California's Serve America Plan and the Landscape of Reform
by Linda Forsyth and Wade Brynelson

The California Department of Education has received $1,600,000 under the Serve America subtitle of the National and Community Service Act to award to local partnerships for 1991-92. Considering that California serves some 6 million public and private K-12 students, this is a modest sum. What do we hope to achieve? How realistic are our hopes? This paper discusses Service Learning in the context of a broad landscape of reforms in education and society. These reforms have much to do with our capacity to fulfill our hopes and sustain the service movement.

The Department has been working as one of several partners in an effort to develop California’s comprehensive application for funding under the Act. The overall goal is to develop and strengthen the service ethic among children, youth and adults, and to apply that service to specific problems of children, families and communities. Serve America, the K-12 education part of the plan, intends to attack school failure and dropout problems and integrate Serve America partnership schools with key state education reforms, including School Restructuring (Senate Bill 1274) and the Governor's Healthy Start initiative (Senate Bill 620) as well as other initiatives and educational categorical programs. Additionally, it hopes to promote Service Learning as a legitimate instructional strategy that offers educators an efficient means to accomplish several key goals of education at once: develop personal empowerment and self-confidence in the student, cultivate a sense of responsibility for the condition of one’s community and for others, and gain a greater, deeper understanding of the abstract concepts contained in the curricular subject areas. Finally, it hopes to institutionalize Service Learning as an effective option for all students, including those who receive special services from State and Federal categorical programs.

Many reforms we will discuss here emphasize partnerships and prevention. Indeed, they might be called partnerships to prevent failure and ensure student success. Why do we have such high hopes that the "time is right" for the institutionalization of Service Learning and school-community partnerships? We believe that the convergence of several "reform" ideas will support the larger service movement and our service-learning goals, in particular. First, let’s look at what we mean by Service Learning. Then, we can view the landscape of current educational and social reforms in California, of which this is a part.
What do we mean by Service Learning?

Service Learning is defined through each of its parts. Service is the highest form of citizenship development. The goal is to develop service to others and to one's community as a commonly shared value. In this movement, service is offered based on the identified needs of the community, and all parties---those who serve and those who are served---help identify those needs. The goal is to strengthen each participant; ideally, at another time, the roles of server and recipient may be reversed.

Learning occurs when the actions and observations, the perceptions and the skills are combined in reflection that utilizes what educators call "higher order thinking." Through Service Learning, the student has an opportunity to apply particular skills and learnings from school to the real-life service situation. For example, high school students participating in the Los Angeles community service projects coordinated through the Constitutional Rights Foundation will be combining studies on policymaking and social issues with their service in private and publically funded centers for child care, the aged, health care, food distribution, and shelters for the homeless. As part of reflection, students will analyze the situations, events, causes and effects of the social situations in which they participated. The student is also asked to evaluate: Were my service goals met? Did I meet my coursework goals? What would I do differently? What have I learned about myself and my community?

Historically, learning occurred through hands-on experience at the side of one's father or mother, certainly within the context of one's community of friends and neighbors. Society, as James Coleman put it, was "information-poor" but "experience-rich" in the 1870s when the common school was developed in this country. Today, with multi-media and computer technology, with lonely children and absent adults, and with the exponential growth of information, we might say that our society is "information-rich", but "experience-poor".

Service Learning restores the balance between experience and information, and allows the student to create his or her knowledge. If society is to maintain its balance---to develop its humanity and its intellectual potential---then promoting Service Learning in the schools makes sense. However, it is unlikely to become an institutionalized strategy without an understanding and willingness to take advantage of a number of other reform ideas on the landscape. Those ideas allow schools to adapt better to the changed needs of their students and communities, and to achieve success with their students. Achieving success is one side of the coin. Preventing hopelessness and failure is the other. The reform ideas will be discussed,
therefore, under the key headings of "restructuring", "prevention", and "program integration".

I. RESTRUCTURING

"Restructuring" education to ensure that all students learn a thinking, meaning-centered curriculum requires everyone involved in education to be willing to make systemic changes when multiple indicators tell us students are not succeeding. California's 1990 "restructuring schools" legislation, SB 1274, highlighted the idea and created the vehicle for making these changes in a limited number of schools. In 1991, $6 million was distributed through competitive grants to 212 schools to support a year of intensive reflection and planning—no "tinkering around the edges." Mainline examination, analysis, and planning were sought. This year, schools have again competed for restructuring money—this time, to serve as demonstration sites for new ideas in action. One hundred thirty-eight schools have received half-year funding through the state allocation of $12,000,000 for 1992-93. It is expected that these schools will receive full-year funding for an additional four years.

Service-Learning could be used as a theme in "restructuring" schools, as an instructional strategy that may require organizational shifts—perhaps in scheduling, perhaps assuring time for teachers to effectively integrate the students' service experiences into the day's academic objectives, or perhaps assuring that different groups of students have the time (and transportation) to work together on their service projects.

"Restructuring" has many dimensions. Some are curricular; others are organizational. Systemic restructuring, however, consists of finding ways to integrate several change ideas that are needed in response to a changed environment. The following reforms that have emerged on the landscape over the last decade influence the direction and extent of a school's restructuring, and are conceptual "matches" with Service Learning.

Meaning Centered, Thematic Curriculum and Instruction

California's curriculum reforms emphasize learning as deriving meaning from information and events. People retain what makes sense to them. Ideas, events, actions—these are never isolated in the real world and are not well learned when isolated in the classroom. The curriculum frameworks and subject matter projects are resources available to educators that help identify powerful instructional strategies designed to connect students to curriculum and curriculum to real life.
Service Learning is an instructional strategy that connects curriculum to the community, revealing pressing issues, identifying discrepancies, and illuminating common themes. Service Learning students tell us about their personal transformations as they realize such common needs as purposefulness and responsiveness. They consider societal needs for security and order. They weigh and question discrepancies. Applying learning to real-life problems through service has proven a powerful strategy for increasing student achievement and decreasing student dropout rates in such programs as the Community Studies and Service Program for high school students in San Francisco.

New visions of school organization

New visions of school organization are evident in the Department of Education task force reports: Here They Come, Ready or Not! (preschool-kindergarten), It's Elementary! (elementary grades), Caught in the Middle (middle and junior high school), and Second to None (high school). These publications focus on the issues of delivering a rigorous curriculum for a wide diversity of students, establishing a comprehensive student assessment and accountability system, developing support systems to help students succeed in school, new ways to effectively organize schools, and professional development. As schools respond to the pressing needs of a dynamic and complex environment by engaging issues of how students learn and what kinds of organizations can best assure that learning, the agenda is open to the important findings on school-based community service as an instructional tool. How can we implement Service-Learning, if that strategy is truly the most promising for connecting students with their curriculum, their communities, and the underlying value of serving others?

Site-based Management, Frontline Professional Empowerment, and Changing Authority Relationships

Important changes in organizational design for making decisions and empowering those who deliver the organization's services have been taking place for several years. The general public is becoming more aware of W. E. Deming's views of organizational change and Total Quality Management with its democratic principles of respect for the worker-as-expert. With schools, this has been operationalized as "site-based management." The idea that schools should include parents, educators, and partners to help design the school's overall plan for educating its students is one that is spreading rapidly. This is an important change in the way schools and American businesses have operated, and it fits extremely well with the idea that the student, the service provider and the recipient should plan the service experiences together. Implicit in this are the understandings that all persons participating in decision-making in the school setting should be informed and focused; that is, training for effective service learning participation is
needed, and a focus on what students should know and be able to do is essential.

Alternative Learning Environments

We know that we learn much outside of the classroom. Alternative education specialists and Conservation Corps members also know that. Sadly, the unhappy conditions of an increasing number of our children tell us about the impact of their environment, as well. Humans learn something everywhere and nearly all of the time. How do we capitalize on that? Why not promote the idea that what is learned in school is so directly applicable to one's daily experience that school-learning is reinforced and expanded? Good Service Learning experiences can develop students' teamwork skills, communication skills, and knowledge about such subjects as conservation and environmental awareness, in addition to the basic academic curricula. Recent evaluations from two alternative middle-school programs for inner city youth (1991), Project YES (Youth Engaged in Service) in Oakland and the East Bay, and MPP (Maple Park Project) in Los Angeles, report these successes. The studies also note that the primary purpose of these service-learning programs is to develop student skills in those areas that the literature identifies as pre-requisites to school success, such as teamwork, communication, leadership, and self-confidence with regard to academics. In these areas, students showed significant improvement after their participation in these programs.

II. PREVENTION

The notion that it is wiser to prevent ills than to fix them later is a premise supporting several of the reforms. For example, the Governor's Healthy Start Initiative and the State Superintendent's and State Board's Every Student Succeeds (ESS) Initiative are both premised on the value of intervening before a bad situation becomes destructive.

Healthy Start

If early intervention is the goal, then the Healthy Start legislation, SB 620, is a promising strategy that received $20 million in 1991-92 to award 110 planning grants and 40 operational grants. These grants will assist schools in developing partnerships with government agencies, higher education, and private organizations to provide an array of social, health, and educational services on the school campus, where they can be easily accessed by families in need. One early trend noted by educators involved with the New Beginnings program at Hamilton Elementary School in San Diego is a reduction in the transiency rate. As the immigrant families are more conveniently obtaining the array of family services that they need, they are
less likely to move out of the neighborhood. This gives the school more time with these new students, thus providing continuity in the student's educational program. The close proximity of several service agencies opens the door for campus-based student and adult service opportunities, and particularly for service-learning programs that can combine assignments in the core curricular subjects such as science, mathematics, or social studies with service activities by the same students whose families are receiving services through one or several of the agencies.

Every Student Succeeds

The Every Student Succeeds (ESS) Initiative is an outgrowth of the California Educational Summit of 1989. ESS is a commitment made by California educators to dramatically improve the educational, psychological, and social outcomes of students who are failing or at risk of failure in school. In coordination with the competitive process for identifying the California restructuring schools, 41 ESS schools in 11 districts were identified and formed a network for mutual support. ESS helps participating schools and districts organize their entire local school community to take responsibility for every student's successful education. It's a philosophy of zero tolerance for failure; this is a "quality" orientation. It can drive the search for new ways to connect kids with the abstract ideas embedded in a meaning-centered curriculum. It argues for relevancy, cultural alignment between the school and its clientele, capacity to respond to diversity, and willingness to change when change is warranted. Service-Learning, again, fits with the ESS concept --- that is, the success of each individual student--- for in addition to enriching the curriculum by strengthening its relationship to the student's life, Service-Learning can be a vehicle, through personal transformation, for connecting students to school and laying the groundwork for academic success and positive self-esteem.

Partnerships

For years, there have been efforts to bring businesses into the schools, to ask foundations for help, to receive resources in time or money, but seldom to create decisionmaking partnerships. The reforms today are emphasizing the idea of participatory partnerships---in a broad, community sense. Parents are partners in the education of their children. Business is a partner. But increasingly, partnerships include the community and its volunteers, churches, organizations for youth and adults, California Conservation and local Corps, senior citizens, labor, police and courts systems, park districts and institutions of higher education. Strong local partnerships strengthen communities and families. These, in turn, support the ethos of school achievement and civic responsibility. For example, Dr. James Comer, a physician and psychiatrist from Yale University, emphasizes the social context of teaching and learning, and every child's need
for stable family and community support and positive role models as critical elements to school restructuring. At the state level, California's application for funding under the National and Community Service Act was developed by a partnership of youth service specialists, and representatives from the Department of Aging, the California Conservation Corps, the Governor's Office of Child Development and Education, and the Department of Education. These partnerships should be replicated at the local level to develop successful Service Learning programs.

III. SUCCESSFUL PROGRAM INTEGRATION

Because of the large number of categorically funded programs and special grants and initiatives that are on the reform landscape today, it is especially important for schools to develop comprehensive school plans to avoid fragmentation of services and to assure the most effective use of all resources. Successful integration of Service-Learning and other community service program models with the school's regular and categorical programs for special-needs students requires thought and careful planning. We recommend that school advisory committees follow these steps:

1. Develop the school's vision statement; that is, what do you want the school to be like and what should it accomplish?
2. Conduct a thorough analysis to determine where the school is in relation to where it should be;
3. Identify the obstacles and challenges the school must meet and overcome in order to achieve its goals;
4. Identify all of the school's resources. Include its students, parents, community leaders, public and non-profit agencies, service organizations, and others who might work in partnership with the school;
5. Write a comprehensive school plan—a picture of what will be done at the school, by whom, with what resources and with what intended outcomes;
6. Check, adjust, and check again. Conduct ongoing evaluations. Make necessary adjustments. And keep records for a summative evaluation and for reporting purposes.

The State's Subtitle B-1 Request for Proposal refers to several programs and initiatives that should be effectively coordinated with the school's total program. The list is intended to raise awareness about the need to coordinate programs and funds that currently exist on any school campus, not just add yet another special program that appears unrelated to the many other programs on campus. In addition to School Restructuring, Healthy Start, and Every Student Succeeds, there are many other existing categorical programs
that should be integrated into the school's existing school improvement and categorical program planning and development efforts.

**California's School-Based Coordinated Programs (SBCP)**

SBCP encourages ongoing improvements in and coordination of the following State categorical programs: the School Improvement Program, Economic Impact Aid, the Miller-Unruh Reading Specialist Programs, the Professional Development Program, and the Special Education Program. More than 5,000 of the State's 7,500 schools take advantage of the legally-allowed flexibilities and may take up to 8 optional staff development days to ensure that teachers employ powerful instructional strategies. Resources may be used flexibly to tailor program delivery to the school's pupils to improve learning. The school plan developed by the school site council must address the instructional needs of limited-English proficient, disadvantaged, handicapped and gifted students in the school. Collaborative educator-parent decisionmaking and planning become the means to identify school goals, particular challenges, and overall program design. If the school determines that civic responsibility and caring for others are high priorities, then building community partnerships that provide students meaningful service-learning opportunities, and using staff development days to help teachers develop ways to use the service activities as departures for basic skill development and activities that require higher level thinking, become targets for the school's resources.

**Federally and State-funded programs for disadvantaged youth**

Programs for disadvantaged youth, such as ESEA Chapter 1 Compensatory Education, are the subject of reform efforts that focus on student performance outcomes and flexibilities that promote program effectiveness. Chapter 1 has been testing increased program flexibility in schools with over 75% of their students in poverty, in exchange for improved student outcomes in its Schoolwide Projects. This makes the expenditure of Chapter 1 funds for service-learning much easier for schools with this focus.

**Special Education**

Special Education, too, has moved in new directions, with increased flexibilities in special education pupil assignment (i.e., through "mainstreaming" special education students in the regular education program) and ways that special educators' expertise can be utilized as a tool for prevention. Peer tutoring and cross-age student service programs have paired regular education pupils (and sometimes gifted pupils) with students who have disabilities or other special educational needs. The strongest models create opportunities for reciprocal service activities that empower all of the student participants.
Bilingual and Migrant Education Programs

Services for students who are non- or limited-English proficient should be integrated into the school program and should be supported through several funding sources. The intent of Bilingual and Migrant Education programs is to assist students develop mastery of the English language, learn the same rigorous core curriculum that all students are expected to learn, and be assured access to the same opportunities as all other students. The Valued Youth Partnership Program in San Antonio, Texas, has clearly demonstrated the positive impact of youth service on the community and the school. As Hispanic middle school students tutored Hispanic elementary school students, the middle school students transformed their views of themselves and their futures, while dramatically improving the learning of their younger classmates. The cycle of self-help takes on a life of its own, as participants recognize their power to improve their own lives.

Gifted and Talented Education

One of the earliest special-needs programs to legislate flexibilities was the California Gifted and Talented Education (GATE) program. The GATE program leaves it to the district and school to design appropriate ways to assure that unusually advanced learners can continue to progress. One of the program's services, mentorships, is easily adaptable to a Service-Learning placement, where the student's advanced curriculum may be enriched by, or take place through, a community service project. For example, mentorships with university researchers, social services agencies, or environmental organizations may allow the gifted student to operate at the boundaries of his or her abilities while performing valuable community service. Other examples include using student volunteers to conduct demographic and mathematical studies in their communities to help plan future needs for schools, roads, water, and electricity.

Federal ESEA Chapter 2

These funds represent a block grant for seven targeted assistance areas based on a school needs assessment, including student dropout services, instructional materials, schoolwide improvements, training and professional development, innovative programs and programs for advanced learners and personal excellence. Participation in community service projects is specifically covered under auspices of target area #5, "Personel Excellence." Also, target area #6, "Innovative Projects" specifically covers community education programs.
Healthy Kids, Healthy California

Healthy Kids, Healthy California is a state "prevention" program that focuses on the urgent health needs of children in California. Among the comprehensive health initiatives associated with this initiative are Drug and Tobacco Education programs (DATE); Healthy Generations Healthy Learners (a grade 7-12 program focusing on the effects of dangerous substances on prenatal development); and such innovative and promising projects to reduce tobacco use among in-school youth as Options for Pre-Teens (OPT). OPT uses six components to develop a comprehensive approach: academic skill improvement, family involvement, community service, student and family advocacy, school climate improvement, and life planning. An ongoing theme in the Healthy Kids programs is that of collaborations between schools and their communities.

Programs for pregnant teens and teens with children

Several programs are geared to help pregnant minors care for themselves and the developing fetus, learn infant care and good parenting habits, complete their own education, and prepare for employment. These State-funded categorical programs can be coordinated well with teenage pregnancy prevention programs that contain a community service component to provide a comprehensive approach to one of the most confounding social problems affecting schooling today.

Permitting Flexible Compliance Strategies if Schools and Districts Achieve Outcomes for Special-Needs Students

In June 1991, California's Superintendent of Public Instruction, Bill Honig, appointed a 23-member advisory committee to examine how well categorical programs and their compliance strategies are improving academic outcomes for participating students. The Committee used this sentence to express its premise: "Compliance that does not result in producing educated students cannot be considered a successful use of categorical money." This drives our questions about how we monitor schools for compliance with State and Federal special program laws. Moving from procedural concerns, that is, the doing of mandated actions, to concern for outcomes leads us to ask whether our actions in response to categorical program mandates are yielding the intended good, an unintended harm, or nothing. This premise also drives some important assessment questions: What can categorically funded students actually do? How can they apply their learning? How can we know that they have internalized learning? Questions such as these are well answered in the real-life application of learning through community service. For example, student benefits reported for Service-Learning in Conrad and Hedin's Summary of Research (1989) include: greater mastery of content related to participants' experiences, more complex patterns of thought,
heightened sense of personal and social responsibility, more positive attitudes towards adults and others, enhanced self esteem, and growth in moral and ego development. Thus, developing and implementing powerful Service-Learning programs as part of increasingly flexible state and federal categorical services are likely to result in desirable outcomes.

Implications for CalServe Applicants

Program sustainability is sufficiently important that all applications for funding under CalServe Subtitle B-1 will be read with an eye toward the sophistication with which Service-Learning and other community service programs are integrated with the whole school’s plan—its regular program, special-subject grants, categorical programs for special-needs students, and key initiatives. The degree to which schools understand what their students and communities need and are able to pull together the totality of their resources in a coherent way is the degree to which they will make the strongest case for their capacity to implement sustainable community service and Service-Learning programs.

Conclusion: The Importance of Service and Civic Responsibility

If responsibility for something larger than ourselves is to remain an American ethic, it must be inculcated into our educational institutions and our communities. It must not become yet another fad with short-term hope and long-term disappointment.

Thirty years ago, President John F. Kennedy challenged Americans to: “Ask not what your country can do for you. Ask what you can do for your country!” Today that challenge is a warning that lessons forgotten are lessons that must be relearned. Thus, we conclude with lines from the eighteenth century English historian and author, Edward Gibbon, as they appear in the 1992 National Youth Service publication, A Global Perspective:

When the Athenians finally wanted not to give to society
    but for society to give to them,
when the freedom they wished for most
    was freedom from responsibility,
then Athens ceased to be free.

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California's Serve America Programs and the Landscape of Reform: 1993 Addendum
by Linda Forsyth and Wade Brynelson

The First Year

Since 1992, the California Department of Education has received more than $3.2 million under the Serve America subtitle of the National and Community Service Act of 1990. The major part of that funding assists schools in the development of Service-Learning, a powerful instructional methodology that helps students hone skills, acquire deeper understandings, and develop knowledge through their experiences serving others in their communities. Our first year of program implementation is replete with stories of students who assert, for the first time, their own power to make something good happen in their communities. For example, the Executive Director of the East Bay Conservation Corps was told by the principal of a participating middle school that the Service-Learning activities carried out by CalServe's Project Y.E.S. students was the only program that was able to consistently and successfully get students of widely diverse backgrounds to collaborate as a team. The Executive Director believes, as do we, that this is because those students are focused on solving urgent problems that they all recognize and share---problems in their community that absolutely require the synergy of a dedicated group of people if they are to be solved.

Examples of Education Reform in the Large Sense: Communities and Schools Working Together to Educate Their Children

CalServe's leader grantees, PROJECT Y.E.S. and LINKING SAN FRANCISCO, provide excellent examples of Service-Learning as a catalyst for educational reform.

PROJECT Y.E.S. (Youth Engaged in Service) is centered in Oakland's East Bay Conservation Corps (EBCC) and the Oakland Unified School District. PROJECT Y.E.S. is characterized by its "cascading leadership" model for engaging students in interactive classroom lessons and community service projects and providing mentoring and leadership by older to younger youth. The project has a Service-Learning curriculum coordinator, a teacher on special assignment from the Oakland School District, and Y.E.S. Fellows, young adults who assist teachers in coordinating the program at each school. Particularly interesting is the organizational adaptation required to work out an acceptable method to hire a "teacher-on-special-assignment."
Additionally, PROJECT Y.E.S. implements Service-Learning training for teachers in the Oakland Unified School District, as part of its planned expansion to 24 elementary, middle, and high schools by 1995. Finally, because PROJECT Y.E.S. combines a strong urban conservation corps program with a strong educational component (guided by professional educators on EBCC staff), it is truly the prototype for the "corps-school". As such, PROJECT Y.E.S. is presently developing its Charter School proposal. Project Y.E.S. works compatibly with the full range of students receiving categorical program services. (PROJECT Y.E.S. also was a component of the EBCC Summer of Service program, one of 16 projects funded to pilot national service in 1993.)

LINKING SAN FRANCISCO has not only "linked" schools and numerous community partners, but it has also linked Service Learning to educational reforms such as School Restructuring and Healthy Start, (both are described in our 1992 paper). The 20 participating schools for year one of the grant contain several examples: Hawthorne Elementary is in Phase III of the district's restructuring plan; the International Studies Academy is seeking ways to develop service that matches the global education focus in its curriculum; and Washington High is in Phase II of the district's restructuring plan. These schools tell us that Service Learning gives teachers added purpose for designing interdisciplinary projects, in addition to connecting the community to the schools. LINKING SAN FRANCISCO is working closely with the San Francisco Unified School District to integrate Service-Learning into the strategic reform plans for the district. This means that the trainings for teachers, the strategies tested in the schools by district teachers and student teachers from San Francisco State University, informs the district's professional development programs and the teacher preparation program at the university.

In less than one full year of operation, new CalServe programs have already demonstrated that they can be catalysts for change in the way schools do business. For example, a CalServe grant was awarded to the alternative EDUTRAIN school in Los Angeles. EDUTRAIN became a California Charter School on May 6, 1993. This school provides child-care services for its students, offers small-group instruction at times that are convenient for its students, and receives services from UCLA through the university's K-14 Education Task Force. (Services are from UCLA's schools of Social Welfare, Education, Public Health, Law, Nursing, Library and Information Science, Architecture and Urban Planning, Dentistry, and Management.) Additionally, EDUTRAIN has been cooperating with the Los Angeles Conservation Corps, collaborating on numerous art projects and graffiti paintouts.

EDISON SERVICE CORPS is an integral part of the high school reform at Edison High School in Fresno (see the Department's publication, Second to
None, a report of the California High School Task Force). Edison, by the year 2005, will be graduating students on the basis of their demonstrated knowledge, rather than by the number of classes they have completed. In addition to its CalServe grant, Edison received a Healthy Start planning grant, which brings physical and mental health resources to the school. Edison has added service to others as a critical component to its plans for "promoting self-efficacy" and the disposition and skills to plan for the future in its students.

PROJECT M.E.S.H. in San Juan Unified was designed to assist severely emotionally disabled students in their transition from student to community life. Service-Learning was demonstrated through carefully planned projects that helped achieve the objectives of the special education program for participating students. For example, students' social and nurturing skills were taught in the school classroom, but demonstrated through service projects for the local residence club for seniors and the Serve Our Seniors, Inc. "meals on wheels" program. Students made gifts for seniors and built a horseshoe pit for their use. The school reports less absenteeism and improved social behavior and class performance on days that pupils were scheduled for visits to the senior centers and on meals-on-wheels delivery days. Thus, we see here an illustration of the power of human service to help Special Education meet the intent of its law.

Goals 2000: Student Achievement, Citizenship, and Life-Long Learning

Service-Learning is an efficient vehicle for achieving the President's Goals 2000, for student achievement and citizenship (Goal 3) are combined when the service activities are carefully planned to reinforce key concepts and skills in the curriculum. It is in the impact of experiencing real-life discrepancies and the challenges they bring to society and individuals that students have meaty content for reflection that uses the full range of thinking skills. Just as important, a connection is made between education and caring about and for one's immediate---and larger---community. Citizenship requires both sufficient caring (to get out and do something) and sufficient knowledge (to understand how and what needs doing).

Goals 2000 also sets an increased high school graduation rate (Goal 2) and adult literacy and lifelong learning (Goal 5) as priorities for America's public education system. Most CalServe programs are focused on students who are most at risk of leaving school. Several programs work through continuation high schools and conservation corps; others aim to prevent school dropout through middle school interventions. One program that uses adult volunteers from 28 churches to tutor middle school students in Oakland found that it had also branched into teaching the parents of its students, for these parents knew and trusted the church volunteers, and
sought their help in becoming literate and able to assist their children with homework.

Most importantly, schools and communities must work together to convey the following as highest values: responsibility is the price of freedom; education for all is the fruit of a free society.