, state, and local organizations and networks; public agencies at all levels of government; and schools and communities across the country. While this diversity represents a great strength, it has also made it more difficult for service-learning leaders to unite around the kind of purposeful action that is necessary for service-learning to reach the “tipping point” where it takes off and becomes commonplace in public schools. (See Appendix D for a chart showing the various

sectors and types of organizations in which service-learning supporters are located at national, state, and local levels.)

Service-learning leaders must organize around advocacy and capacity-building priorities, including:

- Coordinating existing efforts focused on service-learning,
- Developing a marketing strategy for systematic outreach to key stakeholders, especially the mainstream education associations that have not yet devoted significant resources to the broader infusion of service-learning in curricula,
- Launching an easily accessible news source that pulls together the information now conveyed through a multiplicity of channels (publications, websites, listservs, and professional education),
- Ensuring that young people are full partners in all of the service-learning field's work,
- Working with the LID partner organizations to maximize the impact of their efforts, especially the National Commission on Service-Learning, a fall 2001 research conference, and the work of the Policy and Practice Demonstration States, and
- Enlarging the financial and technical assistance resources available to schools starting or expanding service-learning.

A new leadership organization can provide the structure and services needed to rally the service-learning community around these priorities. Committees, a policy forum, and a biweekly news brief are the vehicles that will make this organization indispensable to an all-out effort to guarantee an in-depth service-learning experience for "every student, every year." These vehicles will ensure that members (and thus the field) have access to the essential ingredients for effectiveness: shared priorities, shared knowledge, and shared work. By delivering this kind of value, these vehicles should ensure that members continue to participate in the organization, thus enabling it to take root and flourish. Members, in turn, should be better prepared, both individually and collectively, to persuade service-learning's key stakeholder groups to embrace service-learning.

## II. Mission

A clear, appropriate, and attainable mission is essential to an organization's success. The mission statement for a service-learning leadership organization might read as follows.

### **DRAFT MISSION STATEMENT**

*The service-learning leadership organization is a collaboration of individuals and organizations dedicated to ensuring an in-depth service-learning experience for "every student, every year." By strengthening information exchange and collaboration, this organization serves as a leadership hub for advocacy and capacity building that expands best-practice service-learning nationwide.*

This mission reflects the leadership organization's more specific purposes, which are to:



- Leverage the existing efforts of K-12 service-learning supporters, including LID partner organizations,
- Provide a mechanism for coordinating and catalyzing action,
- Strengthen the cohesiveness of the K-12 service-learning community,
- Build a broader base of support for best-practice K-12 service-learning,
- Work with young people as full partners, reflecting their pivotal importance to the organization's mission,
- Address needs requiring collective leadership and effort,
- Organize and represent the field in situations where speaking with "one voice" is essential to expanding use of high-quality service-learning,
- Foster a more inclusive dialogue on service-learning among supporters and potential supporters,
- Recruit new spokespeople for service-learning,
- Help members advocate effectively for K-12 service-learning among key national, state, and local stakeholder groups, and
- Sponsor field-wide inquiry into challenging and difficult issues.

### III. Strategy

An effective leadership organization for the service-learning field must offer opportunities and support that attract members and help them tackle pressing priorities successfully. This section sketches out strategies to recruit and serve members.

#### **Member Recruitment**

The new organization's first members must be the core supporters of service-learning, including organizations and individuals. They, in turn, must pursue a strategy for broadening the membership base, especially among key stakeholder groups (both individuals and organizations). The central purpose of a member recruitment strategy is to build a broader base of support for service-learning.

Educational leaders and the mainstream educational organizations with which they are affiliated are a critical stakeholder group. Working closely with its members and LID partner organizations, the new organization should target the organizations listed on the next page as critical to the growth and sustainability of service-learning. Outreach to these organizations should focus on various forms of collaboration. We need the organizations themselves and some of their members to join the leadership organization. It is more likely that national education and youth organizations will devote institutional resources and prestige to service-learning if they have an internal constituency for this commitment as well as board or key leaders' support.

A "vision statement" may be useful for getting organizations on board. It can be a powerful advocacy and membership recruitment tool. By the end of its first six months, the new organization could complete a statement similar to the one created by the National Forum to Accelerate Middle Grades Reform. The new organization's membership committee would then work with prospective organizational members to get this statement approved by their respective

boards. This vision statement would help galvanize support for service-learning among other constituencies as well. (See Appendix E for a copy of the National Forum’s statement.)

|  |
|--|
| <p style="text-align: center;"><b>Education and Youth Organization Targets</b></p> <p style="text-align: center;">National School Boards Association<br/>Association for Supervision and Curriculum Development<br/>National Association of Elementary School Principals<br/>National Middle School Association<br/>National Association of Secondary School Principals<br/>American Association of School Administrators<br/>American School Counselors Association<br/>National Society for Teachers of Mathematics<br/>National Science Teachers Association<br/>National Council on the Social Studies<br/>American Association of Colleges of Teacher Education<br/>National Parent-Teacher Association<br/>National Education Association<br/>American Federation of Teachers<br/>American Association of Colleges for Teachers Education<br/>Phi Delta Kappa<br/>American Political Science Association<br/>Association for Supervision and Curriculum Development<br/>National Collaboration for Youth</p> |
|--|

**Member Benefits**

Members’ commitment to the organization and their success at promoting its objectives will depend in large measure on providing the right vehicles for collaboration and information exchange. As explained in the rationale section, the leadership organization will attract members if it offers benefits valuable to them and the service-learning field. As noted earlier, we suggest that, at this point in the field’s development, we need the following three vehicles for member education and action: committees, a policy forum, and a biweekly electronic news brief. The remainder of this section examines these vehicles in greater detail.

**(1) Committees**

Committees provide the main way for members to develop, carry out, and integrate the organization’s work. (The biweekly news brief and annual policy forum will enhance and extend this work.) For efficiency and economy, committees should be limited in size. However, after identifying action tasks, each committee could authorize self-led work groups tapping the energy and expertise of other members of the leadership organization.

Each committee should make every effort to draw on member interests and talents and to honor the organization’s commitment to inclusion. Committee members should be diverse in terms of age, gender, race, ethnicity, geography, political persuasion, jobs, and length of participation in the service-learning community. Youth leaders (under 25 years old) ought to represent 20 percent of the executive committee and other committees as well. Young people could be recruited with the assistance of a youth advocate, who would also provide training and ongoing

staff support. (AED consultant Daughtry Carstarphen is preparing a separate memo on strategies for effective youth participation in the leadership organization.)

In the interest of minimizing cost and time, the committees would need to rely as much as possible on e-communication and e-learning, taking the maximum possible advantage of the web-based services in the field, including webpages, message boards, and listservs. However, face-to-face interactions are still essential to the new organization's success. As often as possible, committee meetings (as well as membership meetings, open meetings, and the policy forum) should be held in conjunction with other gatherings of the service-learning community.

We envision two major types of committees: governance committees and work committees, as described below.

### ***Governance Committees***

The organization's governance committees would play a vital function in identifying the most pressing field-building priorities and galvanizing action around them. These committees would guide the overall operation of the organization, shape the basic contours of its work, and forge critical links between the service-learning community and other groups. Because of their crucial role in building and consolidating leadership for the field, these committees must tap the talents of a broadly diverse group of leaders: longtime service-learning advocates, more recent leaders, and youth. We anticipate establishing two governance committees—an executive and a nominating committee.

*Executive committee.* This committee would be responsible for communicating the organization's mission and goals, promoting the organization as a venture worth people's time, and guiding its development. Committee members' time, stature, skill, enthusiasm, and patience are the resources upon which the organization must draw in its early stages. The committee should consist of those members of the interim executive committee who wish to continue in this role as well as new members. Each work committee chair would hold a seat on the executive committee, with the balance consisting of "at large" members representing organizations important to the leadership organization's work. The executive committee could create additional work committees, appoint ad-hoc committees, or organize special-purpose task forces as necessary. The executive committee should convene in person three times a year, most likely at the time of the policy forum, during the National Service-Learning Conference, and at a third time and location to be determined. Its responsibilities could include:

- Developing a vision statement,
- Proposing bylaws for membership approval,
- Approving a member recruitment strategy and assisting with it,
- Coordinating with member organizations' and LID organizational partners' work,
- Hiring the director and approving the staffing structure,
- Approving budgets,
- Approving the news brief's editorial direction and the policy forum's overall content,
- Commissioning and approving reports to the field ("white papers"), and
- Representing the organization to important organizations and the media.

*Nominating committee.* This committee would develop policies appropriate to its role and provide the executive committee with recommendations for all committee members and chairs. Members of the nominating committee should have broad contacts with the diverse constituencies that make up the service-learning field.

### ***Work Committees***

The exact number and focus of working committees may change over time, but initially we envision three work committees with the following responsibilities:

- *Membership committee:* Recommends the overall member recruitment strategy, including member fees/benefits policies, and directs the strategy for recruiting important organizational members.
- *Advocacy committee:* Provides oversight for the policy forum and independent work groups focused on various aspects of building advocacy capacity. Provides oversight for the editorial direction of the news brief, including advising the organization's director on hiring an editor. Assesses how to meet other information-exchange needs among the research, policy, and practice communities within the field.
- *Practice committee:* Assesses the accessibility and utility of resources supporting best-practice and works with member organizations to determine how to address shortcomings.

Work committees should report to the general membership on a timely basis once their reports and recommendations have been submitted to the executive committee for approval.

### **(2) News Brief**

To increase the accessibility of information relevant to institutionalizing service-learning, a biweekly electronic news brief should deliver original content, including news summaries as well as analysis, to a broad audience interested in service-learning. The brief would let the new organization "put some early runs on the scoreboard" while it assesses other, perhaps more costly, ways to serve members. In other words, the brief would offer immediate rewards to members (and the service-learning field) during the new organization's formation.

Drawing on the contributions, expertise, and information of member organizations and others, the brief would track significant developments in a range of areas, including communications, research, policy, and practice as they relate to service-learning. It should provide a basic information service for those with limited exposure to the field while offering those who are more knowledgeable a regular update on important and breaking news. This brief would be distributed by e-mail to members free of charge.

The news brief should be in graphically appealing HTML format, and members should be free to redistribute it electronically or in hard copy as well as to use its summaries in their own newsletters or other communication media. However, those who want to receive the brief regularly would have to enroll as members, either through an electronic link on the brief or through various websites. Far from undermining the efforts of the new leadership organization to build membership, such "viral marketing" would provide an inexpensive tool to reach a large audience and bolster the organization's overall leadership position. The new organization should encourage such sharing. A number of electronic newsletters have built subscription bases of 100,000 readers this way. AED is working on a business plan for this brief in order to seek start-

up funding. If necessary, the brief can offer tasteful revenue-generating sponsorships, in the form of a logo or “special thanks” notice, to member organizations or corporate backers.

### **(3) Policy Forum**

A national policy forum could serve as a major vehicle for bolstering the field’s advocacy capacity. Building on the field’s first “Hill Day” in Washington D.C. (a pilot event sponsored by LID in March 2001), as well as state, regional, and local efforts, this annual forum should convene researchers, practitioners, policymakers, young people, and parents for a day of education and agenda-setting. Youth participation would have to be supported through subsidies and other types of assistance.

The success of the policy forum would depend to a considerable degree on its location and scheduling. In its first years, the new organization should experiment with holding the forum in various places: both Washington, D.C. and grassroots locations have merit. Because participants may have limited budgets and multiple professional affiliations, the forum should be held in connection with other events. In addition, cyberspace can be used to link national and local efforts.

A forum selectively, but well, promoted will probably need supplemental funding to cover its costs. However, even modest success in attracting attendees should provide a solid foundation from which to expand. (AED has developed estimates of potential attendance by existing service-learning supporters and others to guide our financial planning.)

## **IV. Governance and Operations**

It is worth repeating that the details we provide here are meant to convey how a new leadership organization might be governed and staffed. In the process of giving birth to this new organization, we expect that its leaders would refine or change the governance and operational structure outlined in this section. For now, that structure might include standing committees (with, as needed, self-led work groups) and a sponsor with a small staff, as described below. (Committees were discussed in the previous section on strategy.)

### **Sponsor**

We believe that the service-learning community should organize and launch the network under the fiscal sponsorship and operational stewardship of AED. This will allow the new organization to move forward quickly, like many other entities that begin as a project of another organization. Some projects retain this status indefinitely, while others seek independent nonprofit status as they mature. This proposal assumes nothing beyond AED as the new organization’s initial sponsor. Using its LID grant and team of staff and consultants, AED has both the financial and staff resources to provide the kind of staffing a start-up effort requires. AED’s initial sponsorship will also help the new organization leverage the work currently being carried out by other LID partners and their offspring, such as the National Commission, the fall 2001 research conference, and the Policy and Practice Demonstration States.

Using AED as a fiscal agent rather than seeking independent tax-exempt status offers advantages in addition to expediency. The new organization will have access to a variety of AED’s

organizational resources, both in New York City and Washington, D. C., so that those involved in getting the new organization up and running can concentrate on the core work that needs to be done.

**Staff**

We anticipate a minimum of staff consisting of a part-time director and a full-time membership coordinator/administrative assistant. Additional staff functions, including news-brief production, advocacy coordination, youth-participation support, and organizational development assistance, can be met by using contractors if cost-effective. In addition, the organization could contract with experts on an as-needed basis, looking first to its own members. To facilitate a smooth transition, AED anticipates using the current AED/LID team to meet key staffing priorities. Some additional assistance might also be needed.

**V. Launch**

If the K-12 service-learning leaders want to launch a leadership organization, we will work with them and an organizational development specialist to establish the governance committees. (We recognize that some of our committee members may opt to “retire” at that juncture.) Organizing the new organization could take place in two phases to be completed by the end of 2002. Proposed activities and deliverables during each of these phases include:

| <b>Phase</b>                          | <b>Activity/Deliverables</b>   |
|---------------------------------------|--|
| Phase 1: May 2001-December 2001       | Establish governance and work committees and support their productivity.<br><br>Hire additional staff if needed.<br><br>Launch the news brief.<br><br>Announce the policy forum date and preliminary program.<br><br>Develop and ratify a vision statement.<br><br>Complete membership strategy, develop interim dues structure, and begin recruitment (with a particular focus on education associations).<br><br>Complete a financial and fund development plan. |
| Phase 2: January 2002 – December 2002 | Establish final dues structure.<br><br>Continue intensive member recruitment strategies.<br><br>Support work committee’s plans, products, or projects.<br><br>Plan and hold policy forum.<br><br>Become independent of LID.  |

## VI. Financial viability

### Short-Term

With AED's LID resources, the new leadership organization should be able to start relatively quickly. During start-up, the organization's director and executive committee must create a three-year budget and fund-development plan. Financial support for the new organization would have to come from a variety of revenue sources: grants, in-kind support, sponsorships, dues, fees, and product revenues. AED is committed to seeking funding for supporting participation of the organization's leaders and producing the proposed news brief and policy forum. In addition, the new organization should seek authorization from government agencies and foundations for their grantees to write the costs of membership dues, committee participation, and forum attendance into grant proposals.

In its first six months, the executive and membership committees will have to determine the organization's membership dues and phase them in. Given the limitations of potential members' resources, the new organization will have to develop a dues structure accommodating a range of participants, including young people, teachers, schools, networks, districts, community partners, and larger organizations. Over time, membership growth could produce a significant revenue stream, which could be used to develop products, services, and projects in keeping with the organization's mission.

### Long-Term

The old adage—nothing succeeds like success—is the best answer to the question, “Can this new organization survive?” If, as we intend, the leadership organization complements, connects, and enhances the work of its individual and organizational members, they will embrace it because it will make their individual and organizational efforts more efficient and effective. If the leadership organization is exciting and successful in making service-learning central to the educational reform agenda of public schools, its members and funders will want to ensure its survival.

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<sup>1</sup> Roper Starch Worldwide, Inc., *Public Attitudes Toward Education and Service-Learning*, November 2000.

<sup>2</sup> National Center for Educational Statistics, 1999.