1994

Roles for Higher Education: A Resource Guide

National and Community Service

Follow this and additional works at: http://digitalcommons.unomaha.edu/slcehighered

Part of the Service Learning Commons

Recommended Citation
http://digitalcommons.unomaha.edu/slcehighered/82
Roles for Higher Education

A Resource Guide

The Corporation for National and Community Service
1100 Vermont Avenue, N.W.
Washington, D.C. 20525
(202) 606-5000
Published by the Corporation for National and Community Service. Revised March 1994. This resource guide may be reproduced for nonprofit educational or other internal use only.
Introduction

Thank you for your interest in the Corporation for National and Community Service's grant programs. Together with the AmeriCorps and Learn and Serve America: Higher Education grant applications, the Corporation's “Principles for High Quality National Service Programs,” and the tape of the Corporation’s videoconference called “National and Community Service: Roles for Higher Education,” this resource guide should provide you with a clear understanding of the Corporation's purpose and programs. In this guide you will find the following:

- National and Community Service: Opportunities for Higher Education
- Questions & Answers
- Campus-Based Programs: Tips for Proposal Development
- Service-Learning: An Overview
- Resource List
- State Commission Contacts

How to Obtain Applications and Other Materials

You may obtain copies of the AmeriCorps and Learn and Serve America applications and regulations, the “Principles for High-Quality National Service Programs,” and this resource guide through Internet. You may obtain copies of applications and regulations also by U.S. mail or in the Federal Register.

Internet: Send a blank electronic mail message to cnns@ace.esusda.gov. There should be no text in the body of the message. An automatic response will be sent back to you with information on how to retrieve the information through electronic mail, gopher and anonymous file transfer protocol (ftp). You may also access Internet through an on-line (modem) service such as CompuServe or America On-Line. If you are unsure about your Internet capabilities, speak to the systems administrator or computer expert at your organization.

U.S. mail: To receive applications or regulations by mail, call (202) 606-4949. Indicate which application(s) you wish to receive.

Federal Register: Final regulations and final applications for the Corporation's programs will be published in the Federal Register. Consult the grants, development, or federal relations officer on your campus.

Acknowledgments

This resource guide is the product of the hard work of many people. Goodwin Liu and Suzan Mintz wrote and edited the guide; Jina Sanone helped assemble resource materials; and Theresia Boland did the layout. Nathalie Augustin, Michael Camañez, Sue Lehmann, Catherine Milton, Peg Rosenberry, Terry Russell, Shirley Sagawa, and Trish Thomson at the Corporation gave helpful feedback on several drafts. Barbara Baker, Debbie Cotton, Irene Fisher, Ellen Porter Honnet, Sally Migliore, Keith Morton, Kathleen Rice, Greig Stewart, Cesie Delve Scheuermann, Tim Stanton, Erin Swezey, Marie Troppe, Susan Wilson, and Allen Wutzdorff offered excellent comments that helped refine the
overview on service-learning. The U.S. Department of Education working group on national service provided useful questions and answers.

Originally, this resource guide was written to accompany the Corporation's live national videoconference, called "National and Community Service: Roles for Higher Education," which aired February 23, 1994. You may obtain a videotape of the broadcast by calling the Corporation at (202) 606-5000 ext. 117. The broadcast reached thousands of individuals at hundreds of institutions and organizations in the higher education community. Its purpose was to provide timely information about grant opportunities. The success of the videoconference, which catalyzed the development of this resource guide, was the result of the hard work and energy of many individuals.

First, the Corporation extends gratitude to the U.S. Department of Agriculture, whose staff produced the videoconference and provided excellent guidance throughout its development. Specifically, the Corporation acknowledges the effort and support of Joel Berg, Janet Poley, Tom Willis, and Barbara White.

In addition, the Corporation appreciates the preliminary technical assistance provided by Joe Prince of the American Association of State Colleges and Universities and Bob Ward of the National Association of Student Personnel Administrators, who helped familiarize Corporation staff with videoconferencing.

Moreover, the Corporation thanks Deanna Durham of the Community of Hope in Washington, D.C. and Rolette Thomas of Hands On Atlanta for serving as panelists on the videoconference. Their insights and comments enriched the program.

The videoconference reached a large audience thanks to the help of over 30 higher education organizations and associations that assisted our outreach. The heavy turn-out also was a result of the work of many individuals who helped to identify host sites. They include Marsha Adler of the National Association of State Universities and Land Grant Colleges, Lyvri Conss of the Campus Compact Center for Community Colleges, Fleda Mask Jackson of the Campus Compact HBCU Network, Jeannie Kim of the California Campus Compact, Kevin Morse of New Hampshire Technical College, Kristin Parrish and Caroline Durham of the Campus Outreach Opportunities League, Dawn Pettit of the Cooperative Education Association, and Kathleen Welch and Michael Caudell-Feagan of the National Association for Public Interest Law.

Special thanks go to the more than 70 host site coordinators who promoted the videoconference, invited individuals from neighboring institutions and community-based agencies to their campuses, and facilitated discussions and workshops around the broadcast.

Finally, this project would not have succeeded without the able assistance and hard work of the following members of the Corporation staff: Diana Aldridge, Hugh Bailey, Rosa Harrison, Melinda Hudson, Goodwin Liu, Jessica Marshall, Catherine Milton, Suzanné Mintz, Ermette W. Purce, Jina Sanone, Ashton Sebrell, and Chuck Supple.
Six months after the President signed the National and Community Service Trust Act of 1993, the widely shared vision that inspired the legislation is fast becoming a reality. In February, the Corporation for National and Community Service will make available a variety of grants to support locally driven programs that “get things done” in our nation’s troubled communities.

Institutions of higher education are well-suited to play a major role in national and community service for several reasons. First, they are civic institutions often founded upon a mission of service to their neighboring communities and to the society that supports them. Second, they are educational institutions charged with preparing students for active citizenship and public-spirited leadership in a democratic society. Third, colleges and universities offer valuable intellectual and physical resources, as well as fiscal and administrative expertise, that can support high-quality service programs. Fourth, over the past decade, college students have contributed significantly to the momentum that has pushed service into the national limelight. Many students are already involved in service; many more want a chance.

In the coming months, colleges and universities face a plethora of grant opportunities. The Corporation’s grant programs are built on a philosophy of partnership. The Corporation will set standards for high quality, establish national priorities, and provide funding and technical support. Its partners—which include institutions of higher education as well as States, nonprofits, federal agencies, and other entities eligible for funding—will identify local needs, design creative solutions, and implement effective programs. In sum, the Corporation aims to combine national leadership with local expertise, to link flexibility with accountability, and to “steer more” while “rowing less.”

AmeriCorps

The national service program, called AmeriCorps, is the centerpiece of the Corporation’s grant-making efforts. Every program funded through AmeriCorps will be uniquely adapted to local conditions and responsive to local needs. But three common objectives will unify AmeriCorps programs.

First, all programs must “get things done” in our nation’s communities. That is, they must engage participants in community-based service that directly and demonstrably address unmet education, public safety, human, and environmental needs. In order to achieve substantive impacts in these areas with limited federal funds, the Corporation has established national priorities that most programs will be expected to address.

Second, all programs must strengthen communities by bringing together diverse institutions and individuals into productive relationships that contribute to community problem-solving. The Corporation expects programs to help build or strengthen partnerships among organizations and to give Americans of diverse ages and backgrounds a chance to work, learn, and serve together. This will— in the words of the President— “strengthen the cords that bind us together as a people.”
Finally, AmeriCorps programs must develop participants by strengthening the motivation and skills they need in order to commit themselves to a life of active, productive citizenship. In addition, programs must provide participants with adequate training to carry out their assignments successfully, as well as opportunities to learn about the community and the social context in which they serve.

In general, participants will be recruited and selected locally by funded programs. All AmeriCorps participants will serve either a full-time term (1,700 hours over 9 months to one year) or a part-time term (900 hours over 2 years, or over 3 years if the participant is enrolled in an institution of higher education during part or all of the term). Upon successful completion of a term of service, the participant will receive an educational award – $4,725 for full-time participants, $2,363 for part-time participants – that may be used to pay past, present, or future educational expenses. Participants may receive educational awards for up to two terms of service.

Within these guidelines, institutions of higher education have a variety of options for creating AmeriCorps programs that involve students. They may operate part-time programs that integrate service activities with students' academic studies. They may create programs that engage students in full-time service over several summers, amounting to a part-time term. They may create part-time programs that engage students in direct service and leadership development over a two- or three-year term. They may create training programs for recent graduates to serve as service-learning coordinators who assist teachers and school-age youth in developing, implementing, and assessing service-learning opportunities. They may engage admitted students in full-time service to the neighboring community before they enroll, and then connect the activities to ongoing service opportunities when they matriculate. They may link part-time service during the school year with a term of full-time service after graduation. (For more ideas, see the program examples in the "Principles for High-Quality National Service Programs.*)

Approximately $150 million and 20,000 national service educational awards* will be available through AmeriCorps this year, and applicants may seek up to three years of support. The Corporation will award one-third of the funds and 3,800 educational awards to states by a population-based formula, and it will award an additional third of funds and 8,200 educational awards to states by competition. The final third of AmeriCorps funds and 6,000 educational awards will go to national nonprofits, multi-state programs, professional corps, and federal agencies.

Institutions of higher education seeking support for national service programs in their local communities or within a single state should apply through their respective State Commissions on National and Community Service. These Commissions – in applying for AmeriCorps funds – will select high-quality programs within the state that meet the AmeriCorps program requirements to receive formula and competitive funding. In addition, they will develop a comprehensive state plan for service. Consortia or partnerships involving institutions in more than one state may apply directly to the Corporation to become a part of AmeriCorps.

In general, programs that receive competitive funding through states or direct funding from the Corporation must address national priorities.

### National Priorities

In order to concentrate national efforts on meeting education, public safety, human, and environmental needs, the Corporation has identified priorities within these four main issue areas. In general, proposals submitted under the state competitive and national direct AmeriCorps competitions should address the national priorities. In addition, the Corporation will give preference to Higher Education Learn and Serve America proposals that address one or more of these priorities.

#### Education
- School readiness: furthering early childhood development
- School success: improving the educational achievement of school-age children and adults who lack basic academic skills

#### Public Safety
- Crime prevention: reducing the incidence of violence
- Crime control: improving criminal justice services, law enforcement, and victim services

#### Human Needs
- Health: providing independent living assistance and home- and community-based health care
- Home: rebuilding neighborhoods and helping people who are homeless

#### Environment
- Neighborhood environment: reducing community environmental hazards
- Natural environment: conserving, restoring, and sustaining natural habitats

---

* The Corporation has committed 2,000 educational awards to VISTA participants.
established by the Corporation. Programs that receive formula funding through states must address priorities established by their respective states.

**Learn and Serve America**

Colleges and universities, as well as consortia and partnerships involving nonprofits or public agencies, are also eligible to apply for funds under the Higher Education Learn and Serve America program. The purpose of this program is to make service an integral part of the education and life experiences of students in America's colleges and universities. Approximately $9 million will be available this year, and applicants will submit proposals directly to the Corporation for up to three years of funding.

Through Learn and Serve America, the Corporation primarily aims to fund service-learning programs that directly and demonstrably benefit both the community and the students who serve, including programs that integrate service with academic study. In addition, the Corporation will support efforts that strengthen the service infrastructure within and across institutions of higher education, as well as capacity-building initiatives that train faculty members, K-12 teachers, and service project supervisors in the skills needed to develop effective service-learning opportunities.

Each program funded under Learn and Serve America: Higher Education should aim to achieve positive impacts on the community, the participants, and the institutions involved.

**Other Roles for Higher Education**

The competition for Corporation funding this year will be intense; only a few applicants will receive grants. But securing a grant is not the only way to be a part of national and community service. Institutions of higher education can play a variety of significant, supportive roles.

As educational institutions, they are valuable resources for technical assistance on issues that programs and participants address through service, such as health, school success, and environmental safety. They can also serve as excellent sites for training – not only for AmeriCorps participants, but also for State Commission members, program directors, and teachers. In addition, as institutions engaged in research, they can help evaluate the impacts of service programs on communities and participants by designing assessment instruments or by leading rigorous studies. Moreover, as institutions familiar with the management of federal grants, they may provide fiscal and administrative expertise to national and community service programs funded by the Corporation.

**Next Steps**

Prospective grant applicants can find specific requirements, guidelines, and selection criteria for the AmeriCorps and Learn and Serve America programs in the applications for funding, which will be published in the Federal Register in February. The Corporation also will provide applications to those who request them. See page 2 for information.

Since two-thirds of the AmeriCorps funds and educational awards will flow through states, prospective applicants should contact their respective State Commissions to learn about the AmeriCorps application process within their states. In addition, since the national service legislation charges each State Commission with developing a comprehensive strategy for promoting and supporting service within the state, colleges and universities should consult with their Commissions to learn how they can be an asset to their states' strategies. See the list of State Commission contacts on pages 18-20.

As the Corporation and its partners move forward in the coming months, they will be calling on institutions of higher education for participation, support, and leadership. Indeed, America's colleges and universities have much to gain and much to offer as the vision of national and community service becomes a reality.

**Timeline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Final regulations and final applications issued</td>
</tr>
<tr>
<td>March/April</td>
<td>State outreach and request for proposals</td>
</tr>
<tr>
<td>April 25</td>
<td>Learn and Serve America: Higher Education applications due</td>
</tr>
<tr>
<td>April 29</td>
<td>AmeriCorps direct applications due</td>
</tr>
<tr>
<td>May/June</td>
<td>Program proposals due for State Commission review</td>
</tr>
<tr>
<td>June 22</td>
<td>AmeriCorps state applications due</td>
</tr>
<tr>
<td>July</td>
<td>Corporation review and award announcements</td>
</tr>
<tr>
<td>August</td>
<td>Technical assistance to funded programs</td>
</tr>
<tr>
<td>September</td>
<td>Program start-up</td>
</tr>
</tbody>
</table>
Questions & Answers

May an eligible applicant apply for both AmeriCorps and Learn and Serve America funds?

Yes, as long as you do not seek support through two applications for the same project. In submitting separate proposals under these two programs, you should delineate clearly in each proposal that you are seeking AmeriCorps funds for one project or set of projects, while you are seeking Learn and Serve America funds for a completely different project or set of projects. As defined in the regulations, a “project” means an activity, carried out through a Corporation-funded program, that results in a specific, identifiable service or improvement that otherwise would not be done with existing funds, and that does not duplicate the routine services or functions of the employer to whom participants are assigned.

Institutions of higher education are eligible for support under both AmeriCorps and Learn and Serve America. From which pool of funds should an eligible applicant seek a grant?

Consider whether the purpose of your proposed program is more closely aligned with the “getting things done” emphasis of AmeriCorps or the service-learning and infrastructure-building emphases of Learn and Serve America. In addition, consider whether your program engages participants in the substantial service commitment required in AmeriCorps (i.e., a full-time or part-time term) or in a less structured commitment permitted under Learn and Serve America. Also, keep in mind that AmeriCorps participants earn an educational award upon successfully completing a term of service, whereas Learn and Serve America participants generally do not.

Can participants in Learn and Serve America earn AmeriCorps educational awards?

In general, no. Institutions of higher education that wish to create programs in which participants earn educational awards should apply under AmeriCorps.

Nevertheless, during the FY 1994 grant cycle, the Corporation will award a limited number of Learn and Serve America grants to demonstration programs in which participants earn AmeriCorps educational awards. The Corporation is targeting these grants to programs that will build capacity and strengthen infrastructure within and across institutions of higher education by placing participants in campus-based community service centers or in community-based agencies as volunteer coordinators, campus-community liaisons, or service-learning coordinators. These programs may be local, statewide, or national in scope, and they may be run by a partnership or consortium of colleges or universities, or by a single institution able to support multiple placements. For more information, consult Section II of the Learn and Serve America: Higher Education application.

Must institutions of higher education apply for AmeriCorps support through their respective State Commissions? Are they eligible to apply directly to the Corporation?

Institutions of higher education proposing AmeriCorps programs that will operate in their local communities or within a single state must apply through their respective State Commissions. Such programs may not apply directly to the Corporation. However, professional corps programs, programs
involving a partnership among institutions in more than one state, and programs run by an institution, consortium, or nonprofit with an explicit, well-conceived national or multi-state strategy may apply directly to the Corporation for AmeriCorps support.

**May a program apply for AmeriCorps educational awards only?**

Yes. The Corporation encourages applicants that have adequate resources to cover program costs to apply for educational awards only. Programs applying for educational awards only must meet the same requirements and will be selected on the same criteria as programs applying for AmeriCorps program funds.

**Do Learn and Serve America: Higher Education applicants have to apply through their State Commissions?**

No. Learn and Serve America proposals must be submitted directly to the Corporation. The Corporation will review and select programs for funding through a national competition. However, in an effort to promote coordination within each state, the Corporation is requiring each Learn and Serve America applicant to submit one copy of the proposal to the State Commission of each state where the program will operate. State Commissions will have no part in reviewing and selecting programs for funding, but they may comment directly to the Corporation on the quality and appropriateness of proposals.

**Can an institution of higher education apply both individually and through a consortium for the same pool of funds?**

Yes, as long as the service projects described in each of the applications are distinct. Applicants should keep in mind that limited funds are available under each grant competition and that the Corporation may fund programs that help achieve geographic diversity. The Corporation encourages consultation and coordination within a consortium in order to determine the grant-seeking strategy that best serves both the consortium as well as its individual members.

**Will the Corporation give priority to applications submitted by consortia?**

There is no specific priority for consortia per se under AmeriCorps or Learn and Serve America. The Corporation will look favorably upon a consortium proposal only if the consortium serves a programmatic purpose. That is, a consortium application will fare well in competition only to the extent that the consortium builds infrastructure, helps to achieve economies of scale, improves organizational capacity, integrates the efforts of several campuses into a common strategy, or contributes to other well-conceived programmatic objectives.

**In order to complete a part-time term of service (900 hours over 2 or 3 years), do students have to complete a minimum number of hours each year?**

No. Programs have substantial flexibility in structuring service activities so that participants meet the requirements of a part-time term. Students may apportion their hours of service over the school year, vacation periods, summers, and even pre- or post-college components. The Corporation encourages applicants to be creative in designing programs that allow students to participate in national service while they are going to school.

**Are graduate and professional school students eligible to participate in AmeriCorps and Learn and Serve America programs?**

Yes. In fact, the Corporation encourages programs involving students or recent graduates with specialized, professional training to apply for AmeriCorps support (e.g., as a pre-professional or professional corps program). Also, in the Learn and Serve America: Higher Education competition, the Corporation will give priority to high-quality proposals from technical and professional schools. Note, however, that although research is often the principal activity and expertise of graduate students, it is generally not an activity that falls within the Corporation's guidelines on service that provides a direct benefit to the community.
Does a program involving professional school students count as a professional corps?

Maybe. Professional corps programs recruit and place qualified participants in positions such as teachers, nurses, police officers, engineers, lawyers, or early childhood development staff in communities with an inadequate number of such professionals. The public or private nonprofit employers who sponsor participants in a Corporation-funded professional corps must agree to pay 100 percent of the salaries and benefits of the participants. Thus, professional students may comprise a professional corps, if (1) the participants are qualified to serve in professional positions, and (2) the program’s service sponsors pay all of the students’ salaries and benefits. Professional corps programs may offer salaries in excess of the maximum living allowance ($14,880) permitted in other AmeriCorps programs. By statute, these programs must apply directly to the Corporation for AmeriCorps funding.

Can an institution of higher education or a consortium seek funding for a program that trains and places service-learning coordinators?

Yes. In fact, these programs may apply for funding through either AmeriCorps or Learn and Serve America: Higher Education. In either case, the service-learning coordinators are eligible to receive AmeriCorps educational awards. If such a program applies under Learn and Serve America: Higher Education, it must engage the participants in expanding service-learning capacity in higher education. Programs applying under AmeriCorps may place service-learning coordinators in either the K-12 or higher education setting. Keep in mind that the match requirement for program costs is 50 percent under Learn and Serve America: Higher Education, while it is 25 percent under AmeriCorps.

How will AmeriCorps educational awards be distributed to AmeriCorps participants? What may the awards be used for?

Each AmeriCorps participant who successfully completes a full- or part-time term of service becomes eligible to claim an AmeriCorps educational award ($4,725 for full-time participants, $2,363 for part-time participants). These educational awards are kept in the National Service Trust in the U.S. Treasury. AmeriCorps programs will not receive monetary assistance from the Corporation in order to provide participants with educational awards. Instead, they will receive a designated number of educational award “slots” in the National Service Trust for their participants. Likewise, upon completing a term of service, AmeriCorps participants do not receive their awards directly. Rather, they may claim their awards any time during a period of seven years after they finish a term of service in order to pay for past, present, or future educational expenses. The National Service Trust will provide the awards on their behalf to a designated institution of higher education, approved training program, or financial institution that is a holder of a student loan.

How is the AmeriCorps educational award treated in the development of a federal financial aid package? Will a federal financial aid officer adjust the package down by the amount of the AmeriCorps educational award?

No. The National and Community Service Trust Act of 1993 amends the provisions of the Higher Education Amendments of 1992, to exclude national service educational awards from being defined as “income” or “estimated financial assistance.” In effect, the AmeriCorps educational award is not to be used (1) to calculate an expected family contribution (EFC) or (2) as a resource in the development of a financial aid package that involves awards from federal Title IV programs.
Will a student still be eligible for a Pell Grant if he or she serves in AmeriCorps?

Yes. AmeriCorps participation will not affect eligibility for a Pell Grant or any other assistance under Title IV of the Higher Education Act.

Will other types of aid, such as state assistance, institutional grants, or scholarships, be affected by participation in AmeriCorps?

State assistance and institutional awards are not governed by the regulations that apply to AmeriCorps educational awards, although the Corporation encourages institutions to give AmeriCorps participants the full benefit of their educational awards. One caveat, though: The Act provides that the AmeriCorps educational award for a given period of enrollment cannot exceed the difference between the cost of attendance and the sum of the student's estimated financial assistance from all other sources. The total of all of these sources of support cannot exceed the total cost for a particular period of attendance. If the total support available exceeds the total cost, any unused portion of the AmeriCorps educational award will be available to the participant for up to seven years.

What about the stipend received for living expenses during full-time service in AmeriCorps? Won't institutions of higher education expect a participant to earn that wage in the future?

Unlike the AmeriCorps educational award, the stipend will be treated as base-year income for purposes of the federal Title IV programs need analysis. This is no different from the treatment afforded any kind of salary earned before school.

If an AmeriCorps participant attends a community college where the cost of attendance is less than the amount of the AmeriCorps educational award, will he or she receive less for the completed term(s) of service than someone attending a more expensive institution?

No. All AmeriCorps participants will receive the same educational award, based on the term of service (full-time or part-time) that they successfully complete. The award is held in the National Service Trust for the participant, and is good for seven years to pay current or future educational expenses, to repay student loans, to pay interest on a student loan that accrues during a period of forbearance, or to pay expenses for participation in an approved school-to-work program. If educational expenses in a particular year are less than the total of the AmeriCorps educational award, the balance may be used to pay a subsequent year's expense.

How does participation in AmeriCorps affect participation in the federal Work-Study Program?

Federal Work-Study is a need-based program administered through post-secondary institutions to provide students with part-time employment income to meet their cost of attendance. An individual could participate in both programs based upon demonstrated financial need, but would not be able to receive a Corporation funded stipend and a work-study salary for the same community service activity. Both AmeriCorps and Learn and Serve America present opportunities for campuses to develop programs that place Federal Work-Study students in community service positions. Federal Work-Study funds may be used by a program to meet the 50 percent match requirement under Learn and Serve America: Higher Education. However, no federal funds may be used by a program to meet the 15 percent match requirement on living allowances under AmeriCorps. Moreover, federal funds (including work-study) may account for no more than 85 percent of the minimum living allowance under AmeriCorps.
Campus-Based Programs

Tips for Proposal Development

Developing a high-quality grant proposal requires careful thought, planning, and collaboration. The information in this section supplements – but does not substitute for – the materials contained in the AmeriCorps and Learn and Serve America: Higher Education grant applications. Please read the guidelines in the applications first. In addition, carefully review the document, “Principles of High-Quality Service Programs,” which is available from the Corporation. The questions below offer some reminders as you prepare to develop a high-quality proposal.

Is your planning process inclusive?

Make sure that all groups to be affected by your program are involved in the planning process. Each representative comes to the table with different experiences and ideas that may contribute to a thoughtful, realistic proposal. Comprehensive planning will help to ensure the necessary “buy-in” from all parties. It will prevent duplication of existing services; it will help focus services on needs that the community finds important; it will avoid the displacement of existing paid workers and volunteers; and it will assist you in avoiding misunderstandings along the way. Involve students, faculty, administrators, community-based agency representatives, and community leaders in determining the community needs, program objectives, and the activities to be conducted under the grant.

Does your proposal clearly state what you aim to achieve?

Whether you are developing an AmeriCorps program or a service-learning program, your proposal should include a compelling mission statement that articulates the purpose of the program. In addition, it should specify direct and demonstrable objectives that describe impacts on the community, participants, and institutions. Your objectives should be derived from your mission statement, and they should be challenging yet achievable. (See box below.)

Does your proposal clearly describe the service activities that participants will perform?

This is a central component of your proposal: what will participants actually be doing? Consider

Developing Objectives*

☐ **Community impact.** These objectives should indicate positive changes expected in the community as a direct result of the program’s community service component(s).

*Example:* To provide 80 hours of conflict resolution training to 200 high school students with the goal of reducing incidents of violence during school by 50%.

☐ **Participant impact.** These objectives should indicate participant growth and development as a result of involvement in the program. Participant development may occur along a variety of dimensions (e.g., behavioral, attitudinal, intellectual).

*Example:* To engage 30 students working in 3 homeless shelters in bi-weekly policy seminars with the goal of increasing their understanding of the root causes of homelessness, as evidenced by an improved ability to articulate constructive policy alternatives.

☐ **Institutional impact.** These objectives should indicate the ways in which the program will positively affect an institution as a whole. They may articulate outcomes indicating the gradual institutionalization of service-learning. They may specify expected changes in institutional policies and the practices of faculty and administrators as a result of the program. In addition, they may state positive outcomes related to the number, quality, or sustainability of the service opportunities that an institution offers to its students.

*Example:* To sponsor a faculty fellowship program focused on service-learning and undergraduate teaching, with the goal of creating 10 new service-learning courses.

* Adapted from Appendix A of the Learn and Serve America: Higher Education application
Monitoring: continuous program improvement

- Hold monthly roundtable discussion sessions or conference calls with all partners to learn about problems, successes, and other issues that require programmatic or policy decisions.
- Periodically survey a sampling of community members to find out if the participants' service activities are meeting real needs.
- Hold monthly one-on-one meetings with participants to find out what they have achieved and learned.
- Organize teams that are representative of all partners to conduct regular site visits and community interviews.
- Develop working groups that include community members to monitor different aspects of the program.
- Set up a hotline with a recording or place a locked box at the service site and in a relevant location on campus so that participants and community members may place anonymous concerns, observations, or suggestions.

Does your proposal outline a feasible workplan and delineate responsibilities of all the partners?

Your proposal should describe, step by step, how you plan to turn your idea on paper into a reality in the community. Indicate major benchmarks in implementation, and set a realistic timeline by working backwards from your benchmarks. Your proposal also should outline clearly the role of each partner, which may include nonprofits, public agencies, community-based agencies, higher education associations, private sector entities, and others. Moreover, consider whether your proposal provides adequate orientation and training for participants. The quality of service activities will be determined in large part by the quality of efforts to clarify tasks and responsibilities, and to develop the skills of participants. Matching participant capabilities with community needs is delicate and requires careful consideration.

Does your proposal include a plan for sustaining the program?

Program funding from the Corporation is short-term. From the start, applicants should develop a plan for continuing the program after the grant expires. Community partnerships and trust are hard to build through efforts that are here today and gone tomorrow. Consider how your program can include efforts to strengthen infrastructure and build capacity toward sustainability – for example, by developing relationships and sharing resources within and across institutions, by broadening its base of community and institutional support, by increasing the numbers of faculty who integrate service into their courses, or by serving as a model for replication.

Does your proposal describe mechanisms for monitoring and evaluating your program?

Careful monitoring keeps a program abreast of the needs it is addressing, how it is (or isn’t) meeting the needs, and what actions it should take to enhance quality. Evaluation allows the program to assess its success in meeting its stated objectives. Developing clear objectives is necessary for effective monitoring and evaluation, and it is important to think through evaluation methods prior to program start-up. While the Corporation will provide grantees with technical assistance on monitoring and evaluation, consider institutional resources that might provide guidance and assistance. Remember, monitoring feeds into evaluation. Taking careful steps to address issues of program quality will lead to achievement of program objectives.

Evaluation: measuring program outcomes

- Summarize both the work performed and its impact on community needs.
- Capture program results through photographs and video recordings.
- Solicit involvement of graduate students to develop and implement pre-tests and post-tests.
- Survey faculty to find out their perceptions of student change as a result of the service experience.
- Conduct an end-of-program survey of community providers to see if they would invite students to return.
- Interview community members to find out whether the service provided was beneficial.
Service-Learning: An Overview

This overview provides an introduction to service-learning in higher education. It was written by Suzanné Mintz and Goodwin Liu at the Corporation, in consultation with several leaders in the field. It is neither a comprehensive review, nor a definitive voice from the Corporation. Nevertheless, the information in this section will provide readers—particularly newcomers to service-learning—with a general understanding of the concept. The Corporation encourages readers to review past and current literature in the field. See the resource list in this guide on pages 15-17.

Service-learning is a method and philosophy of experiential learning through which participants in community service meet community needs while developing their abilities for critical thinking and group problem-solving, their commitments and values, and the skills they need for effective citizenship. The core elements of service-learning are (1) service activities that help meet community needs that the community finds important, and (2) structured educational components that challenge participants to think critically about and learn from their experiences. Service activities give rise to learning opportunities, and what participants learn further informs their service. Indeed, service-learning is a continuous process of reciprocity that, when implemented with care and expertise, results in high-quality service in communities and personal and intellectual development among students.

Service experiences are naturally infused with periods of tension between participants' expected experience and their actual experience. When the tension is captured and explored, participants move toward new knowledge and understandings. These "teachable moments" challenge participants to probe, question, and grapple with their value systems, their preconceptions and stereotypes, and their academic learning. When encouraged and supported through guided reflection or academic study, the participants' attempts to resolve the tensions that arise during their service experiences sharpen their ability to reason, to think critically, and to be more effective and committed problem-solvers.

For example, consider a college student who volunteers to tutor a sixth-grader whose achievement in school has been low. Over time, the tutor develops a relationship with the student and learns about the conditions of her school and family life. A dynamic tension develops when the tutor tries to place his efforts in the context of the many factors that may be contributing to the student's poor grades. The tutor asks: Is my tutoring really making a difference? Is my tutoring just a band-aid if there are only limited resources at school or at home supporting her progress? Whom do I work with to better understand the situation? What skills do I need to be a better tutor? How do I stay motivated to continue tutoring? What forces in the community and society at-large affect the situation?

Service-Learning: A Definition*

Service-learning means a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students or the educational components of the community service program in which the participants are enrolled; and includes structured time for the students and participants to reflect on the service experience.

* National and Community Service Trust Act of 1993
When captured and explored through structured learning opportunities, the questions present great potential for developing the tutor's knowledge and understanding. For example, he might record his observations and examine his motivations for tutoring through structured journal-writing, led by a project supervisor who helps focus his questions and gives feedback on his writing. The tutoring program might incorporate regular discussions that allow him and his peers to share effective strategies, to unravel the moral, social, and political complexities of their work, and to think critically about how to improve the educational achievement of all the community's children. Or, he might do his tutoring as a part of a psychology class on models for teaching and learning, or a public policy course on school reform. In any case, the learning that occurs through a structured setting both informs and is informed by the tutoring experience. In the context of service-learning, the activities of service and learning are reciprocal, dynamic, and continuous.

In sum, like its cousins in experiential learning — cooperative education, internship, field experience, practicum — service-learning connects theory with practice and advocates active learning. What is distinctive about service-learning is that (1) the experiential component in service-learning addresses unmet community needs that the community finds important, and (2) the learning component intentionally fosters a sense of social responsibility, a commitment to the community, and skills for solving community problems. Service-learning brings the civic and educational missions of higher education into a powerful synergy that addresses community needs while enhancing education for participatory citizenship.

Program Options

No matter how they are designed, all college and university service-learning programs must engage participants in organized community service that provides direct, short- and long-term benefits to the community. In addition, they must provide participants with structured opportunities to reflect on and learn from their service experiences. Moreover, they should foster collaboration both within the institution and between the institution and the community. In this capacity, the resources of the institution contribute to the welfare of the community, and the community is a contributing partner in education. Programs should combine the talents and resources of faculty, students, administrators, community-based agencies, and individual community members in order to achieve the objectives of service-learning.

Service integrated with academic study. Curriculum-linked service-learning programs must ensure that the service activity is directly connected to the learning objectives of the course. The service activity must not be viewed as merely an adjunct activity, but rather as an activity that has academic merit and is an integral part of the course. Faculty should award academic credit for the learning from the service, not for the service activities themselves. Service-learning may be integrated into the curriculum in a number of ways. A new course may be developed that engages students in studying a pressing community issue and engaging in relevant community-based service. An existing course may incorporate a service component that supports the learning objectives of the course. An interdisciplinary major may involve students in ongoing service activities throughout a number of its core courses.

Co-curricular programs. Service-learning programs that are part of a community service program must have an educational component. Educational components may take the form of a class for credit — for example, credit for a leadership course taught through student affairs. Alternatively, they may take the form of structured opportunities for students to write about or discuss their experiences at regular intervals — for example, bi-monthly training and reflection seminars integrated with a student-run mentoring program. Like academic programs, co-curricular programs must establish learning objectives and demonstrate learning outcomes. Co-curricular programs should encourage students to approach their academic study with an enhanced ability to think critically and to make connections between their studies and the community and society in which they live.

A Historical Context

Higher education service-learning programs took hold as a result of the community action of the 1960s and early 1970s. The student activism of this period gave rise to student community service organizations, federal volunteer service programs, and an increased level of consciousness about social problems and issues. A core of experiential educators initiated a dialogue about the interplay between community service and student learning.
Shortly after this period, college and university community service programs experienced a decline. By the late 1970s and early 1980s, many community service programs were tucked away in remote offices on campuses. Reduced support for these programs stemmed from a variety of circumstances. They lacked connection with academics. They were vulnerable to shrinking budgets. They were too dependent upon the enthusiasm of a few key staff. They were not tied directly to the mission of the institution. They occurred amid unstable institution-community relationships.

The problems of this period were aggravated by student attitudes toward community involvement, the larger society’s perceptions of students’ commitments, and a general societal disengagement with addressing community needs. With an emphasis on gaining material rewards and securing jobs, many students did not associate community service with career success and personal satisfaction. Also, for many students their college experiences were filled with competing priorities and escalating costs. Without institutional support, community service fell low on the priority list.

The experiences from the previous two decades offered some important lessons:

- The community must be a partner in defining its needs.
- An educational component integrated with the service activity is necessary in order to foster student learning and to enhance the quality of service.
- Service-learning programs must be aligned with the educational mission and integrated into the everyday life of the institution in order to be sustained.

By the mid-1980s, the lessons learned enriched the dialogue among practitioners, students, and faculty. Toward the end of the decade, the evolving connection between service and study had cleared the way for the current service-learning movement.

Responses to the lessons learned came from all sectors. A new wave of student-initiated community service swept the nation, challenging the perceptions cast upon them. Faculty members and student affairs administrators developed educational models that supported service-learning.

**Thoughts on Critical Reflection**

Being creative with ways that encourage participants to think critically about their experiences will help capture their thoughts, ideas, concerns, and interests. Here are some suggestions:

- **Writing:** papers, journals, essays. Ask students to analyze their service experience through ongoing writing assignments that connect the course material to the service experience.

- **Issues series:** lectures, readings. Develop a bi-monthly educational program that addresses issues affecting community change.

- **Dialogues:** among students, with community members, with faculty members. Enlist community members to lead discussions about the historical, philosophical, political, and sociological perspectives on various community and societal issues.

- **Artistic activities:** theater, music, poetry. Encourage students to express their experiences through creative methods.

Presidents of colleges and universities across the country asked their institutions to rededicate themselves to their civic and service missions. Practitioners developed principles for creating and implementing high-quality service-learning programs. Communities sought additional human and financial resources in a period of reduced social service assistance. National service re-entered the public policy agenda with vigor.

Since the late-1980s, service-learning has evolved from a little-known concept to a full-blown movement. The commitment and participation of students and practitioners, along with a recent increase in attention by college and university officials, has been an important asset in shaping the service-learning movement and elevating it to the national agenda. Passage of the National and Community Service Act of 1990 resulted in hundreds of federally funded service-learning programs across the country. Today, through both the K-12 and higher education components of the Learn and Serve America program, the Corporation for National and Community Service aims to promote service-learning by supporting efforts that meet community needs, that increase opportunities to develop committed citizens, that strengthen community partnerships, and that institutionalize service-learning policies and practices.
The following organizations and publications are a selection of the many resources available that address service-learning and national and community service. The Corporation makes no endorsement of these materials, authors, or organizations. In addition to the resources below, the Corporation encourages you to contact your local volunteer center.

Organizations

**Break Away!**
6026 Station B
Nashville, TN 27235
(615) 343-0385

**Campus Compact**
c/o Brown University
P.O. Box 1975
Providence, RI 02912
(401) 863-1119

**Campus Outreach Opportunity League**
411 Washington Avenue North, Suite 110
Minneapolis, MN 55401
(612) 333-2665

**National Society for Experiential Education**
3509 Hayworth Drive, Suite 207
Raleigh, NC 27609
(919) 787-3263

**National Student Campaign Against Hunger and Homelessness**
29 Temple Place
Boston, MA 02111
(617) 292-4823

**National Wildlife Federation / Cool It!**
1400 16th Street, N.W.
Washington, D.C. 20036
(202) 797-6800

**National Youth Leadership Council**
1910 West County Road B
Roseville, MN 55113
(612) 631-3672

**Partnership for Service-Learning**
815 Second Avenue, Suite 315
New York, NY 10017
(212) 986-0989

**Points of Light Foundation**
1737 H Street, N.W.
Washington, DC 20006
(202) 223-9186

**Southern Community Partners**
P.O. Box 19745
North Carolina Central University
Durham, NC 27707
(919) 683-1840

**Student Coalition for Action in Literacy Education**
University of North Carolina
CB #3500, Room 013 Peabody
Chapel Hill, NC 27599
(919) 962-1542

**Youth Service America**
1101 15th Street, N.W., Suite 200
Washington, D.C. 20005
(202) 296-2992
Publications

General Background
Phi Delta Kappan (June 1991). A special issue on youth service.

Guides
Standards for Practice


National Service


Integrating Service into the Curriculum


Models


Legal Issues


## State Commission Contacts

### ALASKA
State Lead Contact: Edgar Blatchford  
Department of Regional and Community Affairs  
Juneau, AK  Phone: 907-465-4700

Other Contact: Herv Hensley  
Commission on National and Community Service  
Anchorage, AK  Phone: 907-269-4500

### ALABAMA
State Lead Contact: Kim Cartron  
Alabama State Capitol  
Montgomery, AL  Phone: 205-242-7140

### ARKANSAS
State Lead Contact: Billie Ann Myers  
Little Rock, AR  Phone: 501-682-7540

### ARIZONA
State Lead Contact: Barbara Hunter  
Governor's Office  
Phoenix, AZ  Phone: 602-542-3456

Other Contact: Alan Brown  
College of Extended Education  
Tempe, AZ  Phone: 602-965-9772

### CALIFORNIA
State Lead Contact: Karen Strickland  
Office of the Governor  
Sacramento, CA  Phone: 916-445-6131

Other Contact: Linda Forsyth  
California Department of Education  
Sacramento, CA  Phone: 916-657-3115

### COLORADO
State Lead Contact: John Calhoon  
Office of the Governor  
Denver, CO  Phone: 303-866-2120

Other Contact: Elaine M. Andrus  
Colorado Department of Education  
Denver, CO  Phone: 303-866-6897

### CONNECTICUT
State Lead Contact: Nancy Mandell  
CT Department of Higher Education  
Hartford, CT  Phone: 203-566-6154

### DISTRICT OF COLUMBIA
State Lead Contact: Nancy Ware  
Washington, DC  Phone: 202-727-4970

### DELAWARE
State Lead Contact: Anne Farley  
New Castle, DE  Phone: 302-577-4961

Other Contact: Lorraine Mekulski  
New Castle, DE  Phone: 302-577-4960

### FLORIDA
State Lead Contact: Chris Gilmore  
Pensacola, FL  Phone: 904-656-3836

### GEORGIA
State Lead Contact: Lynn Thornton  
GADCA  
Atlanta, GA  Phone: 404-656-3836

### HAWAII
State Lead Contact: Merwyn S. Jones  
Honolulu, HI  Phone: 808-586-8675

Other Contact: Liane Mikami Kam  
Office of the Governor-State of Hawaii  
Honolulu, HI  Phone: 808-587-2860

### IOWA
State Lead Contact: Barbara J. Finch  
Office of the Governor  
Des Moines, IA  Phone: 515-281-8304

### IDAHO
State Lead Contact: Julie Cheever  
State House  
Boise, ID  Phone: 208-334-2100

### ILLINOIS
State Lead Contact: Allyson Zedler  
James R. Thompson Center  
Chicago, IL  Phone: 312-814-5220

Other Contact: Bernice Bloom  
State House  
Springfield, IL  Phone: 217-782-4921
INDIANA
State Lead Contact: Timothy Joyce
ISTA Center
Indianapolis, IN Phone: 317-232-2353

Other Contact: Sharon Hunt
Indiana Government Center South
Indianapolis, IN Phone: 317-232-2503

Other Contact: Stan Jones
State House
Indianapolis, IN Phone: 317-233-3747

KANSAS
State Lead Contact: Patricia Kells
Kansas Office for Community Service
Topeka, KS Phone: 913-575-8330

Other State Contact: Avery Carter
Office of the Governor
Topeka, KS Phone: 913-296-4052

KENTUCKY
State Lead Contact: David Crowley
Frankfurt, KY Phone: 502-564-3553

LOUISIANA
State Lead Contact: Andrew Kopplin
Baton Rouge, LA Phone: 504-342-4063

Other Contact: Melanie Guste
Office of the Lt. Governor
Baton Rouge, LA Phone: 504-342-7009

MASSACHUSETTS
State Lead Contact: Bradford J. Minnick
Office of the Governor
Boston, MA Phone: 617-727-5787

Other State Contact: Joseph W. Madison
Massachusetts Youth Service Alliance
Boston, MA Phone: 617-542-2544

MARYLAND
State Lead Contact: David A. Minges
Baltimore, MD Phone: 410-225-4796

Other Contact: Margaret O’Neil
200 West Baltimore Street
Baltimore, MD Phone: 410-333-2427

MAINE
State Lead Contact: Robert G. Blakesley
State House
Augusta, ME Phone: 207-287-1489

Other Contact: Andrew MacLean
Augusta, ME Phone: 207-287-3531

MICHIGAN
State Lead Contact: Diana Algra
Lansing, MI Phone: 517-335-4295

MINNESOTA
State Lead Contact: Mary Jo Richardson
St. Paul, MN Phone: 612-296-1435

MISSOURI
State Lead Contact: Toni Messina
State Capitol
Jefferson, MO Phone: 314-751-4727

MISSISSIPPI
State Lead Contact: Marsha Meeks Kelly
Jackson, MS Phone: 601-359-2790

MONTANA
State Lead Contact: Pat Haffey
State Capitol Building
Helena, MT Phone: 406-444-3111

NORTH CAROLINA
State Lead Contact: Lynn Wareh
Raleigh, NC Phone: 919-715-3470

NORTH DAKOTA
State Lead Contact: Jody Von Rueden
Department of Human Services
Bismarck, ND Phone: 701-224-2310

NEBRASKA
State Lead Contact: Mary Furnas
Lincoln, NE Phone: 402-471-9434

Other Contact: Aida Amoura
State Capitol
Lincoln, NE Phone: 402-471-2578

Other Contact: Patricia Taft
Lincoln, NE Phone: 402-471-9107

NEW HAMPSHIRE
State Lead Contact: Ray Worden
New Hampshire Job Training Councils
Concord, NH Phone: 603-228-9500

Other Contact: Kathleen Desmarais
Concord, NH Phone: 603-271-3771

NEW JERSEY
State Lead Contact: Anna Thomas
Governor’s Office of Volunteerism
Trenton, NJ Phone: 609-292-4497

Other Contact: Martin Friedman
New Jersey Department of Education
Trenton, NJ Phone: 609-633-6628

Other Contact: Amy Jacob
Trenton, NJ Phone: 609-777-1243
NEW MEXICO
State Lead Contact: Marcia Medina
State Capitol
Santa Fe, NM Phone: 505-827-3042
Other State Contact: Caroline Gaston
Office of the Governor
Santa Fe, NM Phone: 505-827-3037

NEVADA
State Lead Contact: Ann Fleck
Office of the Governor
Carson City, NV Phone: 702-687-5670

NEW YORK
State Lead Contact: Lou Trapani
Albany, NY Phone: 518-473-8882

OHIO
State Lead Contact: Ruth Milligan
Office of the Governor
Columbus, OH Phone: 614-644-0900
Other State Contact: Amy Goyer
Columbus, OH Phone: 614-466-0466

OKLAHOMA
State Lead Contact: Chris Delaporte
Office of Planning and Policy Analysis
Oklahoma City, OK Phone: 405-271-4218
Other Contact: Charles Mohr
Oklahoma City, OK Phone: 405-521-4795

OREGON
State Lead Contact: Todd Jones
State Capitol
Salem, OR Phone: 503-986-1504

PENNSYLVANIA
State Lead Contact: John Cosgrove
PennSERVE
Harrisburg, PA Phone: 717-787-1971

PUERTO RICO
State Lead Contact: Loretta Cordova
San Juan, PR Phone: 787-521-1000
Other Contact: Helen Sosa Staples
Department of Education
San Juan, PR Phone: 787-625-2001

RHODE ISLAND
State Lead Contact: Gordon Evans
State House
Providence, RI Phone: 401-277-2080
Other Contact: Diana Crowley
Newport, RI Phone: 401-277-6832

SOUTH CAROLINA
State Lead Contact: Diane Coleman
Office of the Governor
Columbia, SC Phone: 803-734-0398
Other Contact: Kathy Gibson
Columbia, SC Phone: 803-734-8451

SOUTH DAKOTA
State Lead Contact: Mary DeVany
Pierre, SD Phone: 605-773-3661
Other Contact: Deb Halling
Pierre, SD Phone: 605-773-4681

TENNESSEE
State Lead Contact: Carol C. White
Tennessee State Planning Office
Nashville, TN Phone: 615-741-4131

TEXAS
State Lead Contact: Randi Shade
Sam Houston Building
Austin, TX Phone: 512-463-2198

UTAH
State Lead Contact: Norm Tarbox
Salt Lake City, UT Phone: 801-538-1861
Other Contact: Olene Walker
Salt Lake City, UT Phone: 801-538-1040

VIRGINIA
State Lead Contact: Katie Noyes Campbell
Richmond, VA Phone: 804-692-1952
Other Contact: Kathy Vesley
Richmond, VA Phone: 804-692-1950

VERMONT
State Lead Contact: Jane Williams
Office of the Governor
Montpelier, VT Phone: 802-828-3333
Other Contact: Sheila Bailey
Montpelier, VT Phone: 802-828-2752

WASHINGTON
State Lead Contact: Bill Basi
WA Commission on National and Community Service
Olympia, WA Phone: 206-753-6780

WISCONSIN
State Lead Contact: Gail Propsom
Madison, WI Phone: 608-267-7796

WEST VIRGINIA
State Lead Contact: Will Carter
Office of the Governor
Charleston, WV Phone: 304-558-3929
Other Contact: Jack Newhouse
Charleston, WV Phone: 304-558-2348

WYOMING
State Lead Contact: Scott Farris
Capitol Building
Cheyenne, WY Phone: 307-777-7437