



The State Board Connection

ISSUES IN BRIEF

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HELPING YOUTH TO SERVE: ISSUES FOR STATE POLICY MAKERS

by Janice Earle

"The health of a democratic society may be measured by the quality of functions performed by private citizens."

Alexis de Toqueville

Introduction

There is a resurgence of interest in youth service. After decades of steady but small scale support in legislatures, state boards, SEA's and schools, youth service has become one of this year's "hot" issues. It figured as a topic in the recent presidential election and numerous bills about youth service have been introduced in Congress (see page 3). Many local school districts, such as the D.C., Atlanta and Detroit public schools require community service for graduation. States, too, are getting into the act. In governor's offices, legislatures and departments of education, various kinds of community service programs are underway.

Although definitions of service by programs and states vary, those involved in the forefront of the community service movement agree that students should be provided with systematic and significant learning opportunities and that the results of their activities be of real assistance to the community.

Youth service is also moving to the front burner as an item for foundations. Recent publications from such prestigious organizations as the William T. Grant Foundation (*The Forgotten Half: Pathways to Success for America's Youth and Young Families*) and the Carnegie Corporation's *Turning Points: Education in America in the Twenty-First Century* strongly urge states and school districts to enact policies to support wide-spread opportunities for youth service; they further propose that such opportunities be a part of the school's core program.

Why community service?

What is behind this current interest? Some of the reasons are related to adults' feelings about how youth fare in today's world. Many are concerned about the disaffection of our students. Evidence of this disaffection are high truancy and dropout rates in many large school systems, high rates of unwed teen pregnancy, substance abuse that seems to occur at ever younger ages, and a suicide rate that's on the rise. Youth service is seen by many adults as an antidote to youth alienation and self-absorption.

Those concerned with preparing students to be members of an educated citizenry identify community service as containing rich opportunities for students to learn how public systems work and the value of participating, along with the knowledge that participation can make a difference.

Still others feel that youth service offers students an excellent opportunity to explore various career options while providing services to others who need help. Students in community service gain valuable job preparation skills such as learning how to be punctual and reliable in addition to the opportunity to explore specific occupations, particularly in the public sector. Since youth unemployment rates are high (particularly among minority youth), these opportunities can help young people explore careers.

Finally, those who listen to the voices of young people themselves hear their pleas for commitment and connection. Unlike many school activities, which are

(Continued on next page)

passive, community service engages students in the "real world" in ways that are immediate and significant.

What are the components of good community service programs?

All the reasons above should encourage state policymakers to exert themselves to ensure opportunities for school-based community service programs. More problematic, however, is how to ensure that those opportunities are quality experiences, both for young people and those in the community they serve.

Fortunately, community service has been around long enough so that program planners and researchers have been able to sift through various efforts to determine which components are likely to yield the greatest benefits for all concerned. In short, in order to ensure high quality, state board members and other policymakers must make sure of the following:

1. Community service work must be valuable both to the young people involved and to the community. Low level make-work does not yield a successful community service experience.
2. Students must engage in community service activities for a sustained period of time. "One shot" experiences cannot be expected to produce significant results. At a minimum, several weeks of service are needed before students will be able to identify issues and problems or create relationships.
3. Community service opportunities should somehow be tied into the regular instructional program of the school. Research has shown that students must have regular opportunities to reflect on their community experiences. Like other important learning experiences, there must be occasions to critically discuss and write about one's observations and ideas.
4. Although students may gain career information as a result of the experiences, community service is not on-the-job training. The primary criterion for a student's placement should be that the placement meets a real community need.
5. Good supervision is essential. At the school as well as the placement site, students must be adequately supervised, both to ensure that the experiences provided are potentially rewarding to students and to help them in performing agreed-upon tasks.
6. Schools and community agencies and organizations must be partners in providing community service programs. Turf battles will not improve the quality of experiences for students.
7. Young people must be responsible for some of the decisions affecting their community service work, such as what needs to be done and how best to go about it.
8. There must be appropriate state level support for schools and districts who want to initiate community

service programs associated with the schools. This includes money for model programs, staff development for administrators and teachers, and technical assistance once programs are underway.

9. Programs must be adequately evaluated, both to improve the programs themselves and to determine significant outcomes.

Policy Issues

In spite of current data showing that students benefit both intellectually and socially from good community service programs, their implementation is often hindered by some difficult issues. Unless policymakers resolve them, they are likely to sabotage program implementation. For example:

How old should students be to participate in such programs? Most programs currently operate at the high school level, but there is increasing evidence that middle and even elementary students can participate effectively. Of course, younger students are more likely to provide service in their schools or neighborhoods, but even young children can tutor peers, clean up school grounds, entertain children in a day care center or seniors in a nursing home.

Should students be given rewards or incentives for participating? Most feel that students should not be paid for community service. An exception is the Children's Defense Fund. Their report, *Service Opportunities for Youths*, maintains that lack of financial rewards, particularly for disadvantaged students, may preclude their participation. Further, about 80% of high school students now work; it may be impossible to get young people serving unless some pay is provided. However, there are also non-monetary rewards (e.g., academic credit or certificates) that schools may offer.

How can community service programs, which are action and application oriented and often take place outside the school building, best be incorporated into schools?

Many community service programs take place after school, on weekends, or over the summer. These programs pose no particular difficulties for school scheduling and are treated much like any extracurricular activity. However, when students participate in a service program during the school day difficulties can arise. The dilemma occurs because programs that are closely tied with the school's curriculum offer the highest likelihood of developing students' intellectual, civic and social capacities. Unfortunately, in order to participate these students must miss regularly scheduled classes. School staff need to develop options for students who want to participate as part of the regular school program.

Who needs to be involved in training or staff development? In order for school-based community service programs to be successful, school staff must

support and encourage such programs. Sufficient time must be available for staff training so that site placement, curriculum development, monitoring and evaluation are effectively carried out.

How can all students be assured access to these programs? One concern of policymakers and program planners is that all students be encouraged to participate in community service programs. Such programs should not be targeted only to the gifted or the alienated. The best way to ensure equal access is to encourage schools to support diverse programs so that students with various interests are stimulated to participate.

Should programs be required or voluntary? Although no states require community service, several large cities now require community service in order to graduate. Although this does indeed assure that all students are

involved, some concerned with community service feel that requiring participation leads to large scale programs that are, as one expert put it, "a mile wide and an inch deep."

Conclusion

It seems certain that national legislation on community service is imminent. Just as certainly, states and local school districts are struggling with how best to provide community service opportunities to students. Although there may be difficulties in providing quality, comprehensive school-based programs, the advantages prevail. Only through participating in activities such as community service can students learn about participating, making a difference, and how it feels to be in someone else's shoes.

FEDERAL YOUTH SERVICE PROPOSALS BEFORE CONGRESS

By Stephanie Wallen

Since the start of the 101st Congress, over 20 national/community youth service bills have been introduced. Building on his campaign theme of "A Thousand Points of Light," President Bush has also recently released his proposal for a national service program. Although they differ in approach, all of the proposals seek to develop and sustain the volunteer ethic among our nation's youth.

Currently, there are four major approaches to youth service pending in Congress:

Nunn-McCurdy - "Citizen and National Service Act": Volunteers would serve one or two years in the Citizen Corps doing community service for \$100 a week, or two years active duty in the military for two-thirds or regular pay plus six years in the reserves. In addition, civilian volunteers would get \$10,000 for each year served and two-year military volunteers would get \$24,000. The money, in the form of vouchers, could be used for education, training or a down payment on a home.

A controversial provision of the Nunn-McCurdy bill would, after a five-year phase-in period, condition receipt of federal student aid (both loans and grants) on national service. A number of exemptions would be allowed for those who are unable to perform national service.

Kennedy - "Service to America Act": Known as "Serve America," this bill would establish nationwide opportunities for voluntary service for Americans of all ages, with special emphasis on school- and college-

based programs. It provides funds for start-up grants for educational institutions and community-based agencies to create or expand service opportunities for students from kindergarten through college. It also encourages JTPA grantees to create or expand full-time and summer youth corps programs.

Dodd-Panetta - "American Conservation and Youth Service Corps Act": The operative mechanism of this program would be the development of a federal-state partnership: federal matching grants would be made available to states for the development of volunteer programs tailored to their needs. The bill would establish a Youth Services Corps to assist private and public nonprofit groups in providing human service assistance to their communities. The bill is designed to serve youth ages 16 to 25. It would allow these youth to perform community service work for six months to two years in return for an education grant or job training voucher for the time they worked. The bill also contains provisions encouraging local education facilities to provide in-service and postservice education and job training.

Mikulski-Bonior - "National Community Service Act": Modeled after the National Guard, volunteers would serve two weekends a month and two weeks a year in their neighborhoods for three to six years in return for a \$3000 voucher for each year of work. The vouchers could be used to pay off a federal college loan, school tuition, or for the down payment on a house. This bill would use existing community service agencies as the

network for public service programs.

The Senate Committee on Labor and Human Resources steered youth service onto the fast track by consolidating into a comprehensive bill several of the service approaches taken in pending legislation. On August 2nd, the Senate committee favorably reported a \$330 million omnibus bill called the "National and Community Service Act," which would split the money evenly among: 1) the "Serve America" program; 2) a new National Service Board, which would channel funds to states to create or expand full-time or summer youth corps, with stipends for living costs of up to \$7000 a year and post-service education and training benefits of up to \$5200 a year; and 3) a "national service demonstration program" to test the use of education and housing vouchers for community service, including \$8500 a year for up to two years of full-time work and \$3000 a year for three to six years of part-time work. Participants would also receive living stipends. In addition, the bill restores the number of VISTA volunteers to the program's peak level and expands the

current volunteer programs for older Americans. The omnibus legislation is now awaiting consideration by the full Senate.

Although the House has held several hearings on youth service, it has not yet taken any action. However, the House is expected to act this Fall.

On June 22nd, President Bush made the formal announcement of his national service initiative, "Youth Engaged in Service" (YES). In YES, the President proposes to create and fund a government-chartered, national foundation which would seek to motivate all citizens, including youth, to supply volunteer services in their communities. In addition, his proposal provides for annual presidential awards for national volunteers, a national hotline to connect volunteers with organizations in need, and an organization to identify successful programs and seek out corporate assistance from around the country. It is expected that the President's YES initiative will be incorporated into any final youth service package crafted by Congress.

Minnesota School-Based Youth Service: An Interview with Patricia Allen

by Dan Liebert

This July, the State Board of Education in Minnesota passed a Youth Service Rule that will require every school district to provide youth service learning and youth service activities. Patricia Allen is a member of the State Board in Minnesota. She has been an advocate for youth service and a supporter of the Youth Service Rule.

What specific initiatives has the State Board of Education taken to promote youth service through the schools?

The State Board in Minnesota has passed a new State Board Youth Service Rule. (See box) The Rule has essentially incorporated youth service into the philosophical statement about what an educated Minnesotan should be, as well as into the education system itself and the learner outcomes for the state.

Youth service learning in Minnesota has two distinct parts. The first is the service itself — for example, working with the elderly, tutoring children, or working to improve the environment. The second is the academic learning component. This is time during the school day devoted specifically to reflecting on the service experience in a guided way. Youth service is not just a matter of doing work; class time should be spent examining what the experience has meant to the student and reflecting on the value of the service for the community.

Why is the State Board of Education interested in school-based youth service?

There are several philosophical underpinnings to the State Board rule. We believe that it is part of a child's basic education to learn a service ethic. That is, service to others is part of being fully human. Second, evidence suggests that one of the key elements to being successful in school is to have self confidence and self-esteem — a feeling that you are worth something and have something to give. The learning environment requires self-esteem. We believe that through service to others students can gain self-confidence and self-esteem, thereby enhancing their ability to learn.

In fact, we have seen this to be true in a number of cases. One example that is particularly interesting is with students with learning disabilities. Sixth graders who have learning disabilities in reading are tutoring first graders with similar disabilities, and the result is the reading scores of both students go up. The confidence, self-esteem, and self-worth learned through service is helping some students to learn better in school.

Also, the Minnesota Mission Statement says that every child is gifted and the purpose of schooling is to help nurture that giftedness. We believe that the youth in Minnesota are resources and through service they can begin to recognize their giftedness. Every child can be a resource even in a small way. Schools often define

Youth Service Rule

Minnesota Board of Education

Definitions for Youth Service Rule

Youth-service activities. Youth service activities means curricula or co-curricular activities performed by elementary or secondary school students that meet the needs of others in the school or community in such areas as peer tutoring or cross-age tutoring, work with children or seniors, and environmental or other projects.

Youth service-learning. Youth service-learning means the integration into the curriculum of study and reflection on the experience of youth service activities.

Youth service-learning must be designed to enhance the student in such areas as personal growth, career exploration, understanding of community and citizenship, social science skills, and communication skills.

Youth Service Rule:

Youth service learning must be integrated into the elementary, middle, and secondary school curriculum.

School districts must provide opportunities for students to participate in youth service activities.

giftedness as those especially talented in math and science. We believe this is counterproductive; all children are gifted and all students are resources with the ability to contribute to the community in some way.

What are the advantages of promoting youth service through the schools over traditional youth service organizations such as the Scouts, Camp Fire, Boys and Girls Clubs, etc.?

The activities of traditional youth service organizations are very positive and necessary contributions to developing the character of youth in America. But as good as these groups are, they don't get all the kids — schools do. Also, one must already have a service ethic before joining such an organization. If you don't have it to begin with or get it from your family, where will it come from? Finally, we're not talking about a volunteer program. We believe that service is an integral part of education itself. The academic component of service learning provides a place for reflection on service within the school setting. Reflecting on service is an important activity for students to engage in — it should be an integral part of education in American schools and society. By having service school based, we get students to participate that might otherwise not be involved.

How did the State Board Get interested in Youth Service?

Two years ago we had the opportunity to review the Rule on course offerings that determines what local districts must provide, and we began questioning what else should be included in the education of Minnesotans. Our consensus was that youth service should be part of the curriculum. This coincided with Governor Perpich's support for youth service as well as the efforts of Jim Kielsmeier with the National Youth Leadership Council that is based at the University of Minnesota in St. Paul.

Jim Kielsmeier should be given much credit for bringing the issue of youth service to the top of the agenda of the legislature, the governor, and the state board.

When will schools be required to implement the rule and how will the implementation be financed if it requires additional money?

Schools are required to implement the rule by September of 1990. This gives them a year to plan their implementation. It is important to note that the rule only says that elementary, middle, and secondary schools will provide service learning and youth service activities. It doesn't stipulate how schools and districts are to do it. Our hope is that service learning and service activities will become an integral part of the curriculum in all Minnesota public schools. The potential is there for every teacher to become a teacher of youth service.

The Legislature has added twenty-five cents in additional state aid for school districts to comply with the rule. Districts already have fifty cents per pupil for youth development activities that include youth service. Also, we envision service being integrated into the standing curriculum, thus not requiring a large amount of new expenditures.

What has been the reaction from teachers, administrators, parents, and students to the new rule?

Schools by and large have been very responsive. Any hesitancy that people may have had disappeared when money became available for implementation. Also, when local districts realized that they could implement the rule as they saw fit, most districts enthusiastically endorsed the rule. You can't mandate a rule without also agreeing to pay for it. It will be five years before the program will be up and running statewide. For the time being, the issue of youth service is at the top of the education policy agendas of the State Board, the Legislature, and the Governor.

One interesting side benefit to implementing youth service in schools is that increased communication is taking place between vocational educators and general educators. The vocational educators have expertise in service learning that the general educators now need — so, the communication and collegiality between the two types of educators has been improving.

What advice can you give other states on how to implement such a state board rule?

States must build coalitions to get a wide variety of people on board to support the initiative. We had legislators, the governor's office, community based organizations, educators, and community education folks all together supporting youth service. This is also what needs to happen on a local level: local districts need to initiate a community-wide effort to get their local leaders together to help insure success. One thing that the legislature did is to give the funding authority for

youth service to community education rather than the local education agencies. This finally gets the regular education people talking and working with the community education folks — something we have been hoping to accomplish for many years.

What is the source of your personal interest in youth service?

My mother instilled in all her children the idea that, first of all, serving was part of being human, and secondly, service is a duty of every citizen. She was constantly involved in the community. Service was an expectation that we grew up with, it was a natural part of our way of living. I think it is an such an important part of being human and being American that schools should foster its development. Everybody needs to give as well as receive.

State Level Activity on Youth Service

by Dan Liebert

State activity in promoting community service programs is increasing. In a recent survey of community service in the states, the National Governor's Association reported that 30 states report having at least one community service program. The types of service initiatives include Conservation Corps, School and Campus Based programs, Literacy Corps, Senior Citizens Programs, and Programs for Youth Offenders.

Recent state level activity has taken many different forms. In some states the state board has initiated activity, in some the legislature, and in others the governor or chief state school officer. In order for effective programs to be institutionalized, it is necessary for all levels of policymakers to support the initiative.

The following highlights of state activities do not encompass all states and all activities, but do present an overview of various ways states are approaching the school-based youth service movement.

Pennsylvania

PennSERVE: The Governor's Office of Citizen Service

In 1988 Pennsylvania Governor Robert P. Casey formed a state office of citizen services. This office is dedicated to (1) supporting the development of full-time youth service corps, (2) bringing youth service to existing youth programs, (3) supporting school and college based service-learning programs, and (4) serving as an advocate for volunteering throughout Pennsylvania.

Some of the activities of PennSERVE include: The Urban Service Corps Initiative. PennSERVE has worked with the Job Training Partnership Act program and the Department of Public Welfare to launch two new Urban Service Corps in Pittsburgh and McKeesport. These corps are state-local partnerships in which each state dollar generates three local dollars to provide corps

experiences for 200 youth each year. PennSERVE has provided technical assistance to more than 20 school districts working to inaugurate or expand community service programs. The Governor's initiative has also worked closely the with Department of Labor and Industry's Job Center initiative to bring community based organizations and volunteers into the effort to make jobs and job training available to every Pennsylvanian.

PennSERVE is an example of a comprehensive state level initiative supporting the community service movement. School-based initiatives are only one element of the movement. But the possibilities for schools to support the growing calls for service are extensive. For more information contact John Briscoe, Director, PennSERVE, 333 Market Street, Harrisburg, PA 17126. (717) 787-1971.

Resolution on Student Community Service Pennsylvania State Board of Education:

WHEREAS, education has long sought to instill the sense of public purpose and responsible citizenship in its graduates: and

WHEREAS, many schools and colleges have found that organized and supported student community service serves an important educational and community building role: and

WHEREAS, students are an important and often underutilized resource for solving pressing public problems such as illiteracy, school failure, underachievement and isolation of elders: now therefore be it

RESOLVED: That the State Board of Education believes that programs of community service should be an integral part of education at all levels and strongly urges schools, colleges and universities to institute or strengthen community service programs so that every student is encouraged to serve and participate in volunteer services.

January 1989

Maryland Student Service Alliance

In Maryland, the State Board and Department of Education took the lead in promoting youth service. Maryland high school students engage in a variety of community service activities: students weather-strip and rehabilitate houses and tend animals at the zoo; plant sea grasses to help save the Chesapeake Bay and test for pollution in streams; and create plays about drug abuse.

Maryland was the first state to require all school systems to offer opportunities for community service. The Maryland Student Service Alliance is a program of the Maryland State Department of Education that was formed in order to help implement the law. Participating students can earn at least one Carnegie unit towards graduation. Over 800 students have received credit through this program.

The Alliance helps schools set up their community service programs. Staff members visit schools, develop community service days, conduct community service workshops, and have produced a teacher training video. The Alliance met with 22 out of 24 district superintendents in order to promote the application and implementation of the Maryland law. The Alliance also met with 250 teachers and building administrators to help them examine ways in which they can create meaningful activities and a challenging curriculum. This summer the Alliance launched a summer youth corps in Baltimore for over 200 students. The students worked in teams of 6-8 tutoring, building recreational facilities, and rehabilitating housing. The summer corps makes use of college students who are experienced in community service to help supervise and operate the summer program.

The Alliance has been very successful in promoting youth service in the schools because it has designated one person to be the advocate and coordinator of youth service in the Department of Education. The Maryland Alliance created a foundation to help increase the funding for the Alliance and to stimulate youth service activity in Maryland schools. The Foundation is helpful because it is not constrained by the usual bureaucratic boundaries. It can operate flexibly in getting needed materials, in coordinating activities, and bringing together schools and social service agencies and organizations. The Alliance helps to stimulate service activity in as many places as possible — from

superintendents to teachers — in order to increase the quantity and quality of programs available to students. For more information contact Kathleen Kennedy Townsend, Maryland Student Service Alliance, Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201.

(The relevant section of the Graduation Requirements for Public High Schools in Maryland states: "In addition to elective programs or courses in required subject areas, local school systems shall offer elective programs or courses, which shall be open to enrollment for all students in: (a) Community service, (b) Computer studies; (c) Health . . . Each local school system shall provide, in each of its public high schools, opportunities for students to participate in structured learning opportunities in the community as part of the regular high school program.

Connecticut

In 1988, the State of Connecticut General Assembly passed innovative legislation to promote community service on college campuses by establishing a Community Service Fellowship to be administered by the Department of Higher Education. It mandated two full-time, one-year positions, a faculty fellow and a student fellow, and start-up funds.

The second part of the legislation mandated that a portion (5% of the annual increase) of the total State financial aid money received by a Connecticut institution of higher education be designated for paid community service work by eligible students who are Connecticut residents.

In its first year, the Community Service Fellowship has developed a solid structure of student leadership to support the service efforts on many campuses around the state. It has tapped the energy of the student leadership to implement several projects. For example, (1) a demonstration mini-service award competition has begun for students and faculty to enable them to start or expand a community service project, (2) student fellows have begun pilot projects to form community service organizations at U Conn and Connecticut Central State, (3) a state-wide community service newsletter is being published and distributed to campus administrators, students, and legislators. (Community Service Fellowship; Department of Higher Education; 61 Woodland Street; Hartford, CT 06105

Washington

School-based youth service in Washington State has benefited greatly from the support of state superintendent Judith Billings, who represented the Council of Chief State School Officers before the U.S. Senate Committee on Human Resources regarding the pending federal legislation on national service. She has

also given a tremendous amount of encouragement to local initiatives in community service. The state department of education sponsored a state-wide conference on school-based community service that included superintendents, school board members, teachers, students and parents.

Several schools have been given the leeway to deviate from standard policies and procedures as part of a restructuring effort called "Schools for the 21st Century." In these schools community service is integrated into the K-12 curriculum. In other schools, partnerships are being formed with service organizations such as the United Way, Habitat for Humanity, hospitals, nursing homes, and other organizations in need of volunteers. Project Service Leadership is a coalition of the state department of education, the governor's office, and Conservation Corps, and is the coordinating organization for local initiatives on school-based community service. For more information contact: Kate McPherson; 2034 N.E. 104th Street; Seattle, WA 98125 (206) 524-1434.

California

California, in 1987, became the first state in the nation to pass legislation on behalf of student community service. The "Human Corps" bill requires each of its 28 public college campuses to "strongly encourage and expect students to volunteer 30 hours of civic service each academic year." Twenty-seven campuses have organized task force teams to match community needs to services students will offer.

California's bottle bill and cigarette tax have provided funds for local, urban conservation corps. California was one of the first states to establish full-time youth

conservation corps. The Conservation Corps provide a variety of services from environmental clean-up to park construction and rehabilitation. It is administered as a division of the California Resources Agency and contracts with federal, state, and local government agencies and non-profit organizations. Other states such as Michigan, Florida, Washington, and Wisconsin have also established full-time conservation corps. For more information on the California Corps contact: Bud Shelbe; 1530 Capitol Avenue; Sacramento, CA 95814. For information on Conservation Corps in other states contact: The National Association of Service and Conservation Corps; 1001 Connecticut Avenue, N.W. Suite 827; Washington, D.C. 20036.

Resources

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005

The CRF works with schools in Los Angeles and the nation in an effort to support and strengthen the preparation of young people for citizenship. In addition to its nationally recognized Youth Community Service program, CRF offers programs and materials for social studies teachers on constitutional, criminal and civil law, international studies and economics.

**National Service Secretariat/
Coalition for National Service**
5140 Sherier Place, N.W.
Washington, D.C. 20016

The National Service Secretariat provides information and technical assistance on youth service and service-learning.

Proposed NASBE Policy Statement on Youth Service

(Final action will be taken at the Annual Conference In October)

State boards should encourage every school to develop community service programs as an integral part of the learning process. There is now documentation that participating in structured community service provides significant benefits to both young people and their communities. Specifically, community service:

- contributes to the maturing process by placing students in situations that demonstrate and require independence of action, decisionmaking, and caring for others in the community, and by giving students a sense of belonging in the adults world. This in turn helps build identification and self esteem.
- promotes intellectual development through reasoning skills, problem-solving, organization, and interpersonal relations. As opposed to much of the abstract, independent work done in school, service projects provide students with hands-on, experiential

learning in a collaborative setting.

- develops a sense of social responsibility, an empathy for the conditions of others, and a corresponding sense of obligation to contribute to society.

State boards should foster these activities through encouraging local school districts and schools to offer all students opportunities to participate; ensuring that service learning experiences are monitored and evaluated; ensuring that local districts and schools help tudents make connections between their service learning experiences and the rest of the educational program; encouraging local districts and schools to explore ways to develop effective community service curriculum; and exploring opportunities for community service to be offered during the school day and/or for academic credit.

National Youth Leadership Council Center for Youth Development and Research
University of Minnesota
386 McNeal Hall
St. Paul, MN 55108

The NYLC conducts training in leadership to equip teacher-leaders for designing or enhancing service-learning programs and for conducting introductory training of other teachers in service-learning. The Council also provides technical assistance to schools interested in service-learning and highlights service-learning as a reform methodology for education.

Thomas Jefferson Forum
131 State Street, Suite 305
Boston, MA 02109

The Forum is a private organization formed in 1986 to promote high school-based community service. The Forum has developed nine very successful programs in the Boston area and is now engaged in supporting statewide program development.

Youth Service America
1319 F Street, N.W., Suite 900
Washington, D.C. 20004

Youth Service America seeks to strengthen close, collaborative relationships with key programs, organizations, cities and states in the rapidly growing youth service field. YSA's principal services are networking, public relations, information sharing, legislative updates and providing fundraising sources and strategies.

Association for Experiential Education
P.O. Box 249
University of Colorado
Boulder, CO 80309

The AEE, which once emphasized environmental activities, now includes a range of resources on learning through experience.

Early Adolescent Helper Program
The City University of New York
New York, NY

The EAHP trains middle school grade students as Helpers and places them in the community for after-school assignments in safe and supervised places. Helpers are sent to Head Start centers, senior citizen centers, and daycare centers. The EAHP improves the relationship between the school and the people and resources in the community. Several school systems have replicated this program.

Useful Reading

Community Service: A Resource Guide For States. In this publication the National Governors' Association summarizes their survey of state youth and community service activities and policy, established policy guidelines for states, and lists profiles of State Youth and Community Service Programs. (NGA, 444 N. Capitol Street, NW; Washington, D.C. 20001)

Facts and Faith: A Status Report on Youth Service. This report was written by Anne Lewis and published by the William T. Grant Foundation. It surveys the justifications for youth service, local and state level activities, and summarizes some of the implications service will have on youth policy. *The Forgotten Half: Non-College Youth in America.* Also from the W.T. Grant Foundation, this publication analyzes youth service within the context of overall youth policy and provides a rationale for youth service within a mix of action programs for youth. (W.T. Grant Foundation, 1001 Connecticut Avenue, N.W., Suite 301; Washington, D.C. 20036-5541)

A Guidebook on Volunteer Service and Youth. This guide by Dan Conrad and Diane Hedin provides a rationale, model programs and practical tips for running a youth service program. (Independent Sector, 1828 L Street, N.W.; Washington, D.C. 30036)

Issue Papers. Youth Service America publishes several issue papers on youth service policy, current activities, and future planning for service initiatives. These include *Tripling the Youth Service Network* and *Recommendations Regarding Federal Involvement in Youth Service.* (YSA, 1319 F Street, N.W.; Washington, D.C. 20004)

Turning Points: Preparing American Youth for the 21st Century. This report by the Carnegie Council on Adolescent Development strongly advocates youth service as an integral part of middle school education, and includes many other recommendations for restructuring and strengthening the middle school experience. (Carnegie Council on Adolescent Development, 11 Dupont Circle, N.W.; Washington, D.C. 20036)

The Council of Chief State School Officers will be publishing two pamphlets this fall. The first will address the link between service and learning, and the second, how to overcome state education agency obstacles to school-based service. (Contact: Barbara Gomez, C.C.S.S.O; 400 N. Capitol Street, N.W.; Washington, D.C. 20001)

1989 NASBE MEETING DATES

October 17-22 **NASBE Annual Conference,**
Honolulu, HI

1990 NASBE MEETING DATES

January 26-27 **NASBE Board and Committee Meetings**
Ramada Hotel Old Town
Alexandria, VA

February 21 **NASBE National Teleconference: "Collaborative Action
for All Children"**

March 18-21 **NASBE/CCSSO Joint Legislative Conference**
Board and Committee Meetings
Mayflower Hotel
Washington, D.C.

June 15-16 **NASBE Board and Committee Meetings**
Ramada Hotel Old Town
Alexandria, VA

July 19-22 **New State Board Members Institute**
Washington, D.C.

August 3-5 **Chairman's Leadership Conference**
Location: TBA

October 16-20 **NASBE Annual Conference**
Newport Marriot Hotel
Newport, RI



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This **Issues in Brief** is intended to provide information to state policymakers which will stimulate discussion and enhance the decision making process of state boards of education. It should not be construed as an official NASBE policy statement.