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Introducing -- The Wofford - Durenberger Service Learning Act of 1993: Making the community the classroom

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Dave Durenberger news



U.S. Senator for Minnesota

FOR IMMEDIATE RELEASE

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-- Introducing --
***The Wofford - Durenberger Service Learning Act of 1993:
Making the community the classroom***

Washington, DC, March 30, 1993 -- Senators Harris Wofford (D-PA) and Dave Durenberger (R-MN) today introduced legislation that will help the President reach his goal of challenging and motivating America's youth through national service.

"The Wofford - Durenberger Service Learning Act of 1993 elevates the visibility and the importance of service learning-- the integration of academic achievement with community service - within the context of existing federal education programs," Durenberger said. "I think of service learning as a way to make the whole community a classroom."

The Act provides explicit funding for regional clearinghouses that will serve to promote stronger links between community service and education. And it does this economically by working with existing legislation. The Act also elevates the visibility and importance of service learning within existing K-12 education programs authorized by the Elementary and Secondary Education Act.

Title II of the Act authorizes a major new teacher training program to be run by school districts and higher education. Durenberger said this component maximizes opportunities for education's most important resource: teachers.

"Good teachers can be the link between the talents and the enthusiasm of young people, tapping those talents to benefit the larger community, and turning service experiences into real learning opportunities that kids won't ever forget," Durenberger said.

Senators Wofford and Durenberger have a special interest in this legislation since their states have led the way nationally by initiating service learning in schools.

"In Minnesota, the concept of service learning is already well known. Two years ago the Plymouth Youth Center started a program in which older students taught reading skills to children in kindergarten. Last summer, I talked to students involved in the River Watch Program initiated by the Minnesota Pollution Control Agency. Those students impressed me with their thorough knowledge of water quality issues. The service learning approach not only helps students, it helps communities."

Since 1987 the number of Minnesota school districts with youth development plans has grown from 158 to 325. More than 100,000 Minnesota elementary and secondary students are currently involved in some type of service learning activity.

-- 30 --

Senator Dave Durenberger

U.S. Senator for Minnesota

STATEMENT BY U.S. SENATOR DAVE DURENBERGER INTRODUCING THE "WOFFORD-DURENBERGER SERVICE LEARNING ACT OF 1993" March 30, 1993

Mr. President, I rise today to join with my distinguished colleague from Pennsylvania to introduce the "Service Learning Act of 1993."

It's appropriate that two Senators from Pennsylvania and Minnesota would take the lead in introducing this bill, Mr. President, because our two states have a well-deserved reputation for leading the nation in integrating community service and education.

And, I'm especially pleased to join with Senator Wofford in launching this initiative -- a member of this body who has been a national leader in tapping the spirit and energies of America's younger citizens for more than three decades.

Mr. President, I've said many times before that I came to this issue several years ago with a much narrower vision of what we've traditionally called "volunteerism."

My vision was limited by my own experience as a community volunteer... as president of the South St. Paul Jaycees... as president of the Burroughs Elementary School PTA... as an active participant in the Citizens League and a whole host of other community projects and community organizations.

My vision was also defined as "volunteerism" by my years as a director of VOLUNTEER, the National Center for Voluntary Action, and by my work in the 1970's on the National Study Commission on Volunteering in America.

I did my own "volunteering" out of a strong sense of civic duty. And, I still believe that promoting what President Bush called a "thousand points of light" is an important part of what promoting national and community service is all about.

But, from people like Jim Kielsmeier and a lot of teachers and students in Minnesota, I've also learned that integrating community service into the school curriculum -- from kindergarten through college -- can be an essential element in education reform.

And, I've learned that service corps and other forms of stipended service can be an effective education alternative for students who aren't well-suited for more traditional forms of schooling that are based only on textbooks used in the classroom.

This growing awareness of the links between community service and education is one reason I became the first Republican to co-sponsor the National and Community Service Act when it was introduced in 1989.

I intend to be an active participant in reauthorizing that legislation later this year. And, I also look forward to playing a constructive role in Senate consideration of the President's national service proposal.

I'm especially pleased that -- as part of that initiative -- the President is recommending a total overhaul of our nation's bureaucratic and inflexible student loan system along the lines that Senator Simon and I first proposed in 1991.

Mr. President, the legislation that Senator Wofford and I are introducing today could play an important role in achieving the President's challenge to mobilize and motivate America's youth through national service.

Our proposal tackles that challenge -- not from Washington -- but from every school building and classroom in America.

It tackles that challenge within existing legislation and without spending a lot of new money.

And, it tackles that challenge in a way that draws on some of the best resources this nation has -- America's elementary and secondary school teachers and the colleges and universities and in-service programs that help train them.

I've already stated that my enthusiasm for this legislation is based in large measure on the leadership that my home state of Minnesota has given to what we now call "service learning."

One of my first experiences with that concept came a few years ago when I met with a small group of students at the Plymouth Youth Center's alternative high school in North Minneapolis.

One of those students was a young man named Scott.

Scott's life hadn't been easy, either at home or in school. I sensed he probably hadn't had a lot of attention from his family, and probably didn't have a very high opinion of himself, either.

But, Scott told me about how he became a reading mentor for a kindergarten student in the service learning program that's required of all students attending his school.

He became a better reader through that program.

And, I could tell from listening to him that -- because of that experience -- Scott felt a whole lot better about himself.

Mr. President, I saw an even more direct link between community service and an academic curriculum last summer

when I invited National Park Service Director Jim Ridenour to view Minnesota's rich natural resources first hand.

When Jim and I were in Grand Rapids, we learned about a local effort to monitor and improve water quality in the Mississippi River, barely 65 miles from its source.

Part of that local effort is run by student volunteers as part of a program called "River Watch."

Under the River Watch program, professional scientists design a water quality monitoring plan and develop field procedures and reporting requirements. The goal of the program is to regularly check river water to make sure state and federal water quality standards are being met.

The biologists and other scientists also have responsibility for training volunteers, including Grand Rapids area middle and high school students who participate in River Watch as part of their science curriculum. Teachers also play a big role in both advising the students and making sure the volunteer water testing is backed up by classroom work and reading.

On the day I was in Grand Rapids, three young people -- Teyana Kayser, Shawn Bloom and Brice Pierce -- gave me a thorough explanation of how the program works. They demonstrated how water samples are collected and how the dissolved oxygen content of the water is measured. They also explained why these and other tests are used as indicators of the water quality in the river.

Needless to say, Director Ridenour and I were impressed, not just with the commitment these young people have to the environment, but by their detailed knowledge of what a concept as common as "clean water" really means.

Overall, the students' grasp of the science behind water quality monitoring convinced me that this is how a lot more teaching and learning ought to be happening in America's schools.

River Watch is only one of hundreds of service learning projects now in place in school districts all over Minnesota.

Since Minnesota's pioneering youth development legislation was first adopted in 1987, the number of school districts with a youth development plan has grown from 158 to 325. More than 100,000 Minnesota elementary and secondary students are now engaged in some type of community service activity through their schools, an whopping increase of 40,000 students in just the last year. And, almost 40 percent of Minnesota's 399 school districts now offer academic credit for youth service and service learning.

One of the reasons for this phenomenal growth is Minnesota's commitment to put state and local resources behind links between youth service and education.

Since 1987, Minnesota school districts have been levying a small per capita property tax assessment for youth development and service activities. The money, which

currently totals \$3.5 million statewide, is channeled through each district's community education program.

Minnesota has also put state resources into post-secondary service learning projects on public and private college campuses. And, Minnesota has one of the nation's best-run conservation corps, run by the state's Department of Natural Resources.

Overall coordination for Minnesota's youth service activity is provided by a Governor's Advisory Task Force on Mentoring and Community Service. The task force is currently chaired by Jim Kielsmeier, president of the National Youth Leadership Council, and one of the nation's foremost youth service leaders.

Minnesota's vision and long-term commitment to youth service also played a key role in securing federal funding this year from the Commission on National and Community Service.

Minnesota received grants of \$236,000 under the ServeAmerica program to support its K-12 service learning programs, \$150,000 for college-level programs, and \$245,000 as one of eight "leader states" -- funds that are being used for evaluation, self-evaluation, curriculum development and establishment of academic standards in Minnesota and a number of other states.

With its ServeAmerica grant, Minnesota has funded 23 K-12 programs run by small rural schools districts, an Indian Reservation in Northeastern Minnesota, and both suburban and central city school districts in the Twin Cities.

One of the more innovative projects is run jointly by the St. Paul Schools' New Americans Program and the Ramsey County Public Health Department. It's developing a Youth Service Corps that involves youth from families that are recent immigrants or refugees. After working with adults in the health and human services fields, participating youth are sharing their knowledge with other youth from their own cultural background.

Another innovative project is the "Students Reaching Out" program at Anwatin Middle School in Minneapolis. Under this program youth with disabilities are being given the opportunity to tutor younger children at a neighboring early childhood center.

And, still another project is being run jointly by the Minnesota Pollution Control Agency River Watch Program, the Ojibwe School, and the Fon Du Lac Reservation near Duluth. Students trained in water quality monitoring through the project -- also are working with younger students on a variety of environmental issues.

All of these service learning projects -- and hundreds of others all over Minnesota -- are just the kind of initiatives the "Service Learning Act of 1993" is designed to encourage and support all over the nation.

The legislation Senator Wofford and I are introducing today pursues that ambitious goal in three ways:

First, this legislation elevates the visibility and importance of service learning methodology within existing K-12 education programs authorized by the Elementary and Secondary Education Act. Those programs include the Eisenhower Math and Science Program, Local Targeted Assistance programs, and the Secretary's Fund for Innovation in Education.

Second, this proposal improves the ability of teachers and others to effectively use service learning as part of the K-12 curriculum -- by authorizing a major new teacher training program to be run by school districts and higher education institutions all over America.

I'm especially pleased, Mr. President, that this legislation makes it possible for non-profit youth service workers -- in organizations like the Scouts, YM/YWCA, 4-H and others -- to participate in teacher training programs run by school districts if they are involved in "team" service learning projects with teachers at the local level.

Finally, the legislation we're introducing today encourages more direct links between education programs and institutions and youth service programs run by others, including programs funded under the National and Community Service Act.

I'm pleased, Mr. President, that the proposal strengthens and provides explicit funding for the regional clearinghouse provisions in the National and Community Service Act of 1990. I authored that section of the earlier Act and believe that the amendments we're introducing today will ensure that regional clearinghouses will promote even stronger links between community service and education.

The legislation that Senator Wofford and I are introducing today was drafted following extensive consultation with the Alliance for Service Learning, a new national coalition of individuals who are leaders in integrating youth service and education, and with a number of other education and youth service organizations nationally.

Mr. President, this bill represents a major step forward in making service learning part of mainstream education. Too often, service learning is viewed as an extra-curricular activity -- something that's a nice add-on -- an addition or supplement to what goes on in the classroom.

The purpose of this bill is to get educators to think of service learning every time they design a course or curriculum. And, it's also designed to offer every teacher the opportunity become a trained service learning practitioner, either through mid-career inservice training or at the time they get formal teacher training in college.

I'm personally optimistic, Mr. President, that those goals will be achieved. But, I'm also reminded that the kind of fundamental changes we're seeking through this legislation

very seldom originate in Washington.

One of my personal mentors on this subject has been Wayne Meisel, a young man who grew up with my kids in south Minneapolis and is now a member of the Commission on National and Community Service. Wayne summarized the reality of how change occurs when he recently wrote (and I quote):

"Movements are not born in Washington, D.C. In fact, by the time they reach our nation's capital, they have already happened. The youth service movement is no different."

The movement Wayne Meisel is part of involves millions of young people and thousands of teachers and youth service workers all across the country.

My hope is that the legislation Senator Wofford and I are introducing today will help make that movement an integral part of how we teach and learning in every school building and every classroom in America.

In fact, the ultimate purpose of this bill is to make every community in America a classroom and an environment in which the talents and energies of our youngest citizens can be fully engaged and fully appreciated.

Nobody has a greater stake in addressing all the challenges we face as a nation than our children and our youth. And, as a nation that thrives on tackling tough challenges, we can't afford to leave that tremendous natural resource untapped.

Mr. President, I would ask unanimous consent that my statement be followed by a brief summary of the legislation we're introducing today, along with a statement by Wayne Meisel and an article reflecting the views of Jim Kielsmeier.

Thank you, Mr. President. I yield the floor.

Senator Dave Durenberger

U.S. Senator for Minnesota

SUMMARY OF THE "WOFFORD-DURENBERGER SERVICE LEARNING ACT OF 1993"

General context and purpose

The "Service Learning Act of 1993" is designed to accomplish three main objectives:

First, to elevate the visibility and importance of service learning as a teaching and learning methodology within existing K-12 education programs authorized by the Elementary and Secondary Education Act;

Second, to support programs that improve the ability of teachers and others to effectively use service learning as part of the K-12 curriculum;

And, third, to encourage more direct links between education programs and institutions and youth service programs run by others, including programs funded by under the National and Community Service Act.

The proposal was drafted following extensive consultation with the Alliance for Service Learning, a new national coalition of individuals who are leaders in integrating youth service and education, and with a number of other education and youth service organizations nationally.

Its chief authors are Senators Harris Wofford (D-PA) and Dave Durenberger (R-MN). Both Senators represent states that have been leaders nationally in linking youth service and education.

Elevating the visibility and importance of service learning in existing K-12 education programs

TITLE I of the Service Learning Act of 1993 takes an entirely new approach to using federal policy to encourage service learning as a teaching and learning methodology.

Rather than creating new programs or authorizing significant additional spending, this title is intended to integrate the concept of service learning into a number of existing federal education programs. The goal, in other words, is to get educators to think of service learning as a potential component of every program and every course -- not as an "add-on" or extra-curricular pursuit.

It does that by explicitly adding service learning to "allowable uses" of funds under a number of different programs authorized by the Elementary and Secondary Education Act (ESEA). In some cases, support for service learning projects is also included among specific program funding priorities.

Program authorizations in the ESEA into which specific

service learning language is added include:

- * Local Targeted Assistance programs
- * Law Related Education programs
- * Blue Ribbon Schools program
- * Eisenhower Math and Science Critical Skills

Improvement Programs (both elementary and secondary and post-secondary programs)

- * Magnet Schools program
- * Secretary's Fund for Innovation in Education
- * Drug Free Schools program

In addition, Title I:

* Directs the Secretary of Education to carry out a program of grants and contracts to encourage state and local education agencies and others to establish and conduct service-learning programs; an authorization of \$20.0 million is included in this section.

* Requires the National Diffusion Network within the Department of Education to coordinate with the Commission on National and Community Service in identifying and disseminating information regarding innovative service-learning programs.

* Authorizes the Secretary of Education to develop materials, provide assistance and make grants to strengthen and expand service learning by infusing service learning into core academic curricula.

A major new national commitment to teacher training in service learning

TITLE II of the Service Learning Act creates a new service learning teacher training grant program. This program is intended to expand and improve the training and retraining in service learning of K-12 teachers, school leaders, other school personnel, and other community members who are engaged in "team" service learning projects with teachers.

Under this Title, the Secretary of Education is authorized to make competitive grants to states, with the size of grants determined by the number of children ages 5-17 in each state.

Each state's grant is to be divided as follows: 75 percent going on a competitive basis to elementary and secondary education programs; and 25 percent -- also on a competitive basis -- to post-secondary programs. In each case, no more than five percent may be reserved for administrative expenses at the state or local level, or by the grant recipient.

Proposed funding authority for the teacher training programs is as follows: For FY1994: \$75 million; for FY1995: \$100 million; for FY1996: \$125 million; for FY1997-98: "such sums as may be necessary." Actual funding levels will be determined each year by appropriations.

The K-12 section of this Title authorizes grants to be made to local school districts on a competitive basis by the state department of education. Funds may be used for either teacher training programs or for grants to individual teachers to undertake projects to improve their teaching ability. At least five percent of the funds in each state are intended to be reserved for demonstration and exemplary programs and the dissemination of information within the state on those programs.

In awarding grants, special consideration is to be given to service learning projects for historically underrepresented and underserved populations of students, including females, minorities, individuals with disabilities, individuals with limited-English proficiency, and migrant students.

The higher education section of this Title also reserves up to five percent of the funding each state receives for state-level administrative expense and requires that at least 95 percent be used for competitive grants to both public and private higher education institutions.

Grant recipients are to use the funds to establish traineeship programs for new teachers, retraining, and inservice training for teachers to learn and improve teaching skills in service learning, and retraining of higher education faculty in service learning methodology and techniques.

These programs must be run under agreements with one or more local school districts to provide training for their teachers, including teachers at private schools in those districts.

A priority in awarding grants is given to higher education institutions conducting cooperative programs that involve a local school district and a non-profit organization.

Applications for grants to states are to cover three years. The proposal spells out a number of items that must be included in each state's application including an assurance that federal funds will not be used to supplant existing state and local service learning funds and that funds received under this program will be coordinated with other similar programs, especially those funded under the National and Community Service Act, and linked to other school reform plans.

Applications for grants to local school districts are also to cover a three-year period and may be initiated by consortia of school districts or school districts and one or more higher education institutions. The applications must include information on current levels of participation in service learning projects, the needs of current teachers in service learning, how funds will be used, how funds will be coordinated with other service learning programs, and how progress toward stated objectives will be monitored.

A special provision is included to ensure that there will be equitable participation of teachers and other school personnel in private schools.

At the national level, the Secretary of Education is required to provide technical assistance and develop procedures for state and local evaluation of the teacher training programs authorized and funded. The Secretary is also required to report every two years to the Congress on activities assisted under this program. And, in conjunction with state and local education agencies and the Commission on National and Community Service, the Secretary is required to develop model reporting standards to encourage comparability of data required in evaluating funded projects.

Ties between education and service learning also added to other federal laws/programs

In addition to the links to service learning added to programs authorized by the Elementary and Secondary Education Act, TITLE III makes similar links to programs authorized by two other laws.

First, the regional clearinghouses authorized by the National and Community Service Act are specifically authorized to provide and collect information regarding school-based service learning.

A specific funding authorization of \$3.9 million over three years for the regional clearinghouses is also included in this Title of the proposal.

And, second, the Office of Education Research and Improvement (OERI) within the Department of Education is given the additional assignment to conduct research on experiential based methods of instruction, such as service learning.

103D CONGRESS
1ST SESSION

S. 676

To amend certain education laws to provide for service-learning and to strengthen the skills of teachers and improve instruction in service-learning, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MARCH 30, (legislative day, MARCH 3), 1993

Mr. WOFFORD (for himself, Mr. DURENBERGER, Mr. KENNEDY, and Mr. WELLSTONE) introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To amend certain education laws to provide for service-learning and to strengthen the skills of teachers and improve instruction in service-learning, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Service-learning Act
5 of 1993".

6 **SEC. 2. PURPOSE.**

7 It is the purpose of this Act—

8 (1) to improve teaching and learning in pri-
9 mary, middle and secondary schools;

1 (2) to involve students in activities that pro-
2 mote and demonstrate good citizenship, community
3 service and personal responsibility;
4 (3) to invigorate education by encouraging and
5 supporting service-learning in schools; and
6 (4) to mobilize America's youth as partners in
7 the effort to solve the critical problems that face our
8 Nation.

9 **TITLE I--AMENDMENTS TO THE**
10 **ELEMENTARY AND SECOND-**
11 **ARY EDUCATION ACT OF 1965**

12 **SEC. 101. DEFINITION.**

13 Section 1471 of the Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 2891) is amended by add-
15 ing at the end the following new paragraph:

16 "(24) The term 'service-learning' means a
17 method of teaching and learning--

18 "(A) under which students learn and de-
19 velop through active participation in thought-
20 fully organized service experiences that meet ac-
21 tual community needs and that are coordinated
22 in collaboration with the school and community;

23 "(B) that integrates community service
24 into a student's academic curriculum and pro-
25 vides a structured time for student reflection

1 about what the student learned as a result of
2 the service activity;

3 "(C) that provides students with opportu-
4 nities to use newly acquired skills and knowl-
5 edge in real life situations in their own commu-
6 nities;

7 "(D) that enhances what is taught in
8 school by extending student learning beyond the
9 classroom and into the community and helps
10 foster the development of a sense of caring for
11 others; and

12 "(E) that provides teachers with an alter-
13 native method of measuring a student's acquisi-
14 tion of academic and other skills.":.

15 **SEC. 102. AMENDMENTS TO TITLE I.**

16 (a) LOCAL TARGETED ASSISTANCE PROGRAMS.--
17 Paragraph (6) of section 1531(b) of the Elementary and
18 Secondary Education Act of 1965 (20 U.S.C. 2941(b)(5))
19 (hereafter in this section referred to as the "Act") is
20 amended--

21 (1) by striking "and" before "participation";
22 and

23 (2) by inserting ", and service-learning" before
24 the semicolon.

25 (b) NATIONAL PROGRAMS AND ACTIVITIES.--

(1) AUTHORIZATION OF APPROPRIATIONS.—

Subsection (b) of section 1561 of the Act (20 U.S.C. 2961(b)) is amended—

(A) in paragraph (4), by striking “and”

after the semicolon;

(B) in paragraph (5), by striking the period and inserting “; and”; and

(C) by adding at the end the following new paragraph:

“(6) not less than \$20,000,000 for the service-learning program under section 1567.”.

(2) SERVICE-LEARNING PROGRAM.—Part B of chapter 2 of title I of the Act (20 U.S.C. 2961 et seq.) is amended by adding at the end the following new section:

“SEC. 1567. SERVICE-LEARNING PROGRAMS.

“The Secretary shall carry out a program of grants and contracts to encourage State and local educational agencies and other public and private agencies, organizations, and institutions, to infuse service-learning into the academic curriculum as a strategy for improving the teaching and learning environment in classrooms, schools and communities.”.

(c) NATIONAL DIFFUSION NETWORK ACTIVITIES.—

Section 1562(b) of the Act (20 U.S.C. 2962(b)) is amended—

(1) in paragraph (4), by striking “and” after the semicolon;

(2) in paragraph (5), by striking the period and inserting “; and”; and

(3) by adding at the end the following new paragraph:

“(6) coordinate with the Commission on National and Community Service in identifying and disseminating information regarding innovative service-learning programs.”.

(d) LAW RELATED EDUCATION PROGRAMS.—Paragraph (7) of section 1565(c) of the Act (20 U.S.C. 2965(c)) is amended to read as follows:

“(7) internships or experiential based community service for youth that are related to basic concepts of the law and the legal system.”.

(e) BLUE RIBBON SCHOOLS PROGRAM.—The second sentence of section 1566(b)(1) of the Act (20 U.S.C. 2966(b)(1)) is amended—

(1) by striking “or” before “outstanding”; and

(2) by inserting “; or outstanding service-learning models” before the period.

1 SEC. 103. CRITICAL SKILLS IMPROVEMENT.

2 (a) ELEMENTARY AND SECONDARY EDUCATION PRO-
 3 GRAMS.—Paragraph (1) of section 2006(b) of the Elemen-
 4 tary and Secondary Education Act of 1965 (hereafter in
 5 this section referred to as the “Act”) (20 U.S.C.
 6 2986(b)(1)) is amended—

7 (1) by amending subparagraph (D) to read as
 8 follows:
 9 “(D) integrating higher-order problem
 10 solving and analytical skills using applied learn-
 11 ing and hands-on methods, such as service-
 12 learning;”
 13 (2) in subparagraph (E), by striking the period
 14 and inserting “; or”; and

15 (3) by adding at the end the following new sub-
 16 paragraph:
 17 “(F) providing funds to teachers or schools
 18 served by the local educational agency to enable
 19 such teachers or schools to undertake projects
 20 to improve their teaching ability in mathematics
 21 and science using applied learning and hands-
 22 on methods, such as service-learning.”

23 (b) HIGHER EDUCATION PROGRAMS.—Section
 24 2007(b)(2) of the Act (20 U.S.C. 2987(b)(2)) is

25 amended—

1 (1) in subparagraph (B), by striking “and”
 2 after the semicolon;

3 (2) in subparagraph (C), by striking the period
 4 and inserting “; and”; and

5 (3) by adding at the end the following new sub-
 6 paragraph:

7 “(D) retraining and training for elemen-
 8 tary, middle, and secondary teachers in meth-
 9 ods that utilize experiential-based learning
 10 strategies, such as service-learning.”

11 SEC. 104. MAGNET SCHOOLS ASSISTANCE.

12 The matter following paragraph (3) of section 3006
 13 of the Elementary and Secondary Education Act of 1965
 14 (20 U.S.C. 3025(3)) is amended—

15 (1) by striking “or” after “music”; and

16 (2) by inserting “, or to increasing community
 17 involvement through experiential or service-learning”
 18 before the period.

19 SEC. 105. SECRETARY'S FUND FOR INNOVATION IN EDU-
 20 CATION.

21 (a) PROGRAM AUTHORITY.—Paragraph (2) of section
 22 4601(a) of the Elementary and Secondary Education Act
 23 of 1965 (hereafter in this section referred to as the “Act”)
 24 (20 U.S.C. 3151(a)(2)) is amended—

1 (1) in subparagraph (C), by striking "and"
2 after the semicolon;

3 (2) in subparagraph (D), by striking the period
4 and inserting "; and"; and
5 (3) by adding at the end the following new sub-
6 paragraph:

7 "(E) establish and strengthen experiential-
8 based education, such as service-learning, in ac-
9 cordance with section 4610."

10 (b) SERVICE-LEARNING PROGRAM.—Part F of title
11 IV of the Elementary and Secondary Education Act of
12 1965 (20 U.S.C. 3151 et seq.) is amended—

13 (1) by redesignating section 4610 (20 U.S.C.
14 3157) as section 4611; and

15 (2) by adding after section 4609 (20 U.S.C.
16 3156b) the following new section:

17 **"SEC. 4610. SERVICE-LEARNING PROGRAM.**

18 "The Secretary is authorized to develop materials,
19 provide assistance, and make grants, for the purpose of
20 strengthening and expanding service-learning in public
21 and private elementary and secondary schools by infusing
22 service-learning into core academic curricula."

23 **SEC. 106. DRUG EDUCATION.**

24 (a) FINDINGS.—Section 5102 of the Drug-Free
25 Schools and Communities Act of 1986 (hereafter in this

1 section referred to as the "Act") (20 U.S.C. 3172) is
2 amended by adding at the end the following new para-
3 graph:

4 "(7) Comprehensive school- and community-
5 wide strategies which address factors in the individ-
6 ual, family, school, peer group, and community that
7 place youth at high risk for using alcohol and other
8 drugs are among the most promising and effective
9 prevention and early interventions strategies."

10 (b) STATE PROGRAMS.—Section 5122(a) of the Act
11 (20 U.S.C. 3192(a)) is amended—

12 (1) in paragraph (7)(C), by striking "and"
13 after the semicolon;

14 (2) in paragraph (8)(F), by striking the period
15 and inserting "; and"; and

16 (3) by adding at the end the following new
17 paragraph:

18 "(9) drug abuse prevention programs which use
19 service-learning as the primary strategy."

20 (c) LOCAL DRUG ABUSE EDUCATION AND PREVEN-
21 TION PROGRAMS.—Section 5125(a) of the Act (20 U.S.C.
22 3195(a)) is amended—

23 (1) in paragraph (15), by striking "and" after
24 the semicolon;

1 (2) in paragraph (16), by striking the period
2 and inserting “; and”; and

3 (3) by adding at the end the following new
4 paragraph:

5 “(17) school-based programs of drug abuse pre-
6 vention and intervention which involve youth in
7 service-learning activities as a means of—

8 “(A) developing leadership and decision-
9 making skills by working in cooperation with
10 peers and other adults; and

11 “(B) improving interpersonal and social
12 skills, including self-esteem, motivation, and
13 sense of responsibility.”

14 TITLE II—TEACHER TRAINING

15 SEC. 201. STATEMENT OF PURPOSE.

16 It is the purpose of this title—

17 (1) to develop, expand or improve the retraining
18 of elementary, middle, and secondary teachers;
19 school leaders, and appropriate school personnel, in
20 methods of service-learning;

21 (2) to provide for the inservice training of
22 teams comprised of teachers, school leaders, and ap-
23 propriate community members and school personnel,
24 in methods of service-training; and

1 (3) to prepare teachers with a strong founda-
2 tion in experiential-based teaching methods, specif-
3 ically service-learning.

4 SEC. 202. PROGRAM AUTHORIZED.

5 (a) GRANTS.—The Secretary, in consultation with
6 the Commission on National and Community Service, is
7 authorized to award grants, on a competitive basis, to
8 State educational agencies to enable such agencies—

9 (1) to carry out elementary and secondary edu-
10 cation programs in accordance with section 203; and
11 (2) to carry out higher education programs in
12 accordance with section 204.

13 (b) STATE RESERVATIONS.—Each State educational
14 agency receiving a grant under this Act in any fiscal year
15 shall reserve—

16 (1) 75 percent of such grant funds to carry out
17 elementary and secondary education programs in ac-
18 cordance with section 203; and

19 (2) 25 percent of such grant funds to carry out
20 higher education programs in accordance with sec-
21 tion 204.

22 (c) AUTHORIZATION OF APPROPRIATIONS.—There
23 are authorized to be appropriated for the purposes of this
24 title \$75,000,000 for fiscal year 1994, \$100,000,000 for
25 fiscal year 1995, and \$125,000,000 for fiscal year 1996,

1 and such sums as may be necessary for each of the fiscal
2 years 1997 and 1998.

3 **SEC. 203. ELEMENTARY AND SECONDARY EDUCATIONAL**
4 **PROGRAMS.**

5 (a) STATE USES.—Each State educational agency
6 shall use grant funds reserved pursuant to section
7 202(c)(1) to award grants in accordance with subsection
8 (b), for demonstration and exemplary programs in accord-
9 ance with subsection (c), and for technical assistance and
10 administrative costs in accordance with subsection (d).

11 (b) STATE GRANTS TO LOCAL EDUCATIONAL AGEN-
12 CIES.—

13 (1) IN GENERAL.—Each State educational
14 agency shall use grant funds reserved pursuant to
15 section 202(c)(1) (other than grant funds expended
16 in accordance with subsections (c) and (d)) to award
17 grants, on a competitive basis, to local educational
18 agencies within the State in order to strengthen ele-
19 mentary and secondary education programs in ac-
20 cordance with the provisions of this subsection.

21 (2) LOCAL USES.—Each local educational agen-
22 cy receiving a grant under paragraph (1) shall use
23 such grant funds for—

24 (A) the expansion and improvement of
25 preservice training, inservice training, and re-

1 training of teachers and other appropriate
2 school personnel in the methods of service-
3 learning; and

4 (B) providing funds to individual teachers
5 within the local educational agency to enable
6 such teachers to undertake projects to improve
7 their teaching ability.

8 (3) AGREEMENTS, SPECIAL RULE.—(A) The
9 training and instruction described in paragraph (2)
10 may be carried out through an agreement with a
11 public agency, a private industry, an institution of
12 higher education, or a nonprofit organization.

13 (B) A local educational agency may carry out
14 the activities authorized by this paragraph with one
15 or more other local educational agencies within the
16 State, or with the State educational agency, or both.

17 (4) LOCAL ADMINISTRATIVE EXPENSES.—Each
18 local educational agency receiving a grant under this
19 subsection may use not more than 5 percent of such
20 grant funds for local administrative expenses.

21 (c) DEMONSTRATION AND EXEMPLARY PRO-
22 GRAMS.—

23 (1) IN GENERAL.—(A) Each State educational
24 agency shall use not less than 5 percent of grant
25 funds reserved pursuant to section 202(c)(1) for—

1 (i) demonstration and exemplary programs
2 for teacher training and retraining in service-
3 learning; and
4 (ii) the dissemination of information to all
5 local educational agencies within the State re-
6 lating to the exemplary service-learning pro-
7 grams.

8 (B) The activities described in subparagraph
9 (A) shall be coordinated with the State capacity
10 building activities assisted under part I of subtitle B
11 of title I of the National and Community Service Act
12 of 1990.

13 (2) SPECIAL RULE.—In providing financial as-
14 sistance pursuant to paragraph (1), the State edu-
15 cational agency shall give special consideration to
16 providing such assistance to minorities, individuals
17 with disabilities, individuals with limited-English
18 proficiency, and migrant students.

19 (d) TECHNICAL ASSISTANCE AND ADMINISTRATIVE
20 COSTS.—Each State educational agency may use not more
21 than 5 percent of grant funds reserved pursuant to section
22 202(c)(1)—

23 (1) to provide technical assistance to local edu-
24 cational agencies, institutions of higher education,
25 and nonprofit organizations in the conduct of pro-

1 grams described in subsection (b) in coordination
2 with State technical assistance activities under part
3 I of subtitle B of title I of the National and Commu-
4 nity Service Act of 1990; and
5 (2) for the costs of administration and assess-
6 ment of programs assisted under this section.

7 **SEC. 204. HIGHER EDUCATIONAL PROGRAMS.**

8 (a) STATE USES.—Each State educational agency
9 shall use grant funds reserved pursuant to section
10 202(c)(2) to award grants to institutions of higher edu-
11 cation in accordance with subsection (b) and for assess-
12 ment and administrative costs in accordance with sub-
13 section (c).

14 (b) STATE GRANTS TO INSTITUTIONS OF HIGHER
15 EDUCATION.—

16 (1) IN GENERAL.—Each State educational
17 agency shall use not less than 95 percent of grant
18 funds reserved to section 202(c)(2) to award grants,
19 on a competitive basis, to institutions of higher edu-
20 cation within the State in order to establish higher
21 education programs in accordance with the provi-
22 sions of this subsection.

23 (2) SPECIAL RULE.—In awarding grants under
24 paragraph (1) the State educational agency shall

1 agency or consortium of such agencies to provide in-
 2 service training and retraining for the elementary
 3 and secondary school teachers in the public and pri-
 4 vate schools of the school district served by each
 5 such agency.

6 (5) PRIORITY FOR COOPERATIVE PROGRAMS.—
 7 Each State educational agency receiving grant funds
 8 reserved pursuant to section 202(c)(2) shall give a
 9 priority to awarding grants under paragraph (1) to
 10 institutions of higher education conducting coopera-
 11 tive programs that involve a local educational agency
 12 and a nonprofit organization.

13 (c) ASSESSMENT AND ADMINISTRATIVE COSTS.—
 14 Each State educational agency may use not more than 5
 15 percent of grant funds reserved pursuant to section
 16 202(c)(2) for—

17 (1) the State assessment required by section
 18 205(b)(6); and
 19 (2) the costs incurred by such agency for ad-
 20 ministration and evaluation of programs assisted
 21 under this section.

22 SEC. 205. STATE APPLICATION.

23 (a) APPLICATION.—Each State which desires to re-
 24 ceive a grant under this title shall file an application with
 25 the Secretary which covers a period of 3 fiscal years. Such

1 make every effort to award such grants to private
 2 and public institutions of higher education.

3 (3) LOCAL USES.—Each institution of higher
 4 education receiving a grant under paragraph (1)
 5 may use such grant funds for—

6 (A) establishing traineeship programs for
 7 new teachers to learn how to incorporate serv-
 8 ice-learning into their teaching;

9 (B) retraining of elementary, middle, and
 10 secondary school teachers in the techniques of
 11 service-learning;

12 (C) retraining of higher education institu-
 13 tion faculty, especially faculty in schools of edu-
 14 cation, in service-learning methodology and
 15 techniques; and

16 (D) inservice training for elementary, sec-
 17 ondary, and vocational school teachers and
 18 training for other appropriate school personnel,
 19 to improve their teaching through service-learn-
 20 ing methods.

21 (4) AGREEMENT.—No institution of higher edu-
 22 cation may receive a grant to carry out the activities
 23 described in subparagraphs (B) and (C) of para-
 24 graph (3) of this subsection unless such institution
 25 enters into an agreement with a local educational

1 application shall be filed at such time, in such manner,
2 and containing or accompanied by such information, as
3 the Secretary may reasonably require.
4 (b) CONTENTS OF APPLICATION.—Each such appli-
5 cation shall—
6 (1) contain an assurance that the State will
7 provide such fiscal control and funds accounting as
8 the Secretary may reasonably require;
9 (2) contain an assurance that funds provided
10 under this title will supplement, not supplant, the
11 State and local funds made available for activities
12 and services authorized under this title;
13 (3) contain an assurance that the needs of
14 teachers and students in areas with high concentra-
15 tions of low-income students and sparsely populated
16 areas will be considered in awarding grants under
17 this title;
18 (4) if appropriate, provide a description of how
19 funds made available under this title will be coordi-
20 nated with a local systemic change plan, activities
21 assisted under title V of the Higher Education Act
22 of 1965, and other Federal resources, particularly
23 any program assisted by the Commission on
24 National and Community Service;
25 (5) describe procedures—

(A) for awarding grants under sections
203(b) and 204(b); and
(B) for approval of applications for grants
under such sections, including appropriate pro-
cedures to assure that the State educational
agency shall not disapprove an application with-
out notice and opportunity for a hearing;
(6) contain an assessment of the current ele-
mentary and secondary curriculum needs within the
State regarding service-learning;
(7) describe how the programs assisted under
this title will meet the teacher training curriculum
needs projected under paragraph (6);
(8) describe the specific activities that will be
undertaken that involve institutions of higher edu-
cation; and
(9) describe the specific activities that will be
supported with funds available under this title for
State activities and how those activities relate to the
State's needs regarding service-learning.
(c) APPROVAL.—The Secretary shall expeditiously
approve any State application that meets the requirements
of this section.
SEC. 206. LOCAL APPLICATIONS.
(a) APPLICATION.—

1 (1) IN GENERAL.—Each local educational agen-
 2 cy or institution of higher education that desires to
 3 receive a grant under this title shall submit an appli-
 4 cation which covers a 3-year period. Such applica-
 5 tion shall be submitted to the State educational
 6 agency at such time, in such manner and accom-
 7 panied by such information, as the State educational
 8 agency may reasonably require.

9 (2) LOCAL EDUCATIONAL AGENCY CONSOR-

10 TIA.—A local educational agency may apply to a
 11 State educational agency for a grant under this title
 12 as part of a consortium with a local educational
 13 agency, an institution of higher education, or an in-
 14 termediate educational unit. The State educational
 15 agency may assist in the formation of a consortium
 16 between a local educational agency and another local
 17 educational agency, an institution of higher edu-
 18 cation, or an intermediate educational unit, at the
 19 request of a local educational agency.

20 (b) CONTENTS OF APPLICATION.—Each application
 21 submitted pursuant to subsection (a) shall—

22 (1) provide a summary of—

23 (A) the needs of its current teachers in
 24 service-learning;

1 (B) the current levels of student participa-
 2 tion in service-learning in the local educational
 3 agency or institution of higher education;
 4 (C) the curricular needs of the local edu-
 5 cational agency or institution of higher edu-
 6 cation in service-learning; and

7 (D) a description of how the program will
 8 be coordinated with a local systemic change
 9 plan;

10 (2) describe how the local educational agency or
 11 the institution of higher education plans to use the
 12 funds received under this title to meet the needs de-
 13 scribed in paragraph (1)(A);

14 (3) if applicable, describe how funds under this
 15 title will be coordinated with other Federal, State,
 16 and local resources, especially with respect to any
 17 program assisted by the Commission on National
 18 and Community Service;

19 (4) if applicable, describe how the programs as-
 20 sisted under this title will use other resources of the
 21 community and involve public agencies, private in-
 22 dustry, institutions of higher education, public and
 23 private nonprofit organizations, and other appro-
 24 priate institutions; and

25 (5) assure that—

1 (A) the programs assisted under this title
 2 will be assessed;
 3 (B) progress made under such programs
 4 will be reported in terms of numbers of teachers
 5 and students affected; and
 6 (C) the results of such assessment and
 7 progress will be submitted to the State edu-
 8 cational agency in the time and manner re-
 9 quired by such agency.

10 (c) DISAPPROVAL.—The State educational agency
 11 shall not disapprove an application under this section
 12 without notice and opportunity for a hearing.

13 SEC. 207. PARTICIPATION OF TEACHERS FROM PRIVATE

14 SCHOOLS.

15 In making grants under this Act, the Secretary shall
 16 ensure, where appropriate, that provision is made for the
 17 equitable participation of teachers and other school per-
 18 sonnel in private nonprofit elementary and secondary
 19 schools, including the participation of teachers and other
 20 school personnel in preservice and inservice training pro-
 21 grams.

22 SEC. 208. FEDERAL ADMINISTRATION.

23 (a) TECHNICAL ASSISTANCE AND EVALUATION PRO-
 24 CEDURES.—The Secretary shall provide technical assist-
 25 ance and, in consultation with State and local representa-

1 tives, shall develop procedures for State and local evalua-
 2 tions of the activities assisted under this title.

3 (b) SUMMARY.—The Secretary shall submit to the
 4 Congress every 2 years a summary of the State evalua-
 5 tions of activities assisted under this title.

6 (c) MODEL REPORTING STANDARDS.—In conjunc-
 7 tion with State and local educational agencies and the
 8 Commission on National and Community Service, the Sec-
 9 retary shall develop model reporting standards to encour-
 10 age comparability of data required under sections 205 and
 11 206.

12 SEC. 209. DEFINITIONS.

13 As used in this title:

14 (1) The term "elementary school" has the same
 15 meaning given to such term by section 1471(5) of
 16 the Elementary and Secondary Education Act of
 17 1965.

18 (2) The term "institution of higher education"
 19 has the same meaning given to such term by section
 20 1201(a) of the Higher Education Act of 1965.

21 (3) The term "local educational agency" has
 22 the same meaning given to such term by section
 23 1471(12) of the Elementary and Secondary Edu-
 24 cation Act of 1965.

1 (4) The term "secondary school" has the same
 2 meaning given to such term by section 1471(21) of
 3 the Elementary and Secondary Education Act of
 4 1965.

5 (5) The term "Secretary" means the Secretary
 6 of Education.

7 (6) The term "service-learning" means a meth-
 8 od of teaching and learning—
 9 (A) under which students learn and de-
 10 velop through active participation in thought-
 11 fully organized service experiences that meet ac-
 12 tual community needs and that are coordinated
 13 in collaboration with the school and community;
 14 (B) that is integrated into the student's
 15 academic curriculum or provides structured
 16 time for a student to think, talk, or write about
 17 what the student did and saw during the actual
 18 service activity;

19 (C) that provides students with opportuni-
 20 ties to use newly acquired skills and knowledge
 21 in real life situations in their own communities;
 22 (D) that enhances what is taught in school
 23 by extending student learning beyond the class-
 24 room and into the community and helps foster

the development of a sense of caring for others;
 and

(E) that provides for structured reflection
 through integration into the student's academic
 curriculum.

(7) The term "State" means each of the 50
 States, the District of Columbia, the Commonwealth
 of Puerto Rico, the United States Virgin Islands,
 Guam, American Samoa, the Commonwealth of
 Northern Mariana Islands, the Republic of the Mar-
 shall Islands, the Federated State of Micronesia,
 and the Republic of Palau.

(8) The term "State educational agency" has
 the same meaning given to such term by section
 1471(23) of the Elementary and Secondary Edu-
 cation Act of 1965.

TITLE III—AMENDMENTS TO OTHER LAWS

SEC. 301. COMMISSION ON NATIONAL AND COMMUNITY
 SERVICE.

(a) AMENDMENT.—Subsection (f) of section 190 of
 the National and Community Service Act of 1990 (42
 U.S.C. 12651(f)) is amended—

(1) in paragraph (1), by adding after the first
 sentence thereof the following new sentence: "Such

1 clearinghouses shall coordinate with the Secretary of
 2 Education in carrying out the functions described in
 3 paragraph (3)."; and

4 (2) in paragraph (3)—

5 (A) in subparagraph (G), by striking
 6 "and" after the semicolon;

7 (B) in subparagraph (H), by striking the
 8 period and inserting "; and"; and

9 (C) by adding at the end the following new
 10 subparagraph:

11 "(I) provide and collect information re-
 12 garding school-based service-learning."

13 (b) AUTHORIZATION OF APPROPRIATIONS.—Para-
 14 graph (1) of section 501(a) of the National and Commu-
 15 nity Service Act of 1990 (42 U.S.C. 12681(a)(1)) is
 16 amended by adding at the end the following new subpara-
 17 graph:

18 "(C) SECTION 190(f)(3)(I).—There are au-
 19 thorized to be appropriated to carry out section
 20 190(f)(3)(I), \$1,300,000 for each of the fiscal
 21 years 1994, 1995, and 1996."

1 SEC. 302. RESEARCH ON EXPERIENTIAL-BASED METHODS

2 OF INSTRUCTION.

3 Paragraph (3) of section 405(b) of the General Edu-
 4 cation Provisions Act (20 U.S.C. 1221e(b)(3)) is
 5 amended—

6 (1) in subparagraph (H), by striking "and"
 7 after the semicolon;

8 (2) in subparagraph (I), by striking the period
 9 and inserting "; and"; and

10 (3) by adding at the end the following new sub-
 11 paragraph:

12 "(J) conducting research on experiential-
 13 based methods of instruction, such as service-
 14 learning."