

**SB 164**

SENATE FINANCE COMMITTEE REPORT

DATE: /91

FURTHER:

DATE TURNED INTO OFFICE: \_\_\_\_\_

The Finance Committee considered SENATE BILL NO. 164 "An Act establishing a community service education program."

*Died in JFC.*

and recommended:

[ ] replace with \_\_\_\_\_ CS \_\_\_\_\_  
[ ] or adopt \_\_\_\_\_ CS \_\_\_\_\_

[ ] same title  
[ ] new title  
[ ] technical title change (HB only)

[ ] attached amendment(s)  
[ ] \_\_\_\_\_ letter of intent adopted

[ ] do pass

[ ] do not pass

[ ] no recommendation

[ ] individual recommendations

[ ] further referral to \_\_\_\_\_

ATTACHES NEW FISCAL NOTE(S): Dept/Date:

[ ] fiscal note(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[ ] zero fiscal note(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[ ] appropriation-no fiscal note

SIGNING DO PASS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPROVES PREVIOUS:

Dept/Date:

[ ] fiscal note(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[ ] zero fiscal note(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER RECOMMENDATIONS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_ 2. \_\_\_\_\_  
Co-Chairs: Signatures and Recommendations

SENATE COMMITTEE REPORT

FIRST COMMITTEE OF REFERRAL

DATE: 3/6/91

FURTHER: Finance

Date of 5-Day Notice: 3-28-91  
(in accordance with Uniform Rule 23)

DATE TURNED INTO OFFICE: 16 Apr 91

HESS Committee considered SB 164

Establishing a community service education program.

and a majority of the committee recommends it be replaced with

and recommended:

- replace with \_\_\_\_\_ CS SB 164 (HES)  same title
- attached amendment(s) and do pass  new title
- \_\_\_\_\_ letter of intent adopted

do pass

do not pass

no recommendation

individual recommendations

further referral to \_\_\_\_\_

Fiscal Note

ATTACHES NEW FISCAL NOTE(S):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> fiscal note(s) <u>DoEd 3/13/91</u> | <input type="checkbox"/> zero fiscal note(s) _____ |
| _____  | _____  |
| _____  | _____  |

appropriation-no fiscal note

Governor's bill w/fiscal note

SIGNING DO PASS:

OTHER RECOMMENDATIONS:

\_\_\_\_\_  
*Paul Frank*  
 \_\_\_\_\_  
*Constance Manning*  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Dorcas Shugart* Do Pass  
 Chair: Signature and Recommendation

FISCAL NOTE

STATE OF ALASKA  
1991 LEGISLATIVE SESSION

Bill Version: SB 164 (HES)

(S) Publish Date: 4/12/91

Revision Date: \_\_\_\_\_ Department Affect... \_\_\_\_\_  
 Title: Establishing a Community Service Education Program BRU: K-12 Support, Education Program Support  
 Component: Foundation, Basic Education  
 Sponsor: Menard  
 Requestor: Menard COMPONENT SERIAL NO. 

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Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL	15.0	5.8	5.8	5.8	5.8	5.8
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
<b>TOTAL OPERATING</b>	<b>15.0</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND	15.0	5.8	5.8	5.8	5.8	5.8
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>	<b>15.0</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: None

Changes in SB 164 (YES) have no fiscal impact. This fiscal note is appropriate.

11/16/91 date MAFouse Comte Aide (initial)

ANALYSIS: (Attach a separate page if necessary.)  
 This fiscal analysis does not reflect the increased costs to school districts in implementing SB 164. These costs must be absorbed within a district's Foundation allocation.

Prepared By: Mary Hakala Phone: 465-2800  
 Division: Commissioner's Office Date: 3/13/91  
 Approved by Commissioner: Acting Commissioner, Steve Hole  
 Agency: Education Date: 3/13/91

Distribution (by preparer): Legislative Finance, Legislative Sponsor, Requestor, OMB, & Impacted Agency(ies).

Fiscal Note Analysis

SB 164: Establishing a community service education program

March 13, 1991

Page 2

SB 164 calls for the development of community service programs in each school district and directs the Department of Education to provide adequate funding and appropriate staff development activities for education personnel participating in a community service program.

The recommended strategy is training resource teachers from each district to develop and implement community service programs appropriate for their students and community. It is anticipated that training could be most efficiently provided through the Alaska Staff Development Network Summer Academies held in Anchorage, Fairbanks and Juneau each June. District teams would receive 5 days of training in designing an appropriate community service program for their district and would be trained to train colleagues to implement a community service program in each of their district's high schools. The Department will work with districts to design a community service trainer's guide that will be provided to district teams at the summer academies.

Proposed Budget	<u>FY92</u>	<u>FY93-97</u>
Training workshops (Anchorage, Fairbanks and Juneau); in FY93 and subsequent years, follow-up training and training for new employees will be offered.	9,000	4,500
Materials development	3,500	-0-
Printing and duplication	2,500	1,300
Total	<u>15,000</u>	<u>5,800</u>

**CS FOR SENATE BILL NO. 164 (HES)**

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY THE SENATE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered: 4/17/91

Referred: Finance

Sponsor(s): SENATOR MENARD

**A BILL****FOR AN ACT ENTITLED**

1 "An Act establishing a community service education program; and providing for an  
2 effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 \* Section 1. PURPOSE. The purpose of this Act is to promote the development of community  
5 service programs in each school district in the state and through community service programs to allow  
6 young people to participate in responsible and meaningful community service. Community service  
7 programs may include participation in child care services, care for the elderly and disabled, literacy  
8 programs, recycling and other waste reduction efforts, training in emergency services, or other services  
9 that are required in the community.

10 \* Sec. 2. AS 14.03.120(e) is amended to read:

11 (e) A district shall, by October 31 of each year, provide to the state board, and make  
12 available to the public, a report on the performance of each public school and public school  
13 students in the district. The report must be entitled "School District Report Card To The Public"  
14 and must be prepared on a form prescribed by the department. The report must include

1 (1) the percent of district students in the top and bottom quarter of standardized  
2 national achievement examinations; results under this paragraph shall be disclosed in a manner  
3 that does not reveal the individual identities of students;

4 (2) the percent of students who are not promoted to the next grade;

5 (3) student, parent, and community member comments on the school's  
6 performance;

7 (4) the annual percent change in enrollment and the percent of enrollment change  
8 due to student transfers into and out of the district;

9 (5) attendance, retention, and graduation rates;

10 (6) the ways in which meaningful parent involvement in school performance was  
11 achieved;

12 (7) a summary and evaluation of the community service program required  
13 under AS 14.30.380;

14 (8) other indicators of school performance required by the state board; and

15 (9) [(8)] other indicators of school performance selected by the district.

16 \* Sec. 3. AS 14.07.165 is amended to read:

17 Sec. 14.07.165. DUTIES. The board shall adopt

18 (1) statewide goals and require each governing body to adopt written goals that  
19 are consistent with local needs;

20 (2) regulations regarding the application for and award of grants under  
21 AS 14.03.125;

22 (3) guidelines for a state-wide community service program required under  
23 AS 14.30.380.

24 \* Sec. 4. AS 14.16.050(a)(4) is amended to read:

25 (4) requirements relating to students and educational programs:

26 (A) AS 14.30.180 - 14.30.350 (relating to educational services for  
27 exceptional children);

28 (B) AS 14.30.360 - 14.30.370 (establishing health education program  
29 standards);

30 (C) AS 14.30.400 - 14.30.410 (relating to bilingual and bicultural  
31 education);

1 (D) AS 14.30.380 - 14.30.385 (relating to community service program).

2 \* Sec. 5. AS 14.30. is amended by adding new sections to read:

3 ARTICLE 4A. COMMUNITY SERVICE PROGRAM.

4 Sec. 14.30.380. REQUIRED COMMUNITY SERVICE PROGRAM. Under guidelines  
5 developed by the board, each governing body shall include a program in community service as  
6 an elective part of the curriculum for grades 10 through 12. A program of community service  
7 must include

8 (1) adequate orientation, training, and supervision of participants;

9 (2) an emphasis on educational challenges by placing participants in new roles  
10 and environments that require personal responsibility and decision making;

11 (3) an opportunity for a participant to reflect and comment on, or write about, the  
12 participant's community service experiences;

13 (4) activities to recognize the accomplishments of outstanding participants.

14 Sec. 14.30.385. STAFF DEVELOPMENT PROGRAMS. As part of their program for  
15 staff development, the department and governing bodies shall provide adequate funding and  
16 appropriate staff development activities for education personnel participating in a community  
17 service program.

18 \* Sec. 6. This Act takes effect January 1, 1992.

## SENATE BILL NO. 164

IN THE LEGISLATURE OF THE STATE OF ALASKA

SEVENTEENTH LEGISLATURE - FIRST SESSION

BY SENATOR MENARD

Introduced: 3/6/91  
Referred: HES and Finance

## A BILL

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16 service program.

ALASKA STATE LEGISLATURE  
SENATE BILL NO. 164

HISTORY IN THE SENATE

1991  
3/6  
4/17

Read first time and referred to:  
Hess, FIN.

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RPT(  ) CS 4 DP \_\_\_ NR \_\_\_ DNP \_\_\_ AM \_\_\_  
 New Title \_\_\_ Same Title \_\_\_ Previous FN \_\_\_  
 FN \_\_\_ OFN \_\_\_ To FIN

\_\_\_ RPT( \_\_\_ ) CS \_\_\_ DP \_\_\_ NR \_\_\_ DNP \_\_\_ AM \_\_\_  
 \_\_\_ New Title \_\_\_ Same Title \_\_\_ Previous FN \_\_\_  
 \_\_\_ FN \_\_\_ OFN \_\_\_ To \_\_\_

\_\_\_ RPT( \_\_\_ ) CS \_\_\_ DP \_\_\_ NR \_\_\_ DNP \_\_\_ AM \_\_\_  
 \_\_\_ New Title \_\_\_ Same Title \_\_\_ Previous FN \_\_\_  
 \_\_\_ FN \_\_\_ OFN \_\_\_ To \_\_\_

\_\_\_ Rules Calendar( \_\_\_ ) CS \_\_\_ AM \_\_\_ Other \_\_\_  
 \_\_\_ New Title \_\_\_ Same Title \_\_\_ Previous FN \_\_\_  
 \_\_\_ FN \_\_\_ OFN \_\_\_

Read second time

\_\_\_ CS Adopted ( \_\_\_ ) \_\_\_ New Title \_\_\_  
 \_\_\_ Amended \_\_\_ Advanced \_\_\_

Read third time

\_\_\_ Letter of Intent adopted  
 \_\_\_ Return to second for specific amendment

PASSED EFD Same \_\_\_ or  
 Yeas Yeas  
 Nays Nays  
 Excused Excused  
 Absent Absent

Reconsideration  
 Reconsideration not taken up

PASSED EFD Same \_\_\_ or  
 Yeas Yeas  
 Nays Nays  
 Excused Excused  
 Absent Absent

Reported correctly engrossed  
 Signed by President, to House

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Secretary of the Senate

HISTORY IN THE HOUSE

19

Read first time and referred to:

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\_\_\_ RPT CS( ) \_\_\_ New Title  
 \_\_\_ DP \_\_\_ DNP \_\_\_ NR \_\_\_ AM  
 \_\_\_ FN \_\_\_ OFN \_\_\_ Previous FN

\_\_\_ RPT CS( ) \_\_\_ New Title  
 \_\_\_ DP \_\_\_ DNP \_\_\_ NR \_\_\_ AM  
 \_\_\_ FN \_\_\_ OFN \_\_\_ Previous FN

\_\_\_ RPT CS( ) \_\_\_ New Title  
 \_\_\_ DP \_\_\_ DNP \_\_\_ NR \_\_\_ AM  
 \_\_\_ FN \_\_\_ OFN \_\_\_ Previous FN

Read second time  
 CS( ) Adopted

Amended

Advanced

Read third time

Return to second for specific amendment

PASSED EFD Same \_\_\_ or  
 Yeas Yeas  
 Nays Nays  
 Excused Excused  
 Absent Absent

\_\_\_ Intent adopted

Reconsideration  
 Reconsideration not taken up

PASSED ON RECON. EFD Same \_\_\_ or  
 Yeas Yeas  
 Nays Nays  
 Excused Excused  
 Absent Absent

\_\_\_ Intent adopted

Reported correctly engrossed, signed by the Speaker  
 and returned to the Senate

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Chief Clerk of the House

SENATE-HOUSE HISTORY Continued

19

Received from the House

Version: \_\_\_\_\_

Concur in House amendment

Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

\_\_\_\_\_ Efd same or Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

Failed to concur in House amendment, ask House recede

Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

House failed to / receded from amendment

Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

CC appointed by Senate \_\_\_\_\_ Chair

CC appointed by House \_\_\_\_\_ Chair

(S) Granted Limited Powers of Free Conference

(H) Granted Limited Powers of Free Conference

19

(S) Adopted CC Rpt \_\_\_\_\_

Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

\_\_\_\_\_ Efd same or Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

(H) Adopted CC Rpt \_\_\_\_\_

Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

\_\_\_\_\_ Efd same or Y \_\_\_ N \_\_\_ E \_\_\_ A \_\_\_

To enrolling

Received from enrolling

Sent to Governor

\_\_\_\_\_ By Governor

Chapter Number \_\_\_\_\_

Filed with Lieutenant Governor



# Alaska State Legislature

Senator Curt Menard



While in  
Session:  
P.O. Box V  
Juneau, Alaska  
99811  
(907)465-2679

Interim:  
165 E. Parks  
Highway  
Wasilla, Alaska  
99687  
(907)373-2878

Senate  
District  
E

## SPONSOR STATEMENT:

SB 164 - "An Act establishing a community service education program"

Participation in community service at a young age is a cornerstone of good citizenship. SB 164 encourages volunteer participation by requiring a community service program as an elective part of the curriculum for grades 10 through 12.

Advocates of school based community service classes emphasize the character-building potential of service, its power to promote basic democratic values and to develop patterns of responsible behavior. Additionally it encourages academic learning to be tested and applied in real life.

The federal government recognized the importance of community service education when Congress enacted the National and Community Service Act in October 1990. The act will be funded with \$56 million for FY 91, \$95.5 million for FY 92 and \$105 million for FY 93. SCR 14 directs the state to apply for the federal grant funds available to assist states and school districts in developing community service programs.

This legislation focuses on youth potential, youth strength, youth participation and contributions. Your support is greatly appreciated.

WE SUPPORT



MADE IN  
ALASKA

# Alaska State Legislature

Legislative Research Agency



P.O. Box Y  
Juneau, AK 99811-3100  
Phone: (907) 165-3991  
Fax: (907) 163-3351

January 21, 1991

## MEMORANDUM

TO: Senator Curt Menard

FROM: Linda J. Snow *LJ Snow*  
Legislative Analyst

RE: High School Courses Focused on Community Service Education  
Research Request 91.093

You asked this office for background information about community service education, so-called "service learning" programs in public high schools. You also asked for information about the National and Community Service Act of 1990 (HR 4330) and sample legislation from other states.

### Background Information

Attachment A is a publication of the National Center on Effective Secondary Schools, University of Wisconsin-Madison, entitled *High School Community Service: A Review of Research and Programs*. This paper is an excellent background source of information about service learning and discusses current legislation, supporting agencies, the prevalence of service learning programs in schools, models for school-based programs, and the outcomes of these programs. Throughout the paper, existing research on the subject is summarized, and a good historical background of the philosophy of service learning is provided.

### State Legislation and Other Implementing Authority

We obtained information from several states in which schools offer service learning programs. Little state legislation regarding service learning has been passed. Nationwide, many school programs have been implemented through policy statements or recommendations by the state school board, school districts, and individual schools. Attachment B contains some examples of passed and proposed state legislation, school board policy statements, and recommendations. (Additional information on state programs is also available in the University of Wisconsin paper, Attachment A.)

A sample of state legislative activity, as well as other state and local government action regarding service learning follows.

Senator Menard  
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### California

California SB 2147, which allows public schools to establish pilot service learning projects, was passed but was not funded. Proposed California legislation (AB 2389) would establish and fund service learning programs in public schools which would offer credit to participating students. The corresponding California State Board of Education policy statement on service learning is also included.

### Massachusetts

Senate Bill 282 was passed in Massachusetts in 1989. This bill provides school-based community service opportunities for all public high schools. According to advocate Jay Davis of the Thomas Jefferson Forum,<sup>1</sup> the original bill would have mandated high school student participation in community service activities. This mandate was deleted from the legislation that passed. Mr. Davis reported that Massachusetts has ten private agencies working with high schools now, and although the programs are working well from the grass roots level, a mandate from the state level would strengthen the system. They will try to pass mandating legislation again next year.

### Michigan

Michigan SB 578 (passed in 1988) requires 40 hours of community service for high school graduation, and offers credit for community service beyond the 40-hour requirement.

### Minnesota

State legislation in Minnesota allows school districts to offer service learning opportunities with the option to grant participants credit toward graduation. Participation is optional, and funding in a particular district comes from a special tax levied in that district. Also included is a corresponding Minnesota State Board of Education rule change.

### Oregon

Oregon HB 3293 (passed in 1989) requires the State Department of Education to establish guidelines for a service learning program in Oregon public schools. The program is not mandatory, but participants are given credit towards graduation. Two other bills attached provide for the establishment and funding

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<sup>1</sup>The Thomas Jefferson Forum is a nonprofit organization that engages in high school based community services.

Senator Menard  
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Page 3

of community service volunteer corps, including an Oregon Youth Conservation Corps.

#### Other State and Local Government Action

Attachment B also contains state board of education policy statements, recommendations, or guidelines from Maryland, Kentucky and Pennsylvania, as well as a report from the Wisconsin Commission on Schools in the 21st Century. Included also are briefs and legal documents from a Pennsylvania lawsuit brought by two sets of parents against their local school district and specific teachers. This suit addresses some common concerns of those who oppose service learning. The lawsuit was dismissed for failure to state a claim upon which relief could be granted.

#### The National and Community Service Act of 1990 (HR 4330 and S.1430)

Attached is a copy of the conference committee report on the National and Community Service Act of 1990 (Attachment C). The focus of this recently passed federal legislation is renewing the ethic of civic responsibility in the U.S. through volunteer service. Title I, Subtitle B, (Serve-America: The Community Service, Schools and Service-Learning Act of 1990) creates a school-based service learning program which is partially funded by the federal government. Grants are available for state governments in partnership with local education agencies, nonprofit corporations, private-for-profit corporations, or private schools. To qualify for federal funding, the programs must include:

- teacher training;
- development of service-learning curricula;
- formation of local partnerships;
- development of a research and evaluation program to determine the effects of service learning on students and community;
- establishment of an outreach program to involve the broadest mix of community-based nonprofit organizations possible; and
- integration of service learning into academic curricula.

If a state decides not to participate in a grant through this subtitle, the grants can go directly to local school districts, schools or organizations that apply. The state must provide local grantees with training and technical assistance. States also must give special consideration to projects that offer school credit to participants. Subtitle E, Part II (Governors' Innovative Service Programs) of the same act provides grants for the creation of innovative volunteer and community service programs.

This act will be funded with \$56 million for FY 91, \$95.5 million for FY 92, and \$105 million for FY 93. At least 30 percent of this amount is available for grants under Subtitle B. The federal share of these matching funds will

Senator Menard  
January 21, 1991  
Page 4

be 90 percent the first year, 80 percent the second year, and 70 percent for the third year of operation, according to a specific allotment formula.<sup>2</sup> State contribution may be in cash or in kind. State use of federal funds is restricted to:

- not more than five percent for administrative costs;
- not more than ten percent to build capacity through training and curriculum development;
- not less than 60 percent to operate school-based service learning programs;
- not less than 15 percent to operate community-based service learning programs; and
- not more than ten percent for adult volunteer and partnership programs.

#### Private Support Organizations

Across the nation, many private organizations help establish and fund service learning programs. Youth Service America, the National Youth Leadership Conference, and the Thomas Jefferson Forum are three of many. The National Association of Secondary School Principals, the Council of Chief State School Officers and others do not provide funding, but advocate and support service learning in public schools. Representatives of these and other organizations are listed in Attachment E.

ACTION, a part of the federal domestic volunteer agency produces a national directory for student community service programs which is attached to this memo (Attachment D). In Juneau, the Southeast Regional Resource Center currently operates programs in 14 southeast Alaska communities in which high school and college students provide tutoring for adults in need of literacy and life skills training, and graduate equivalency diplomas (GED's).<sup>3</sup>

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<sup>2</sup>One percent of the fund is reserved for specified American territories and Native American Tribes, 50 percent of the remainder shall be allotted to each state in the same ratio as the state's school-age population to the school-age population of all the states. The other 50 percent of the remainder shall be distributed to states at the same ratio as allocations to the state for the previous fiscal year under chapter 1 of title I of the Elementary and Secondary Education Act of 1965 to such allocations to all states.

<sup>3</sup>See page 61 of *Learning to Care: National Directory of Student Community Service Programs*, Attachment D.

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### Elements of a Program

We contacted representatives of national support agencies, and state, local and school board policy-making bodies who have implemented, supported or advocated service learning programs. All of these advocates were quite enthusiastic about their programs and the effects on youth and the community. They all offered assistance to people in Alaska who were interested in promoting a school-based service learning program. A list of these people is provided in Attachment E.

Several of our contacts commented that the way the program is structured is important to its success. They point out that the three essential elements of the program are teacher training, student recognition, and student reflection. Taking the knowledge obtained through community service and tying it back into the curriculum is both the key and the problem. Teachers are taught to instill knowledge, not to determine what knowledge a child has learned elsewhere and fit it into the pattern of his coursework. In these instances, teachers must leave traditional teaching roles and become more like coaches. Training is essential in order for the teachers to understand and incorporate this new role.

Once teachers are prepared to assist students in this type of learning, it is essential to allow reflective time after community service experiences in which students may examine what they have learned and how it fits into the rest of their scholastic program. This can be done by such methods as writing essays, giving oral reports, and keeping journals.

In researching this subject, our office has received, and is still receiving, packets of information from people we contacted. We have included as Attachment F copies of the cover sheets of papers, articles, guidelines, and curricula plans. These additional sources are available at our office.

I hope this information is useful to you. If we can be of further assistance, please do not hesitate to contact us.

Attachments

**NATIONAL  
CENTER  
ON  
EFFECTIVE  
SECONDARY  
SCHOOLS**

*University of Wisconsin-Madison  
Wisconsin Center for Education Research  
1025 W. Johnson St.  
Madison, WI 53706  
(608) 263-7575*

**HIGH SCHOOL COMMUNITY SERVICE:  
A REVIEW OF RESEARCH AND PROGRAMS**

**Dian Conrad  
University of Minnesota and Hopkins (MN) Public Schools  
and  
Diane Hedin  
University of Minnesota**

**December 1989**

## EXECUTIVE SUMMARY

### HIGH SCHOOL COMMUNITY SERVICE: A REVIEW OF RESEARCH AND PROGRAMS

On any given day, in communities all across the United States, young people are leaving school--to clean up neighborhoods, visit nursing homes, educate children about drugs, serve at soup kitchens, register voters and, in a myriad other ways, provide service to their communities. For these young people, and the teachers who encourage them, school is not just a place where one comes to learn, but also a place which provides important resources to those in need. It is not a new idea, but one which is enjoying a resurgence of interest among educators, policymakers, and young people themselves. The purpose of this paper is to review current policies and practices concerning school-based community service, summarize research findings on the impact of service, and outline some critical issues confronting educational researchers, policymakers and practitioners.

Efforts to encourage youth community service take place on many levels and have taken many forms. On the national policy level, the primary emphasis has been (thus far without success) to create a national service corps which would encourage or compel community service by post-secondary youth. Youth service corps of this nature are already operating in fifteen states and in a number of metropolitan areas such as New York and San Francisco. In the past five years, several state governments and state boards of education have enacted policies to encourage participation by school-aged youth as well. Two states, Maryland and Minnesota, even require schools to offer formal opportunities for students to become involved in community service.

Quite independent of any external prodding, a large number of schools, of all kinds and in all parts of the country, have programs which engage students in providing service. The most current data available is from the mid-1980s, at which time about 27% of all high schools (or 5,400 of them) offered community service programs. All types of high schools offer them, with non-public schools more likely to do so than public ones. Based on 1984 estimates, about 6.6% of high school students (or about 900,000) are involved in school-based community service programs--and it appears that this rate of participation has held reasonably constant over the past ten or even twenty years.

Teachers and administrators have devised a rich variety of ways to involve their students in service activities. The most common means is through co-curricular school clubs and through special school events like holiday food drives. Some high schools offer elective credit for service activities and some, most commonly Catholic and independent schools, include service among their graduation requirements. In some schools, service is performed as an extension or lab component or a regular class; in yet others service, with a supporting seminar, is the central activity of an academic course. More rarely, service has been integrated into the total school's, or even district's curriculum.

Arguments for including community service in the curriculum have appeared in educational reform literature since at least the turn of the century. Some advocates of the

practice emphasize the character-building potential of service, its power to promote basic democratic values and to develop patterns of responsible behavior. Others stress the potential of service to vitalize education by stressing that it encourages--even forces--academic learning to be tested and applied in the crucible of real experience. Despite differing points of emphasis, there is general agreement that well-designed programs can have a positive effect on the social, psychological and intellectual development of participants in ways detailed in this review.

The degree to which the hypothesized effects of service are realized in practice has been examined through both quantitative and qualitative research studies of varying degrees of precision and sophistication. The most consistent findings from quantitative studies are a heightened sense of personal and social responsibility, more positive attitudes toward adults and toward those served, enhanced self-esteem, growth in moral and ego development, more complex patterns of thought, and greater theoretical sophistication than has heretofore been the case.

The idea that schools should promote the involvement of youth in service to the community has a rich tradition in American education and figures prominently in present discussions of the purpose and practice of schools. How it will fare amidst competing pressures for other educational "goods," and what the consequences would be of its becoming a common feature of school practice remain to be seen. However, that school-based community service merits further trial and testimony is strongly supported by both research evidence and by the testimony of participants.

## COMMUNITY EDUCATION AND COMMUNITY SERVICE: MAKING THE CONNECTION

Community education is a philosophy as well as a program. Because it is connected to the community, it offers educators a structured way to reach out, to share facilities, resources, ideas, and responsibility for the education of everybody in the community. Through partnerships with individuals and with public and private agencies and organizations, community education opens up new worlds for educators and students alike, and helps young people see connections between living and learning. The aim of community education is to offer everyone in the community a chance for a better life through expanded educational opportunity.

**COMMUNITY EDUCATION** extends the concept of public education beyond the traditional K-12 program of "schooling" and views everyone in the community as both teacher and learner.

**COMMUNITY EDUCATION** requires participation and values diversity; community educators regularly consult with broadly representative community groups and have faith in the ultimate good judgment of the community.

**COMMUNITY EDUCATION** is not limited by traditional school schedules.

**COMMUNITY EDUCATION** promotes interagency cooperation for the purposes of avoiding duplication, saving money, and sharing responsibility and expertise.

**COMMUNITY EDUCATION** respects responsive, open, nontraditional educational methods, including experiential learning.

**COMMUNITY EDUCATION** acknowledges that communities as well as schools educate.

### COMMUNITY EDUCATION & COMMUNITY SERVICE IN THE STATES

**MINNESOTA:** state funding specifies community education as administrator of youth programs. In Minnesota, 279 out of 435 school districts (representing 90 percent of the state's population) have levied for youth service.

**COLORADO:** Colorado Association for Community Education joined Colorado Youth Service Association to work for a comprehensive youth service model in the state.

**IOWA:** Governor's committee on citizen and youth service included community educators.

**KENTUCKY:** state-level community educators planned two days of community service training in preparation for launching community education-led pilot programs in three school districts.

**OHIO:** state-level Chapter 2 funds have been channeled through community education to help establish pilot youth service programs; three community education grants will demonstrate the development and expansion of community youth service through community education.

**WASHINGTON AND WISCONSIN:** community educators are involved in new state-level efforts to advance community service learning.

*"Teenagers can go through 12 years of formal schooling without becoming socially engaged, without spending time with older people who may be lonely, helping a child who has not yet learned how to read, cleaning up the litter on the street, or even rendering some useful service to the school itself. And this life of detachment occurs at the very time students are deciding who they are and where they fit."*

Ernest L. Boyer, President, Carnegie Foundation for the Advancement of Teaching

*Combining Service and Learning.* Kendall (ed.). A three-volume (1180 pp.) collection of excellent materials; 90 organizations contributed. National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609; (919) 787-3263. \$99.00.

*Community Service Handbook and Teacher Guide.* Constitutional Rights Foundation, address above.

*Community Service Programs in Independent Schools.* National Association of Independent Schools, 18 Tremont St., Boston, MA 02108; (617) 723-6900. \$13.50.

*Enriching Learning Through Service.* A teacher's guide. Project Service Leadership, 2034 NE 104th, Seattle, WA 98125; (206) 524-1434.

*Environmental Service-Leadership Packet.* Available from National Youth Leadership Council, 1910 West County Road B, Roseville, MN 55113; (612) 631-3672. \$7.50.

*Growing Hope: Sourcebook on Integrating Youth Service into the School Curriculum.* Willits and Kielsmeier (eds.). National Youth Leadership Council, address above. \$37.50.

*Youth Service: A Guidebook for Developing and Operating Effective Programs.* Hedin and Conrad. Independent Sector, 1828 L Street NW, Suite 1201, Washington, DC 20036; (202) 223-8100. \$15.00

*Links: Developing Youth Service Collaborations between Schools and Colleges/Universities.* Kielsmeier and Langseth. National Youth Leadership Council, address above. \$7.50.

*Maryland Student Service Alliance: Instructional Framework.* Maryland Department of Education, 200 W. Baltimore, Baltimore, MD 21201. Curriculum Guide, \$20.00; Handbook, \$5.00.

*A Policy Blueprint for Youth Service to Educationally At-Risk Children.* Also, *A Policy Blueprint for Youth Service to the Elderly.* Youth Service America, address above. \$4.00 each.

*Reaching Out: School-Based Community Service Programs.* National Crime Prevention Council, 1700 K Street NW, 2nd Floor, Washington, DC 20006; (202) 466-6272. \$15.00

*SerVermont and the USA—Students in Community Service: How To—Why To.* Parsons. SerVermont, P. O. Box 516, Chester, VT 05143. \$6.00

*Youth Development/Youth Service: The Minnesota Experience (Packet).* National Youth Leadership Council, address above. \$12.00.

#### ◆ OTHER PUBLICATIONS ◆

Boyer, Ernest L. *High School: A Report on Secondary Education in America.* New York: Harper Colophon Books, 1983.

Conrad, Daniel, and Hedin, Diane. *High School Community Service: A Review of Research and Practice.* Wisconsin Center for Education Research, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706.

Harrison, Charles. *Student Service, The New Carnegie Unit.* Carnegie Foundation for the Advancement of Teaching. Lawrenceville, NJ: Princeton University Press, 1987.

Kraft, Richard & Kielsmeier, James (Eds.). *Experiential Education and the Schools.* Denver: Association for Experiential Education, 1985.

#### ◆ SPECIAL REPORTS ◆

*Community Service: A Resource Guide for States.* 1989. National Governors' Association, 444 N. Capitol Street NW, Washington, DC 20001; (202) 624-5300.

*Helping Youth To Serve: Issues for State Policy Makers.* National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314; (703) 684-4000.

Reports available from the William T. Grant Foundation Commission on Youth and America's Future, 1001 Connecticut Avenue NW, Suite 301, Washington, DC 20036:

*The Forgotten Half: Pathways to Success for America's Youth and Young Families.* \$5.00.

*Facts and Faith: A Status Report on Youth Service.* Lewis; Commentary. Kendall. \$5.00.

*The Bridge: Cooperative Education for All High School Students.* Parsons; Commentary. Gray, Lynn, Lewis, Wooldridge. \$10.00.

*Communities and Adolescents: An Exploration of Reciprocal Supports.* Wynn, Richman, Rubenstein, and Littell, with Britt and Yoken; Commentary. Hedin and Erickson. \$10.00.

- Perform music, theater, dance, puppetry, and other arts for young children or for senior citizens.
- Produce newsletters, newspapers, cable TV programs, etc., as part of a public information campaign.
- Staff youth hotlines or other public information phone lines.
- Help run Special Olympics and other events for the mentally or physically handicapped.
- Read to blind people. Assist others with disabilities.
- Help run recreation or outdoor education programs for younger children.
- Increase public awareness of recycling; collect recyclables.
- Plant trees, shrubs, flowers.
- Conduct research for nonprofit organizations.
- Construct special equipment such as wheelchair ramps for disabled people.
- Assist non-English speakers and low-income people with tax forms, applications, and other paperwork.
- Provide companionship for hospital patients, prisoners, or nursing home residents.
- Design parks or other public spaces.
- Paint murals in downtown areas.
- Coach younger athletes in a sport.
- Create cards or gifts for senior citizens.

SOURCE: Adapted from an idea list developed by Rich Willits of the National Youth Leadership Council.

### ***TYPES OF COMMUNITY SERVICE PROGRAMS***

1. **Club or co-curricular activity.** School typically provides only faculty advisor, minimal resources. Club activities, which ordinarily take place after school hours, may develop youth leadership skills, since programs are typically run by students. Fifteen percent of all U. S. high schools report having this option. Future Homemakers, Future Farmers of America, Key Club are examples.
2. **Volunteer clearinghouse.** Students learn about volunteer opportunities through a school-based bureau staffed by faculty member. Student and advisor check out placement, negotiate contract to carry out service, conduct follow-up, and review placement. Work is usually done during students' free periods or after school.
3. **Credit.** Awarded for performing a specified number of hours of service. May be elective or required; may sometimes be substituted for some other credit (e. g., social studies).
4. **Laboratory for existing course.** Schools may add community service without changing curriculum or school structure, or doing any staff development. Students give course content a "reality test" through experience in the community. Typically, service takes two hours per week during course, performed during or after school hours. May replace term paper or research project.
5. **Community service class.** Combines 3 and 4 above. Community service, the central focus of the course, is combined with classroom experience that provides information, skills, and assistance in interpretation of volunteer experience. Role of the teacher is to make sure the community service experience is educational.
6. **Community service as a schoolwide focus.** In this rare model, community service permeates the curriculum and is viewed as a key educational principle affecting all students.

Dan Conrad and Diane Hedin. *Youth Service: A Guidebook for Developing and Operating Effective Programs* (1982).

## CHECKLIST OF COMMUNITY SERVICE IDEAS

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Act as "big buddies" to younger children.</li> <li><input type="checkbox"/> Help run Red Cross blood drive.</li> <li><input type="checkbox"/> Organize youth leadership training events.</li> <li><input type="checkbox"/> Serve on advisory committees and decision-making boards.</li> <li><input type="checkbox"/> Help build houses, parks, playgrounds, nature trails, other public facilities and structures.</li> <li><input type="checkbox"/> Collect clothes, food, and toys for charitable organizations.</li> <li><input type="checkbox"/> Enhance wildlife habitats.</li> <li><input type="checkbox"/> Teach community education classes in computers, performing arts, etc.</li> <li><input type="checkbox"/> With appropriate training, give emergency medical aid, fight forest fires, build dikes.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct oral history research and other local history projects. Present the information to the community through books and videos or by acting out historical events.</li> <li><input type="checkbox"/> Cook for soup kitchens or community dinners.</li> <li><input type="checkbox"/> Help the staff of battered women's shelters and other emergency shelters.</li> <li><input type="checkbox"/> Care for young children in day care centers and other facilities.</li> <li><input type="checkbox"/> Conduct environmental research on acid rain, water quality, etc.</li> <li><input type="checkbox"/> Clean up rivers, lakes, and parks and otherwise beautify the community.</li> <li><input type="checkbox"/> Raise money for charitable projects.</li> <li><input type="checkbox"/> Develop and maintain community gardens.</li> <li><input type="checkbox"/> Phone or visit homebound people; run errands for them.</li> <li><input type="checkbox"/> Paint houses, check smoke detectors, put up storm windows, rake leaves, move heavy items, etc., for senior citizens or disabled people who live alone.</li> <li><input type="checkbox"/> Deliver Meals on Wheels or distribute government commodities, toys, and other goods to people in need.</li> <li><input type="checkbox"/> Orient new students to the school.</li> <li><input type="checkbox"/> Help register voters.</li> <li><input type="checkbox"/> Tutor students of all ages who are having trouble with their classes.</li> <li><input type="checkbox"/> With training, help resolve conflicts among peers or younger students.</li> <li><input type="checkbox"/> Learn how to fix bicycles or small engines in order to help others who can't afford simple repairs.</li> <li><input type="checkbox"/> Lead youth groups such as Camp Fire, YMCA, YWCA, 4-H, Boy Scouts, Girl Scouts, Junior Achievement, Jack and Jill, ethnic groups, and others.</li> <li><input type="checkbox"/> Distribute voter registration information.</li> <li><input type="checkbox"/> Bring information about health issues, current events, public safety, social and environmental issues, academic and other subjects to young people and the general public through the arts, videos, lectures, articles, or experiential activities.</li> </ul> |
|---|--|

**REFLECTION: *What Does It Mean?***

Almost every expert on youth service emphasizes that a good program provides opportunities for reflection, for thinking about what service means. Wayne Meisel of COOL puts it this way: "Students who work in soup kitchens want to understand the reasons behind hunger and homelessness."

Opportunities for reflection come before, during, and after service, and take a variety of forms:

- Preparing for service through study, research.
- Keeping a journal during service.
- Preparing an annotated photo album.
- Making notes based on observations, or in response to a specific assignment.
- Preparing a presentation for others.
- Developing advice for future volunteers.
- Writing a research paper.
- Planning a celebratory closing event.
- Completing a written evaluation.
- Leading a group discussion on the experience.

## SAMPLE COMMUNITY SERVICE PROGRAMS

Eighth graders in the OASES (Occupational and Academic Skills for Employment of Students) program in Pittsburgh designed and built a playhouse for blind children and a wheelchair ramp for a recent amputee.

Through the City Squares program at Lawrence High School in Boston, the Department of Public Works has assigned students squares within the city which they care for and beautify.

Social studies classes in Springfield, Massachusetts, organized a consumer resource center, published a guidebook to consumer services, and served as a clearinghouse for consumer complaints. Youth service in Springfield is "an expectation, not a requirement," according to consultant Carol Kinsley. "Every building is required to organize" for service.

Youth Community Service (YCS) in Los Angeles, developed by the Congressional Rights Foundation and now adopted by the school district, lets interested sophomores, juniors, and seniors (about 800 last year) sign up for community projects as part of a community service class or as an extracurricular activity sponsored by a teacher and two community mentors. Students in YCS conduct needs assessments and draft proposals for projects that respond to identified community needs. Among their projects, students host an annual picnic for battered and abused children; assist in literacy programs; volunteer with the Red Cross; tutor in latchkey programs; paint over graffiti; lead aerobics classes for seniors; and plant trees.

A school librarian in Vermont encouraged her media club to put together an A-to-Z primer for the town's preschoolers; everything in the primer was based on local places and happenings.

*"Youth Service is a win-win proposition: it adds new resources to the community while enriching the minds, hearts and lives of those who serve."*

*-Dan Conrad in All The Difference*

Teacher-led junior high groups in Minnesota and in Vermont located all the county social service agencies that were willing and able to help teenage clients. The students produced a booklet that was distributed to all junior high students in the county. Students who produced the booklet learned interviewing and analytic skills, word processing, and graphics design.

Senior citizens and handicapped adults in several Vermont towns call the local school to ask for help with house and yard chores. Jobs are assigned to student volunteers on Saturdays.

High school students who participate in Youth Service Charleston in South Carolina gather and deliver Wood for Warmth, free firewood for low-income families, and help staff Special Olympics.

Tucson, Arizona, elementary students host "The Pleasure of Your Company," a weekly luncheon for seniors at which young and old interact. Elementary students also participate in pen-pal, adopt-a-senior, and Grandparents' Day programs.

A community involvement class in Hopkins High School, Minnetonka, Minnesota conducts food drives, carries out peer tutoring, and repairs items for senior citizens in shop class, among many other activities.

In Vermont, a science teacher had a class study why so many elm trees had died and involved students in the planting of a new strain of Liberty Elm seedlings; community groups indicated where they would most like to have the new trees planted.

Brookline High School students who work at the Boston Food Bank in Jamaica Plain were amazed at the amount of food they were able to salvage from incorrectly packaged or damaged but edible goods that supermarkets cannot sell; the salvaged food is distributed to the needy.

The Valued Youth Partnership (VYP) program in Edgewood and South San Antonio Independent School Districts in Texas pays dropout-prone students to be tutors to younger students. The tutors also get school credit. Most service programs don't pay, but VYP administrators say the money helps students' families and serves as an incentive to students who might otherwise quit school to take jobs.

## GETTING STARTED

### **BE A BROKER!**

Bring school and community together to plan a community service program.

- Develop, probably in cooperation with an agency such as United Way, a resource directory or annotated list of all youth service opportunities in the community.
- Offer to help teachers match students with service opportunities outside the school.
- Invite representatives of a variety of community and youth agencies to serve on an advisory committee. Encourage them to help identify youth service opportunities.
- Work with adult service clubs to extend service opportunities to young people.
- Arrange service opportunities for faculty and staff, either as a way of preparing for youth service or as an independent, ongoing activity.
- Coordinate the efforts of schools, youth-serving agencies, and nonprofit groups and agencies that use youth volunteers by:
  1. Identifying resource persons.
  2. Involving all parties in planning community-wide youth service activities and programs.
  3. Coordinating a community agency fair, so that young people can find out what opportunities are available for service.
  4. Arranging visits to host sites.
  5. Negotiating contracts between students and agencies.
  6. Planning recognition ceremonies for youth engaged in service.

### **BE A FACILITATOR!**

Coordinate community service opportunities within the school.

- Convene meetings to initiate or expand service opportunities.
- Identify all resources (money and personnel) currently being used for service activities—youth development, drug abuse education and prevention, vocational clubs. Identify additional resources that are needed. Investigate availability of local, state, and federal start-up funds. Check out in-kind support from corporations and agencies.
- Establish a process for providing mini-grants to teachers who have ideas for classroom service learning activities.
- Sponsor, or cosponsor with others, workshops and seminars on how to use youth service activities to accomplish specific academic objectives (e.g., how to teach a social studies citizenship unit through community service; how to apply scientific knowledge to local environmental projects).
- Sponsor leadership workshops or other training opportunities for students.
- Link with other school districts for inservice sharing of what others are doing in youth community service.
- Add youth service programs and projects to after-school and summer community education programs.
- Plan forums involving youth and adults in discussion of key issues in youth service: should credit be given; should service be a requirement for graduation; is experienced-based youth service an effective learning method; what kinds of skills are needed for various types of service, etc.

- Initiate a youth community service class.
- Plan with other interested persons and agencies one of the community awareness activities suggested in this planning packet.

SOURCE: Mary Jo Richardson, Youth Development Coordinator, Community Education, Minnesota Department of Education.

### **HOW TO DEVELOP COMMUNITY SERVICE PROJECT IDEAS:**

- Conduct a community needs assessment.
- Ask for student and adult input.
- Read newspapers.
- Contact volunteer organizations and service clubs, religious groups, day care centers, senior centers.
- Let students identify their own skills and interests and build project ideas around them. Publish a directory of possible student contributions for distribution to community agencies.
- Brainstorm project ideas with students, teachers, parents, other community members. Invite the mayor, city manager, social worker, or other community leader to lead the brainstorming session.

SOURCE: Carolyn Berger Kaye, Director, Youth Leadership Programs, Constitutional Rights Foundation, Los Angeles.

STATE OF ALASKA  
1992 LEGISLATIVE SESSION

BILL NO. CS SB164 (HES)

Revision Date: \_\_\_\_\_ Department Affected: Education  
 Title: Establishing a Community Service Education Program BRU: Educational Program Support  
 Component: Office of Basic Education  
 Sponsor: Menard  
 Requestor: (S) Finance COMPONENT SERIAL NO. 

1	7	1
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EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL	15.0	5.8	5.8	5.8	5.8	5.8
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
<b>TOTAL OPERATING</b>	<b>15.0</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>
<b>CAPITAL</b>						

REVENUE						
FUND SOURCE:						

FUNDING: (Thousands of Dollars)

GENERAL FUND	15.0	5.8	5.8	5.8	5.8	5.8
FEDERAL FUNDS						
OTHER FUND SOURCE:						
<b>TOTAL</b>	<b>15.0</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>	<b>5.8</b>

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact: \_\_\_\_\_

ANALYSIS: (Attach a separate page if necessary.)

This fiscal analysis does not reflect the increased cost to school districts in implementing SB 164. These costs must be absorbed within a district's foundation allocation.

Prepared By: Mike Maher Phone: 465-2800  
 Division: Commissioner's Office Date: 1/27/92  
 Approved by Commissioner: Jerry Covey, Commissioner *[Signature]*  
 Agency: Education Date: 1/27/92

SB 164

Fiscal Note Analysis

CS SB164 (HES): Establishing a community service education program

January 27, 1992

Page 2

CS SB 164 (HES) calls for the development of community service programs in each school district and directs the Department of Education to provide adequate funding and appropriate staff development activities for education personnel participating in a community service program.

The recommended strategy is training resource teachers from each district to develop and implement community service programs appropriate for their students and community. It is anticipated that training could be most efficiently provided through the Alaska Staff Development Network Summer Academies held in Anchorage, Fairbanks and Juneau each June. District teams would receive 5 days of training in designing an appropriate community service program for their district and would be trained to train colleagues to implement a community service program in each of their district's high schools. The Department will work with districts to design a community service trainer's guide that will be provided to district teams at the summer academies.

Proposed Budget	<u>FY93</u>	<u>FY94-98</u>
Training workshops (Anchorage, Fairbanks, and Juneau); in FY94 and Subsequent years, follow-up training and training for new employees will be offered.	9,000	4,500
Materials development	3,500	-0-
Printing and duplication	2,500	1,300
Total	<u>15,000</u>	<u>5,800</u>

**PLEASE MICROFILM TOP PAGE ONLY.**

**DOCUMENTS WHICH HAVE NOT BEEN FILMED BUT ARE  
AVAILABLE IN THE ORIGINAL FILE INCLUDE:**

**CORRESPONDENCE AND STATEMENTS OF SUPPORT FOR SB 164  
FROM:**

- 1. COMMUNITY SCHOOLS, SITKA SCHOOL DISTRICT  
4/22/91**
- 2. PAMELA J. GEARY, ALASKA STATE PTA, 4/03/91**
- 3. NEA-ALASKA, 3/15/91**