Community Service and Service-Learning in U.S. Public Schools, 2004

Findings from a National Survey

Prepared by

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National Youth Leadership Council

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Contents

1 Introduction

Each year, thousands of public schools across the United States engage students in community service and service-learning. For some schools, these activities are opportunities to encourage young people to see their place in addressing community needs. In other schools, serving others is a central educational strategy in which the service is a hands-on learning experience that is carefully integrated into the school's core curriculum.

Given the interest in and support for youth service engagement—and the potential benefits for young people, schools, and society—it is vital from time to time to examine what kinds of community service and service-learning are actually taking place in U.S. schools. This examination can lead heightened awareness of these positive experiences for young people while also offering insights into strengthening policy and practice.

As part of its initiative, Growing to Greatness: The State of Service-Learning Project, the National Youth Leadership Council commissioned Westat, Inc. (in consultation with Search Institute and Brandeis University) to conduct a national study of community service and service-learning in U.S. elementary, middle, and high schools. The survey was made possible with the generous support of the State Farm Companies Foundation.

This report presents initial findings from this study of 1,799 public school principals[1] in a nationally representative sample of public elementary, middle, and high schools in January and February 2004. (For more on the study sample and methodology, see the appendix.) The study examines the scope and nature of community service and service-learning in public schools in the United States. (For the definitions used for community service and service-learning, see Figure 1.)

This study updates a comparable benchmark study of community service and service-learning conducted in 1999 by the U.S. Department of Education (Skinner & Chapman, 1999). In addition to this new study providing an updated snapshot of the field, similar survey instruments and sampling methodologies in both surveys allow for trend analyses across the past five years.

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[1] Half of the respondents (52%) were principals, with counselors, office secretaries, assistant principals, teachers, and others together making up the remainder of the sample. For simplicity, we refer to the total sample as "principals," since each person completed the survey at the request of the principal.

Figure 1   Definitions of Community Service and Service-Learning

Survey respondents in the 2004 study[2] were instructed in the survey itself to base their responses on these definitions of community service and service-learning:

Community service—For the purposes of this survey, student community service is defined as community service activities that are *non-curriculum-based* and are recognized by and/or arranged through the school. The community service:

❑ May be mandatory or voluntary;

❑ Generally does not include explicit learning objectives or organized reflection or critical analysis activities; and

❑ May include activities that take place off of school grounds or may happen primarily within the school.

Community service activities may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (e.g., Girls/Boys Clubs, National Honor Society). Examples of service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

Service-learning—For the purposes of this survey, service-learning is defined as *curriculum-based* community service done through the schools that integrates classroom instruction with community service activities. The service must:

❑ Be organized in relation to an academic course or curriculum;

❑ Have clearly stated learning objectives;

❑ Address real community needs in a sustained manner over a period of time; and

❑ Assist students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as classroom discussions, presentations, or directed writing.

Example of service-learning: Students in a middle school science class studying the environment help preserve the natural habitat of animals living at a local lake. Through classroom studies, the students learn about the environment. The students keep the area around the lake clean, post signs providing information to the public, and study soil and water composition as well as the impact of industrial development on wildlife. Throughout the project, students write about their experiences in journals and participate in class discussions about the project and its effect on their lives and the local community. *This is only one example. The actual service activities in service-learning may be varied, including visiting the elderly, cross-age tutoring, collecting and distributing food to those in need, etc., so long as instruction and service are integrated as defined by the above bullets.*

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[2] These definitions are identical to the definitions used in the 1999 U.S. Department of Education study (Skinner & Chapman, 1999), with the exception of the italicized information at the end of the definition of service-learning, which was added in the 2004 for increased definitional clarity.

Overview of this report

This report provides extensive descriptive data from the survey of school principals, particularly the 28% of principals in the national sample who indicate that their school utilizes service-learning. Here is an overview of each of the major sections of this report:

❑ *The Scope of Community Service and Service-Learning in Schools* shows the proportion of U.S. schools that engage students in service-learning and how many students they engage. Almost seven out of ten K-12 schools engage students in community service, and almost three in ten K-12 schools engage them in service-learning.

❑ *Mapping Service-Learning within Engaged Schools* documents how schools with service-learning integrate this approach into their curriculum and the kinds of activities students do. It shows that most schools do service-learning through one-time events and in individual courses, rather than integrating service-learning throughout the school and doing extended projects.

❑ *Perceptions of the Value and Impact of Service-Learning* highlights principals' perceptions of the value of service-learning and the reasons for engaging students in this approach. **Virtually all respondents see service-learning as being powerful in many areas of students' lives, including academic achievement.**

❑ *Policies and Supports for Service-Learning* describes the kinds of administrative supports that schools have in place for service-learning, including policies that encourage student engagement, available resources, and professional development opportunities for teachers. It reveals, for example, that only one-third of the schools that offer service-learning have written policies that encourage this approach.

❑ *Socioeconomic Differences in Service-Learning Implementation* shows that low-income schools are less likely than other schools to utilize service-learning. However, those low-income schools that do offer service-learning tend to perceive greater benefits, and they tend to have more supports for service-learning in place than do schools in other settings.

Taken together, this study's findings show that the human and financial energy spent on committing supports to service-learning—policy, training, administrative, funding—is likely well-spent, perhaps especially in high-poverty schools, where principals may see it as an especially valuable part of promoting academic achievement.

2 The Scope of Community Service and Service-Learning in Schools

The primary purpose of this study was to document the scope of community service and service-learning in K-12 public schools. What proportion of schools utilizes service-learning? Within those schools, what proportion of students is engaged in service-learning?

This section presents the findings for elementary, middle, and high schools. It includes trend comparisons to the 1999 study conducted by the U.S. Department of Education (Skinner & Chapman, 1999). In addition, we use the survey findings and federal statistics on the number of U.S. public schools to calculate an estimated total number of schools and students engaged in community service and service-learning in the United States.

As shown in Figure 2, here are key findings on the proportion of U.S. schools that engage in community service and service-learning:

❑ 66% of public schools involve students in *community service* projects.

❑ 28% of schools currently engage students in *service-learning.*

❑ High schools are more likely than either elementary or middle schools to offer either community service or service-learning.

It is important to note that there is considerable overlap between the schools offering community service and those offering service-learning (not shown in the figure). As would be expected, very few schools (2%) offer only service-learning. Schools are most likely to offer only community service (40%), and 26% of all schools offer both community service and service-learning.

The levels of community service and service-learning involvement are consistent with the patterns found in the 1999 study. At that time, 64% of all schools provided community service opportunities for students, and 32% provided service-learning opportunities. However, this study does point to meaningful declines in the proportion of middle schools that offer both community service and service-learning.

Figure 2 **Percentage of U.S. schools using community service and service-learning, 1999—2004**

Community service opportunities

	All Grades	Elementary School	Middle School	High School
1999	64%	55%	77%	83%
2004	66%	60%	69%	81%*

Service-learning opportunities

	All Grades	Elementary School	Middle School	High School
1999	32%	25%	38%	46%
2004	28%	22%	31%	44%*
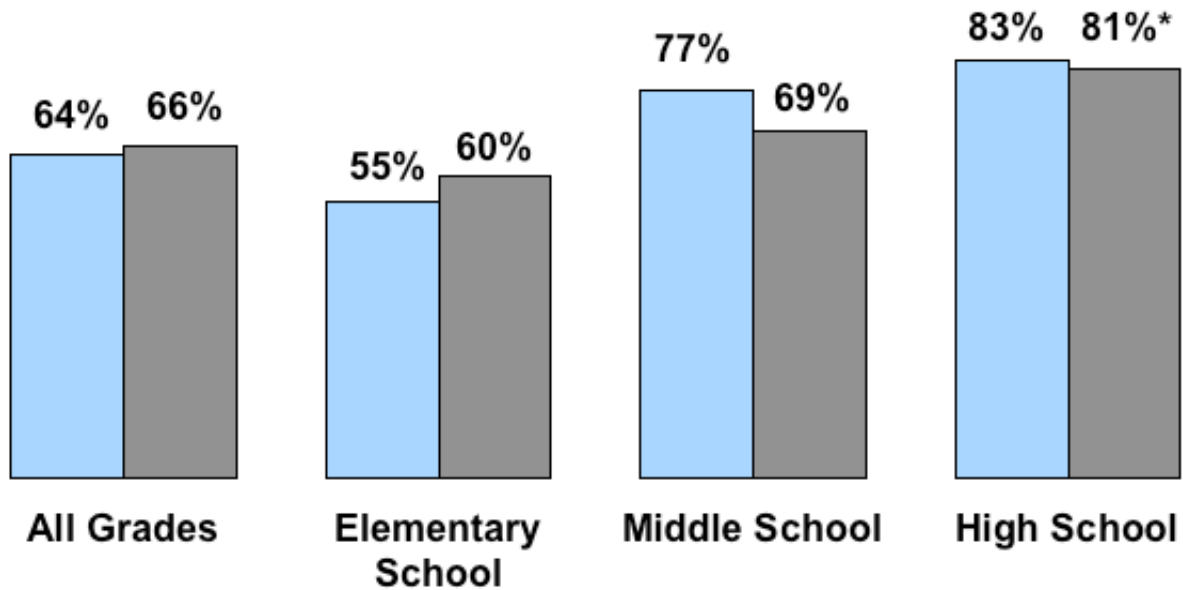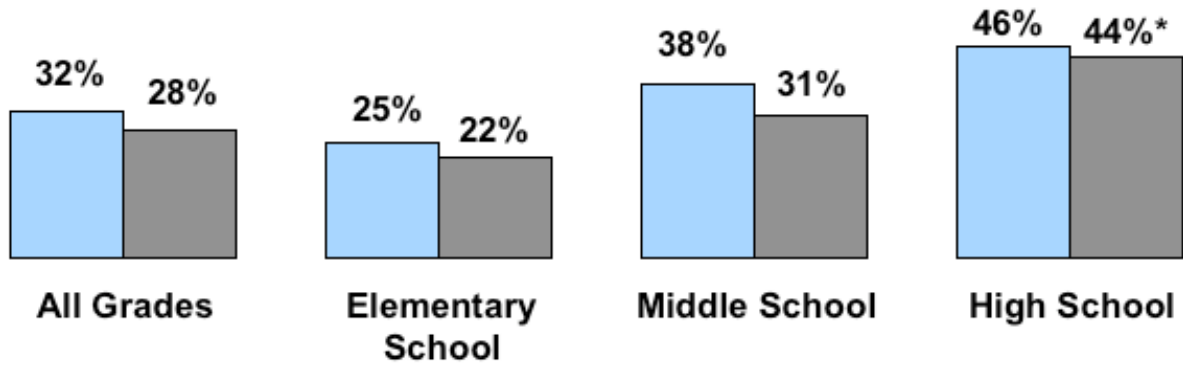
☐ Year: 1999 ☐ Year: 2004

NOTE: 1999 data are from Skinner, R., & Chapman, C. (1999). Service-learning and community service in K-12 public schools. *National Center for Education Statistics: Statistics in Brief* (NCES 1999-043). Available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999043.

* In 2004, high schools were significantly more likely than other schools to have community service and service-learning (p ≤ .0001).

** For definitions of community service and service-learning, see Figure 1.

Student and teacher engagement within schools

In addition to examining the proportion of schools that offer community service and service-learning, this study asked principals to estimate the percentage of students and teachers within their school who participate in these programs and activities. Although this figure is based only on the principals' estimate,[3] it gives a sense of how much service has spread *within* schools (vs. being limited to a few students and teachers). As shown in Figure 3, here are the key findings:

❑ On average, almost half of students (45%) are involved in community service within the schools that offer community service. Higher proportions of students are engaged at the elementary level.

❑ In schools that offer service-learning, approximately one-third of students (35%) are engaged.

❑ In schools that offer service-learning, 30% of teachers use service-learning, with the percentage rising from elementary to middle to high school.

❑ As noted earlier, high schools are more likely than middle and elementary schools to offer community service or service-learning. They also have a higher percentage of students involved in community service, and a higher proportion of teachers that use service-learning. However, elementary schools that do engage students in service-learning tend to engage a greater proportion of their students in these activities.

Estimates of number of schools and students engaged

Based on the findings from this 2004 survey and U.S. Department of Education statistics on the number of public schools and students, we estimate that roughly 54,000 U.S. public K-12 schools currently engage about 13.7 million students in *community service.*

Furthermore, roughly 23,000 public schools offer service-learning projects and programs of widely varying quality, engaging roughly 4.7 million K-12 students in some form of *service-learning* (Table 1).

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[3] Most principals (about 80%) said their estimate was not based on collected data.

Figure 3   **Principals' estimates of the proportion of students and teachers within their schools who are involved in community service and service-learning**

Percentage of students engaged in community service
- All Schools: 45%
- Elementary Schools: 54%
- Middle Schools: 42%
- High Schools: 35%

Percentage of students engaged in service-learning
- All Schools: 35%
- Elementary Schools: 44%
- Middle Schools: 38%
- High Schools: 25%

Percentage of teachers using service-learning
- All Schools: 30%
- Elementary Schools: 21%
- Middle Schools: 30%
- High Schools: 44%

☐ All Schools   ☐ Elementary Schools   ■ Middle Schools   ■ High Schools
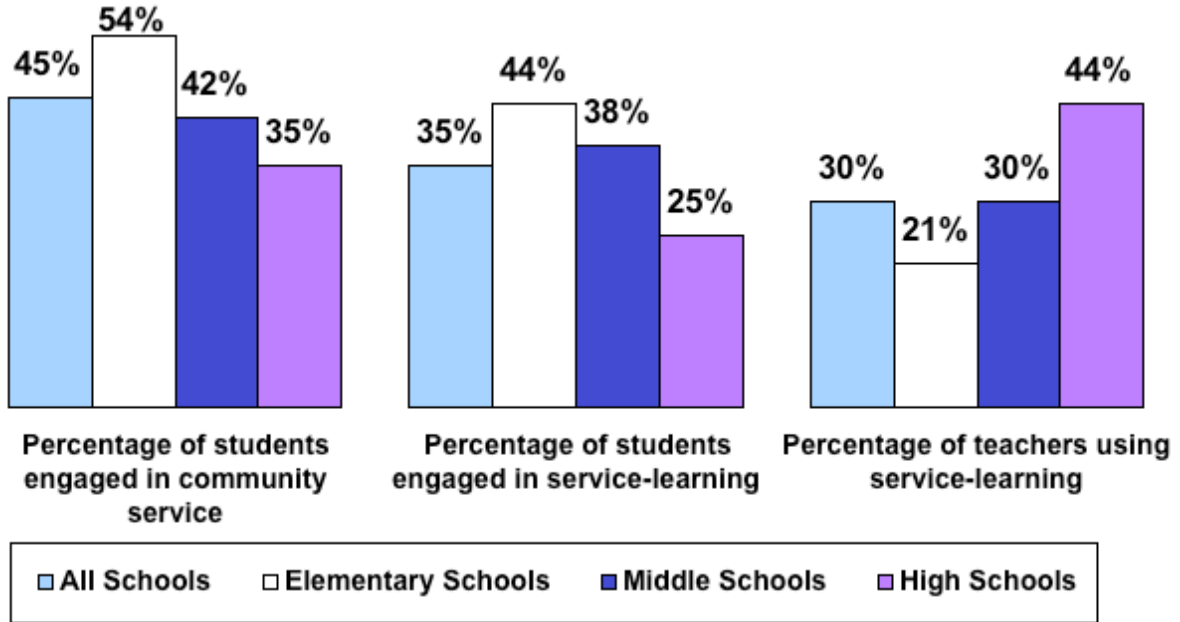
Table 1 Estimated number of schools and students engaged in community service and service-learning, by school type

	TOTAL	Elementary Schools	Middle Schools	High Schools
Total students enrolled in K-12 public schools*	46,379,628	22,410,063	10,224,986	13,744,579
Number of K-12 public schools in the U.S.*	83,842	50,782	15,752	17,308
Average number of students per school	565	453	657	805
Community Service				
Proportion of schools with community service	66%	60%	69%	81%
Estimated number of schools offering community service**	54,000	29,699	10,708	13,766
Percentage of students engaged in community service (principals' estimates)	45%	54%	42%	35%
Estimated number of students engaged in community service, per school (adjusted)	252	239	258	276
Estimated number of students engaged in community service in the United States**	13,674,409	7,106,961	2,761,923	3,805,525
Service-Learning				
Proportion of schools with service-learning	28%	22%	31%	44%
Estimated number of schools offering service-learning**	22,934	10,657	4,824	7,453
Percentage of students engaged in service-learning (principals' estimates)	35%	44%	38%	25%
Estimated number of students engaged in service-learning, per school (adjusted)	206	204	231	193
Estimated number of students engaged in service-learning in the United States**	4,735,747	2,179,288	1,116,159	1,440,300

* Snyder & Hoffman, 2002.

** Figures on the proportion of U.S. public schools using community and service-learning, and the estimated numbers of students participating, differ slightly from those presented in the earlier preliminary report on the Growing to Greatness study (Kielsmeier, Scales, Roehlkepartain, & Neal, 2004). These figures are now adjusted to account for differing probabilities among schools of their being selected for the national sampling frame, as well as for nonresponses.

Perceived changes in engagement at the school level

Although we found that the overall proportion of schools that utilize service-learning has not substantially changed since 1999, there is some evidence from this study that engagement *within schools that do engage students* may have increased. As shown in Table 2, roughly half of principals surveyed believe that their student involvement is higher than it was five years ago, and fewer than one in 20 believe it has declined.

Thus, the base rate of *schools* providing service-learning appears to have changed only slightly in the last five years. But if principals' perceptions are accurate, then perhaps more students within those schools are engaged in service-learning. Nearly three-quarters (73%) of the respondents, however, said it was simply their estimate that participation had increased.

Table 2   **Principals' perception of change in level of community service and service-learning in their school**

		Total	Higher than 5 years ago	Similar to 5 years ago	Lower than 5 years ago
Community service involvement in the school	Percent	100%	51%	45%	4%
	Number	*987*	*504*	*447*	*36*
Service-learning involvement in the school	Percent	100%	50%	31%	4%
	Number	*467*	*275*	*170*	*22*
Teachers using service-learning	Percent	100%	45%	35%	3%
	Number	*456*	*249*	*193*	*19*

3 Mapping Service-Learning within Engaged Schools

In addition to examining the proportion of U.S. schools that utilize service-learning, it is also important to understand what those schools do. Although not comprehensive, the survey examines several dimensions of service-learning within the school, including the curriculum areas addressed, the types of projects done, the length of projects, and the tasks students do as part of their projects.

Approaches to service-learning integration into schools

As shown in Figure 4, the most common ways service-learning is integrated into school are through individual academic courses and grade-wide projects. School-wide service-learning projects are among the least common approaches.

School-type differences are quite pronounced in how service-learning is integrated (Table 3). One-third of elementary schools provide school-wide service-learning, compared with 24% of middle schools and just 18% of high schools. High schools are more likely than middle or elementary schools to integrate service-learning into individual courses, whereas elementary schools are much more likely than high schools to offer grade-wide service-learning projects or school-wide projects.

Figure 4 **Integration of service-learning into the school, all grades**
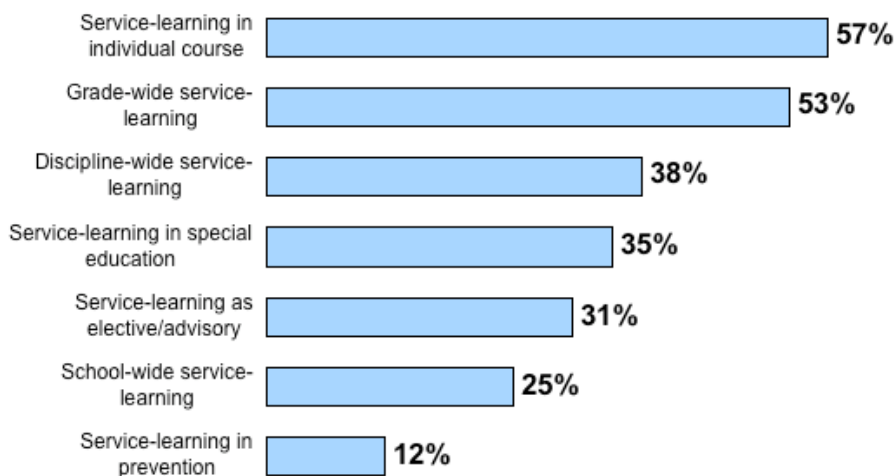
(Principals could select multiple responses)

Table 3   Integration of service-learning into the school, by school type

(Principals could select multiple responses)

	All	Elementary Schools	Middle Schools	High Schools
Service-learning in individual academic courses that are not part of a broader grade or school-wide initiative	57%	45%[b]	52% [b]	69%*** [a]
Grade-wide service-learning (students in one or more grades participating in a service-learning project or program through academic coursework)	53%	71%*** [a]	48% [b]	40% [b]
Discipline-wide service-learning (service-learning integrated into an entire subject area, such as history or English, through academic coursework)	38%	38%	37%	38%
Service-learning as part of a special education program	35%	28% [b]	25% [b]	42%* [a]
Service-learning as a separate elective or advisory period	31%	15%*** [a]	34% [b]	43% [b]
School-wide service-learning (all students in the school participating in service-learning through academic coursework)	25%	33%** [a]	24% [b]	18% [b]
Service-learning as part of a dropout prevention course or program	12%	6%** [a]	12% [b]	16% [b]

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

*	$p \leq .05$
**	$p \leq .01$
***	$p \leq .0001$

Most common subject areas with service-learning

Social science or social studies are the most common curriculum areas in which service-learning is implemented across all grade levels (Figure 5). English/language arts and character education are also common settings.

Although logical from a content perspective, the emphasis on social studies as a primary venue for service-learning in schools could become problematic for service-learning in light of the broader trend of declining time for social studies in elementary schools.

A study from the Council for Basic Education found a 29% decrease since 2000 in time for social studies in elementary school, though 37% of middle school and high school principals cited an increase in instructional time and professional development for social studies, civics, and geography (Zastrow, 2004). While the middle and high school data are hopeful (and related to state standards that increasingly address social studies), the report finds weaknesses that may undermine this emphasis in the longer term. It also notes research that shows that the social studies curriculum is too often limited to a single course on government.

Figure 5   **Percentage of schools that "sometimes" or "often" integrate service-learning into each curriculum area**

Curriculum area	Percentage
Social sciences or social studies	73%
English/language arts/reading	65%
Character education, etc.	64%
Physical and biological sciences	54%
Visual/performing arts	49%
Health	40%
Mathematics	35%
Computer sciences	32%
Foreign languages	24%
ESL, ESOL, bilingual education	19%

Duration of service-learning experiences in schools

Most schools that do service-learning say they primarily offer one-time events (80%) or projects that last less than one month (76%) (Table 4). Longer events—which are central to a more intentional service-learning approach—are much less common across all types of schools. Indeed, the only types of projects that are done by a strong majority of schools are one-time events and projects that last less than one month. About 40% of schools have projects that last most or all of a school year.

Projects lasting for most or all of a semester are more common at the high school level than at the elementary or middle school level. No other grade-level differences were statistically significant.

Since intentional service-learning engages young people in needs assessment, project selection and planning, service delivery, and reflection on the experience, it is difficult to see how many schools are effectively utilizing a service-learning process when their typical projects appear to be so short in their duration.

Table 4   **Duration of service-learning experiences, by school type**

These percentages indicate the proportion of principals who say each type of experience is very or somewhat common in their school.

Note: In responding to this question, principals were asked to consider the total calendar time preparing for service, service activities, and students reflecting on their service experience.

	All	Elementary Schools	Middle Schools	High Schools
One-time events	80%	81%	82%	79%
Projects that last less than one month	73%	70%	72%	76%
Projects that last one to two months	51%	48%	47%	57%
Projects that last for most or all of one semester	45%	35%[b]	41%[b]	55%*[a]
Projects that last for most or all of the whole school year	39%	42%	37%	38%

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

* $p \leq .0001$

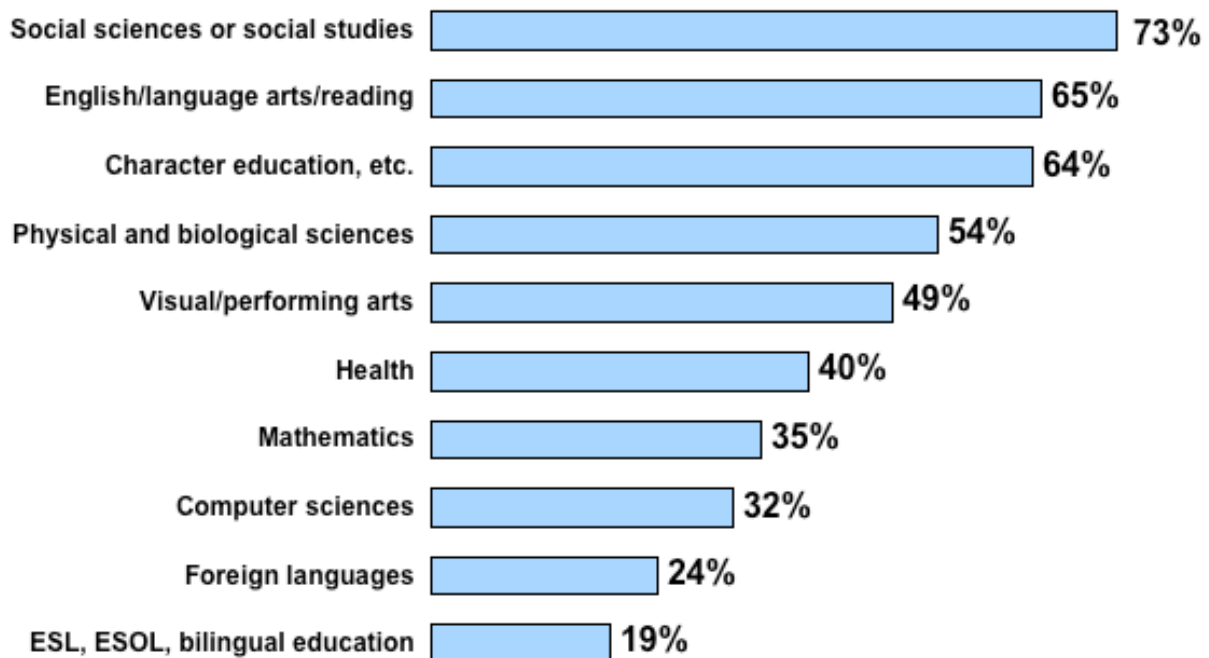**Types of service that students provide**

Across all grade levels, the most common type of service in which students engage is education (such as tutoring or teaching), as shown in Table 5. Education-related service projects are followed by social service work and environmental work. Among the seven options given, housing and construction was the least common.

Several forms of service are more common at the high school level than at other grade levels, including education, administrative volunteering, and housing/construction. Public safety is more common at the elementary level than at other levels. These kinds of differences are to be expected, given developmental differences, interests, learning objectives, and abilities across the grades.

Table 5 **Percentage of principals who say each activity is very common in their school's service-learning**

	All	Elementary Schools	Middle Schools	High Schools
Education (tutoring, teaching, etc.)	49%	46%[b]	38%[c]	58%**[a]
Social service work meeting human needs	38%	39%	35%	38%
Environmental work	23%	22%	26%	22%
General administrative volunteering (e.g., office support, preparing materials etc.)	23%	12%[c]	21%[b]	32%**[a]
Advocacy for a cause (presentations on issues of public concern, etc.)	14%	14%	14%	14%
Public safety	13%	17%*[a]	10%[b]	11%[b]
Housing or other construction work	4%	1%[b]	0%[b]	9%*[a]

a, b, c = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

* $p \leq .05$
** $p \leq .0001$

Students' roles in service-learning projects

Despite the "critical mass" of schools engaging students in service-learning and the perceived positive impact of those efforts, questions remain about the quality of those experiences in schools. The field of service-learning has identified numerous principles for effective practice (see, for example, National Youth Leadership Council, 1999). Yet the responses from principals suggest that many schools doing service-learning are not engaging students as leaders throughout the service-learning process, a core principle of effective practice.

As shown in Table 6, across all grade levels, about two-thirds of schools offer students roles in determining which projects to do and what roles they will play in these projects. Most schools also involve students in recruiting community partners and in evaluating service-learning projects (though slightly fewer than half of elementary schools do so). Less common (particularly at the elementary level) are making presentations to outside groups, conducting a needs assessment, assisting with fund allocation, and serving on advisory boards.

A preliminary comparison of responses between the 1999 and 2004 results show no notable changes in the comparable activities that were measured in both surveys.

Table 6   Percentage of schools that encourage student leadership in service-learning projects

	All	Elementary Schools	Middle Schools	High Schools
Determining the jobs they and other students will do in service-learning projects	65%	61%	68%	67%
Deciding which service-learning projects will be done	64%	64%	65%	64%
Recruiting community partners for service activities	56%	54%	52%	60%
Evaluating service-learning projects (whether completed or in progress)	53%	43%**[a]	54%[b]	60%[b]
Making presentations about their service to groups outside their classroom	49%	40%**[a]	51%[b]	56%[b]
Performing needs assessments to identify possible service-learning project	42%	42%	41%	42%
Assisting in allocating funds to service-learning projects	24%	26%	21%	25%
Serving on a service-learning program advisory board	12%	9%[b]	8%[b]	17%*[a]

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

* $p \leq .05$
** $p \leq .01$

4 Perceptions of the Value and Impact of Service-Learning

One of the reasons for service-learning's staying power in the face of increased financial and accountability pressures is likely the wide-ranging benefits that principals see resulting from service-learning—benefits that address specific challenges and priorities faced by schools.

This 2004 survey asks principals about their reasons for utilizing service-learning. It also asks them the areas where they believe service-learning is making a difference for their students and their school community. It finds that **the vast majority of principals in schools with service-learning see benefits in many different areas of student success and school effectiveness.**

Reasons for utilizing service-learning

Principals indicated that the top reasons for encouraging student involvement in service-learning are related to civic education: helping students become more active in the community, encouraging altruism, and increasing student knowledge of the community (Figure 6).

Rationales related to academic competence and achievement (teaching critical thinking and problem-solving, and improving student achievement in core subjects) ranked lower. However, it is vital to note that *a majority of principals said all of the reasons are "very or somewhat important,"* including improving student achievement. Thus, principals appear to recognize the broad potential impact of service-learning on students' personal *and* academic development. Indeed, fewer than one in 10 principals at any grade level indicated that *any* of the reasons for using service-learning is "not important."

Across school types, there were only two statistically significant differences in principals' perceptions of the important reasons for having service-learning in the school (not shown in the figure). They were:

❑ Improving students' personal or social development (82% of elementary school principals said it was very important, compared to 67% of middle school principals and 71% of high school principals).

❑ Reducing student involvement in risk behaviors (62% of elementary and middle school principals said it was very important, compared to 55% of high school principals).

Figure 6   **Principals indicating each is a very or somewhat important reason for encouraging student involvement in service-learning***

Reason	Percentage
To help students become more active community members	85%
To encourage student altruism or caring for others	85%
To increase student understanding of the community	81%
To foster positive school/community relationships	78%
To improve student personal or social development	74%
To improve student participation in and attitudes toward school	69%
To meet real community needs	68%
To teach critical thinking and problem-solving skills	66%
To reduce student involvement in risk behaviors	59%
To increase career awareness and exposure among students	58%
To improve student achievement in core academic courses	53%

* Principals could select multiple responses as very or somewhat important.
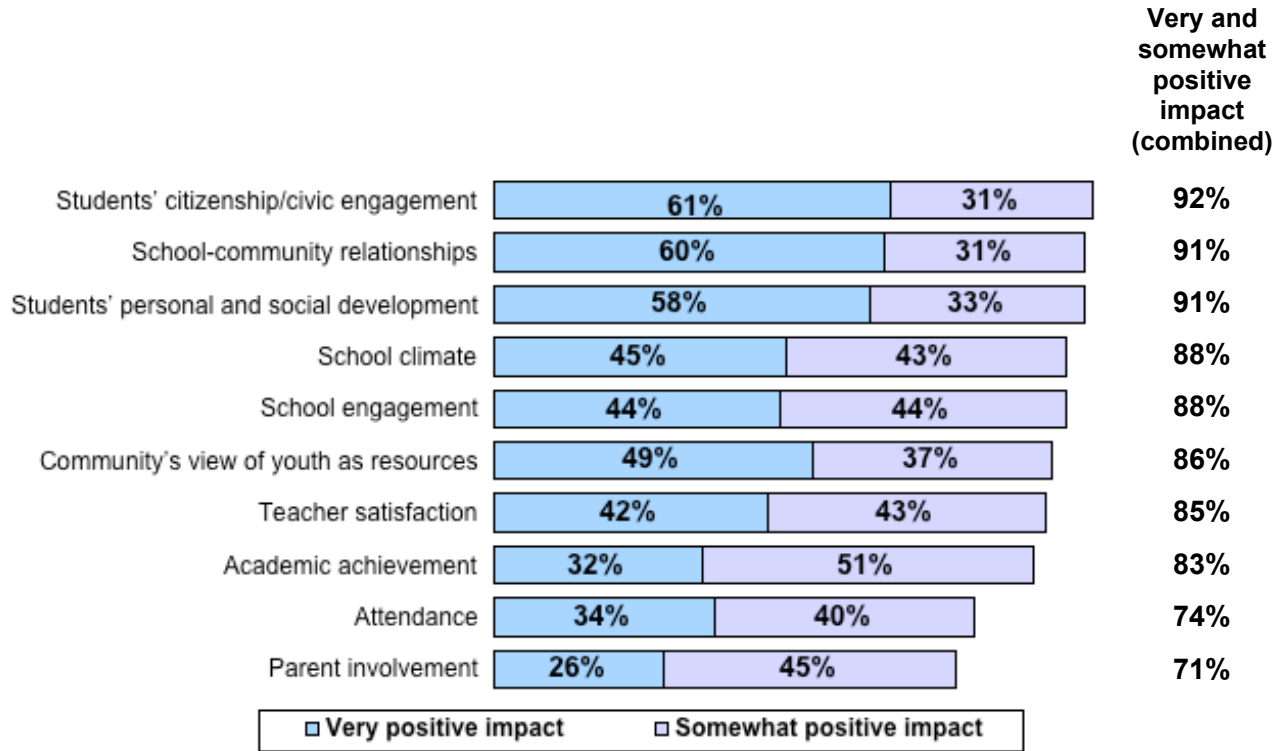
Perceived impact on student and school outcomes

The survey also asked principals *in schools with service-learning* what kind of impact they think it has on various student and school community outcomes. As shown in Figure 7, at least seven out of 10 principals believe that service-learning has *a very or somewhat positive impact on all 10 outcomes* (including students' academic achievement), with the highest impact being in students' citizenship, personal and social development, and school-community relationships.

Although these findings are not based on quantifiable measures of impact but on principals' perceptions, they are consistent with a wide range of research showing the positive impact of community service and service-learning on students, schools, and communities (see Billig, 2004). In addition, Search Institute's research on developmental assets[4] shows that service to others is an important resource for young people's healthy development (see Benson, Leffert, Scales, & Blyth, 1998; Scales & Leffert, 2004). As reported by Scales & Roehlkepartain (2004), analyses of an aggregate dataset of 217,000 students found that students who reported serving others at least one hour in an average week were significantly less likely to report school problems (poor attendance and below average grades) and significantly more likely to report school success than those who did not serve others at least one hour in an average week.

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[4] The framework of developmental assets identifies 40 positive relationships, opportunities, personal competencies, and character traits that research has found to be related to reductions in a wide range of high-risk behaviors and increases in thriving behaviors among young people from all racial/ethnic and socioeconomic backgrounds. For more information, visit www.search-institute.org.

Figure 7 Percentages of principals perceiving a very or somewhat positive impact of service-learning on selected outcomes

	Very and somewhat positive impact (combined)
Students' citizenship/civic engagement — 61% / 31%	92%
School-community relationships — 60% / 31%	91%
Students' personal and social development — 58% / 33%	91%
School climate — 45% / 43%	88%
School engagement — 44% / 44%	88%
Community's view of youth as resources — 49% / 37%	86%
Teacher satisfaction — 42% / 43%	85%
Academic achievement — 32% / 51%	83%
Attendance — 34% / 40%	74%
Parent involvement — 26% / 45%	71%

☐ Very positive impact   ☐ Somewhat positive impact

Correlates of service-learning's academic purpose and impact

A question receiving increased attention among scholars, policy makers, and practitioners is the degree to which service-learning may have a positive impact on students' *academic achievement.* Especially in a standards-driven political environment around education, this issue may have greater importance than ever. Two questions tapped the degree of academic purpose that principals give to service-learning, and the degree of positive academic impact they see it having. (Table 7.)

There is no statistically significant difference among different school types in the degree of academic purpose and impact principals give to service-learning. The difference between elementary and middle schools *approaches* significance, with elementary schools tending to give more importance to the academic value and impact of service-learning.

One note of concern is that middle schools appear to be the least likely to consider service-learning's academic purpose to be very important or it's impact to be very positive. Although these relationships do not reach the .05 level of significance, they are sufficiently close (.06) to ask, Why this trend in middle schools? After all, middle school researchers and educators arguably have been the most clear in articulating the powerful role that service-learning may play in students' overall development (see National Middle School Association, 2003). This is an example of a "near finding" that is sufficiently provocative to generate further study.

Table 7   **Perceived impact of service-learning on academic outcomes, by school type**

Percent of principals in schools with service-learning who said service-learning is very important for each academic outcome.

	Type of School		
	Elementary School	**Middle School**	**High School**
Very important for improving core academics	60%+[a]	49%[b]	51%
Very positive impact on academic achievement	38%+[a]	26%[b]	32%

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the plus signs.

+   approaching significance (p ≤ .06)

Why don't more schools utilize service-learning?

The widespread belief among principals using service-learning that it has a broad and important impact on various school and student outcomes leads to an obvious question: *Why do only three in ten U.S. schools utilize service-learning?*

One plausible reason is that principals are more likely to see service-learning having a more important role in social development and community relations than on academics (though both are seen as important by a majority of principals). So in today's climate in which complying with academic standards and achieving acceptable standardized test scores shapes most curriculum and resource allocation decisions, service-learning may be less likely to be employed unless it is primarily seen as having a positive impact on academic achievement.

That possibility is underscored by the open-ended comments made by the 70% of principals whose schools *do not* provide service-learning. Principals who indicated that their school did not use service-learning were asked, Why not? These data have not been systematically analyzed at the time of this report writing. However, an informal scan of the hundreds of comments suggested clearly that the *single most common reason at all school levels for not offering service-learning was that service-learning is not required by any of the standards frameworks that drive schools today.*

At the middle and high school level, principals also frequently mentioned specifically that there is simply no room in the curriculum and no resources available for anything that is not seen as helping them comply with the No Child Left Behind act or attain target levels of achievement testing. Increased evidence of the efficacy of service-learning in addressing academic concerns and the supportive policies a positive perception may help to create may help to increase the proportion of U.S. schools that utilize service-learning.

5 Policies and Supports for Service-Learning

One important way of understanding the depth of a school's commitment to service-learning is to examine the administrative policies and supports that are in place to build capacity, improve practice, and sustain engagement. These include policies that encourage service-learning engagement, administrative coordination in the school, professional development opportunities for teachers, flexibility that allows teachers to engage effectively in service-learning, and available financial resources to offset the costs of the program or projects.

These supports are vital. As shown in the following pages, schools with more supports for service-learning have more students and teachers participating, regardless of school type (elementary, middle, or high school). And in schools with more supports, principals see more positive results from service-learning, including personal and social development, community relations, and academic achievement.

Schools with written policies encouraging or requiring service-learning, those that have provided in-service training to teachers in the last three years, and high-poverty schools seem especially likely to judge service-learning as having a "very positive" impact on their students' academic achievement.

What supports are present in schools?

Despite the perceived value and impact of service-learning and the importance of administrative supports, it appears that most schools that offer service-learning have relatively little dedicated financial support, coordinating personnel, or teacher training or incentives to support their programs and projects. Some evidence of this lack of infrastructure support includes the following (Table 8):

❑ Two-thirds of school principals (66%) in schools that offer service-learning say neither their school nor their district has a written policy encouraging or requiring service-learning.

❑ Only 15% of schools that offer service-learning have a part-time service-learning coordinator at the school or district level, and only 9% have a full-time coordinator.

❑ Some financial help is available within about half of the schools that offer service-learning. Mini-grants for service-learning programs or curriculum development are available in 49% of schools, and 51% of schools have some funds available to offset the costs of service-learning projects or programs.

❑ Sixty percent of schools or districts that have service-learning support teachers in attending service-learning training or conferences outside of school. However, only 34% of schools with service-learning have sponsored in-service training in service-learning at the school or district level in the past three years.

❑ Few schools make structural changes that facilitate more effective service-learning. For example, only 14% of schools that offer service-learning reduce course loads for teachers so that they can develop or supervise service-learning, and only 17% offer extra planning time for service-learning activities.

❑ There are almost no differences among elementary, middle, and high schools in the supports provided for service-learning. The only significant differences by school type are that high schools are less likely to give special recognition or awards for service-learning teachers, and more likely to have requirements for some or all students around participating in service-learning.

Table 8   Schools providing service-learning supports, by school type

	All	Elementary Schools	Middle Schools	High Schools
Support for teachers attending training or conferences outside of the school	60%	64%	66%	67%
Other financial support for costs associated with service-learning	51%	60%	56%	57%
Mini-grants for service-learning program or curriculum development	49%	56%	60%	52%
Require some or all students to participate in service-learning†	35%	22%[c]	34%[b]	46%**[a]
In-service training for teachers on service-learning (past 3 years)	34%	35%	38%	33%
Written school or district policy encouraging or requiring service-learning	34%	35%	32%	27%
Special recognition or awards for teachers using service-learning	33%	42%[b]	43%[b]	29%*[a]
Extra planning time for service-learning activities	17%	23%	15%	19%
Part-time service-learning coordinator	15%	15%	16%	19%
Reduction in course load to allow time for service-learning	14%	14%	10[b]	19+[a]
Full-time service-learning coordinator	9%	10%	9%	10%

† With the exception of this item, all items in this chart are included in the calculation of the Support Index. (See page 32.)

a, b, c = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

* $p \leq .01$
** $p \leq .0001$
*** $p \leq .0001$
+   approaching significance ($p \leq .06$)

Sources of external funding or staffing support for service-learning

In a time of diminishing resources for education, the availability of dedicated funding or staffing support for service-learning not only helps with program implementation, but also is an important indicator of the priority placed on service-learning within the school as well as in public policy (through state and federal grants) and civic life (as indicated by corporate and philanthropic giving).

It is clear from available data that no single external funding source "drives" service-learning. As shown in Table 9, no funding or staffing support source is accessed by more than one-fourth of the schools that engage in service-learning. Furthermore, the most common funding source for schools are corporate or foundation grants or contributions. It is also important to note (not shown in table) that **almost half of the schools with service-learning (45%) receive no funding or staffing support from any of these sources.**

Most funding or staffing support sources are relatively consistent across the different types of schools that engage in service-learning. However, elementary and middle schools are more likely than high schools to receive corporate, foundation, or other grants. And elementary schools are more likely to receive AmeriCorps support than are middle and high schools.

Changes in available external funding and staffing support streams make it difficult to assess the overall funding trends from the available survey data. Similar to the 2004 findings, the most common sources of external funding in 1999 were corporate/business grants or contributions, foundation grants, and other federal/state grants, with specific federal programs reaching a smaller subset of schools (Skinner & Chapman, 1999).

However, it appears that the percentage of schools receiving external financial support or funding support for service-learning has declined in the past five years. Although the percentage of schools that reported receiving support from Learn and Serve America (10% in 1999 and 7% in 2004) and AmeriCorps (9% both years), only 24% of schools reported receiving corporate or foundation support for service-learning in 2004. In comparison, 32% reported receiving foundation support, and 35% reported receiving corporate support for service-learning in 1999.

Table 9   Percentage of schools with funding or staffing to support service-learning from each source in the past three years

	All	Elementary Schools	Middle Schools	High Schools
Corporate or foundation grants or contributions	24%	28%[b]	30% [b]	16%** [a]
State grants	20%	19%	19%	21%
Other federal grants	18%	20%	14%	19%
Other grants of contributions	17%	19% [b]	22% [b]	12%* [a]
AmeriCorps	9%	16%***[a]	6% [b]	5% [b]
Learn and Serve America	7%	7%	9%	6%
VISTA	2%	2%	2%	2%

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

* $p \leq .05$
** $p \leq .01$
*** $p \leq .0001$

Quality of school data on service-learning

A final area of infrastructure support that was indirectly examined in this study is a commitment to documenting the scope and impact of service-learning within the school. In a time when schools are being held accountable for measurable results, it is important to know more about the quality of data available to school leaders related to service-learning. The investment in gathering data on service-learning suggests an important level of commitment.

At several points in the survey, principals were asked to indicate whether their responses were estimates because no data are collected, or if they were based in part or in full on available data. These responses (Table 10) give insight into the data that are already collected at the school level.

Only about one in four schools that engage in service-learning track basic data on the scope of their efforts—much less its relationship to key areas of accountability, such as student achievement and student demographics.

This lack of available data not only speaks to a gap in institutional commitment to service-learning, but it also makes it much more difficult to make the case for service-learning as a vital educational priority.

Table 10   **Quality of available data on service-learning in schools: Percentage of principals saying responses were estimates or based on data**

	An estimate; data are not collected	Based in part or in full on data that are collected
Data on the percentage of students who are or will be involved in community service	84%	16%
Data on the percentage of teachers who use service-learning as part of their instruction	80%	20%
Data on the percentage of students who are or will be involved in service-learning	73%	27%
Data on the percentage of teachers who have received in-service training for service-learning since the 2000-2001 school year.	70%	30%

Exploring the importance of school supports on student and school outcomes

It would seem obvious that the more policy, training, and funding are available to encourage service-learning, the more students and teachers would participate. But in a time of dramatically reduced financial resources coming into schools, relative to the demands placed on them, and dramatically lessened degrees of freedom administrators have to make curriculum and resource decisions, it is important to answer the question, *what difference do supports for service-learning make?*

❑ Do schools have more student participation if they support service-learning with a written policy encouraging or requiring service-learning, provide support for teachers to attend in-service training, provide extra planning time for service-learning teachers, and provide other supports?

❑ Do more teachers in those supportive schools use service-learning than in less supportive schools?

❑ Are those supports related to principals' feeling that service-learning is giving them a range of positive impacts?

The answer to all those questions appears to be yes. The more schools provide policy, administrative, training, and funding supports for service-learning:

❑ the greater the percentage of students participating;

❑ the greater the percentage of teachers using service-learning; and

❑ the more positive results principals credit to service-learning.

Having more supports is associated with higher student and teacher participation—*The more supports schools have for service-learning, the more students participate and the more teachers use it.* Among the 28% of schools saying they have service-learning, there is a moderate and significant correlation between the number of 10 such supports (shown previously in Table 8) that schools say they provide (the Support Index), and both the percentage of students involved in service-learning (r = .28, p ≤ .0001) and the percentage of teachers using it (r = .32, p ≤ .001).

Higher support is related to perceptions of positive impact—There is also a moderate[5] and significant relationship between the number of supports schools provide and the total number of "very positive" kinds of impacts they perceive service-learning to have, including positive impact on academic achievement (r = .25, p ≤ .0001). And the greater the number

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[5] The correlation coefficients are small to moderate, not large. This is typical in education research; most relationships between school "input" and student "outcome" variables are similarly modest, reflecting the fact that numerous variables influence outcomes such as how many students participate in service-learning, how many teachers use it as a pedagogical strategy, and how principals judge service-learning's impact. But the relationships are quite consistent in these data.

of positive impacts principals see for service-learning, the more students participate ($r = .17$, $p \leq .0001$) and the more teachers use service-learning ($r = .22$, $p \leq .0001$).

So both a greater number of supports and a greater number of perceived positive impacts are related to greater student and teacher participation in service-learning.

Because this was not a longitudinal sample, we cannot tell which is cause and which is effect in these relationships. Principals may sense positive impacts, and as a result, work harder to get more supports. The more supports available, the more teachers may employ service-learning, and, hence, the greater the proportion of students participating.

On the other hand, they may provide supports first, which causes participation and use rates to grow, and the perceptions of positive impact grow from that more widespread adoption. In either case, **there is a significant linkage among how widespread service-learning participation is in a school, the number of supports provided for it, and principals' perceptions about how much positive impact service-learning is having.**

Supports most strongly associated with a focus on academic achievement

Table 11 shows a strong relation between two particular supports for service-learning and the degree to which principals say service-learning's impact on academic achievement is very positive: In-service training and having a written policy encouraging or requiring service-learning.

❑ Schools that have a written policy encouraging service-learning are nearly twice as likely as schools that don't to rate service-learning's academic impact as very positive.

❑ Principals of schools that have provided in-service training in service-learning to their teachers over the last three years are 1.5 times more likely than other principals to say the academic impact of service-learning is very positive.

Table 11 **Relationship between selected supports for service-learning and perceived importance of academic impact**

Percentage of principals who say service-learning has "very positive" impact on academic achievement, based on whether their school has a policy supporting service-learning and whether it provides in-service training on service-learning for teachers.

Type of support	Have the support	Do not have the support
Written policy encouraging or requiring service-learning	44%*	24%
Provided in-service training in service-learning to school's teachers over last three years	46%*	30%

N = 546

* $p \leq .0001$

6 Socioeconomic Differences in Service-Learning Implementation

How equitable is the chance students in at varying socioeconomic circumstances have access to service-learning opportunities in their schools? And is there evidence that service-learning could play a role in improving achievement in schools that serve more low-income students, thus addressing a current educational priority?

Although schools serving low-income students are less likely to engage students in service-learning, there is preliminary evidence that **those low-income schools that do use service-learning tend to have more of some specific supports in place, and their principals see a greater impact on academic outcomes**. If these perceptions are accurate, they suggest that service-learning could be an important strategy for addressing these key priorities connected to the federal No Child Left Behind education initiative.

Low-income schools less likely to offer service-learning

Previous research has documented that low-income students tend to have fewer service opportunities in schools. For example, the 1999 federal study of service-learning found that 36% of those schools with fewer than 50% of students eligible for free or reduced-price lunches engaged students in service-learning, compared to 23% of those schools with 50% or more of their students eligible (Skinner & Chapman, 1999).

Consistent with these earlier reports, this study found that schools serving more low-income students are less likely to do service-learning than other schools. If 55% or more of a school's students are in poverty, they are less likely than other schools to offer service-learning. Among these schools, 29% offer service-learning, compared to 35% for schools with 0% to 24% of students in poverty and 36% for schools with 25% to 54% of students living in poverty (Figure 8).[6]

In addition, schools serving mostly low-income students tend to engage fewer of their students in service-learning than schools that serve fewer low-income students.

Figure 8   **School and student engagement in service-learning, by socioeconomic status of students in the school***
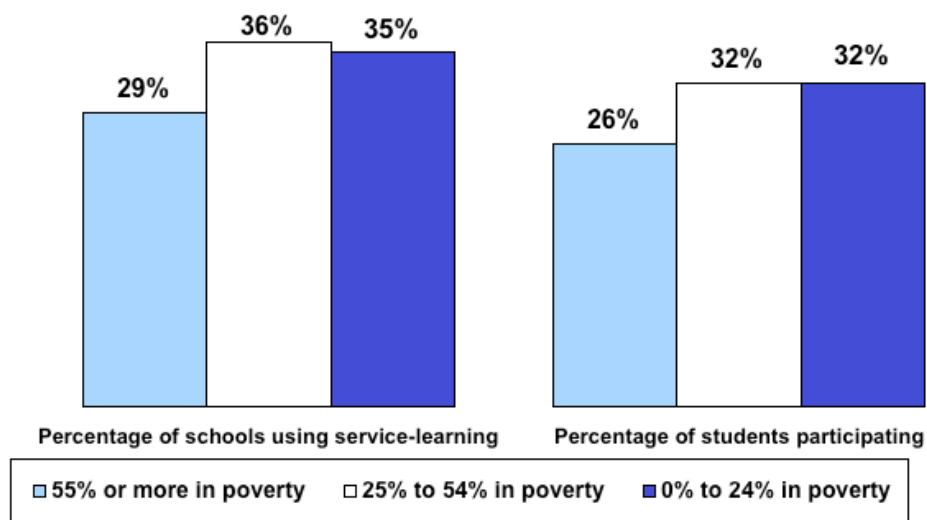
* Measured by estimated proportion of students who are eligible for free or reduced-price lunches.

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[6] The three poverty groups were created by dividing the sample of schools into thirds on the basis of the proportion of students eligible for the free or reduced-price federal lunch program. The top third was considered "high poverty" schools, etc. This division resulted in schools with 55% or more students being eligible for free or reduced-price lunches being "high poverty" schools; those with 25% to 54% being "medium poverty" schools; and those with 0 to 24% of student eligible being "low poverty" schools.

Supports for service-learning in low-income schools

One would expect that, given their lower levels of student engagement in service-learning, schools serving low-income students would be likely to have fewer supports in place for service-learning. In reality, though, the opposite is true for some supports.

As shown in Table 12, schools with the highest poverty levels are *more* likely to provide several supports for service-learning than other schools. Although there are no significant differences by poverty level for six of the supports, high-poverty schools are more likely than schools with more affluent student populations to:

❑ Have a written policy encouraging or requiring service-learning;

❑ Have full-time coordinators;

❑ Provide support for teachers to attend training; and

❑ Provide extra planning time for service-learning teachers.

Another sign of stronger support for service-learning in high-poverty schools may also be evident in the finding that these schools also appear more likely to provide school-wide service-learning. Among high-poverty schools, 35% provide school-wide service-learning, versus 20% for medium poverty schools and 21% for low poverty schools (p ≤ .004).

Table 12 Percentage of schools providing service-learning supports, by poverty level

Type of Support	School Poverty Level		
	0-24%	25-54%	55%+
Support for teachers attending training or conferences outside of the school	62% [b]	64% [b]	75% [* a]
Other financial support for costs associated with service-learning	59%	58%	55%
Mini-grants for service-learning program or curriculum development	55%	53%	58%
Require some or all students to participate in service-learning†	30%	35%	40%
In-service training for teachers on service-learning (past 3 years)	31%	34%	40%
Written school or district policy encouraging or requiring service-learning	28% [b]	27% [b]	39% [* a]
Special recognition or awards for teachers using service-learning	36%	33%	44%
Extra planning time for service-learning activities	15% [b]	16% [b]	29% [*** a]
Part-time service-learning coordinator	17%	13%	23%
Reduction in course load to allow time for service-learning	13%	16%	17%
Full-time service-learning coordinator	9%	6% [b]	15% [** a]

† With the exception of this item, all items in this chart are included in the calculation of the Support Index.

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

*   p ≤ .05
**   p ≤ .01
***   p ≤ .0001

The perceived value of service-learning in high-poverty schools

How can it be true that schools serving low-income students tend to have more supports for service-learning than other schools? After all, high poverty schools are less likely to even have service-learning in the first place, and fewer of their students are involved when they do have it. Part of a clue to the answer may lie in the relationship between a school's poverty status and how much principals see service-learning having an *academic purpose and impact*.

As shown in Table 13, **principals of high-poverty schools are more likely to see improvement in core academics as a very important reason for having service-learning. They also are more likely to see service-learning having a very positive impact on students' academic achievement.**

It is possible that the importance principals in high-poverty schools give to service-learning as an achievement strategy contributes to their willingness to advocate for and provide key supports to make it possible. Compared to principals in more affluent schools, they have more limited resources at their disposal, so service-learning is less common, despite their support. But if they ascribe high importance to the academic potential of service-learning, they may expend extra effort to encourage it.

One of the results of that effort and commitment to supporting service-learning in a resource-poor environment may be principals' assessment that the effort is paying off—that service-learning indeed is helping to enhance academic achievement. Principals in more resource-rich schools appear not to give the same academic importance to service-learning or see as much academic impact, perhaps because they have so many other resources other than service-learning to deploy.

More research is needed to explore the accuracy of this speculation. But our results suggest that service-learning may have an especially valued status as an achievement strategy for principals in high-poverty schools.

Table 13 Percentage of principals rating academic purpose and impact of service-learning high, by school poverty level

Academic Purpose and Impact	School Poverty Level		
	Low	Medium	High
Very important for improving core academics	47%[b]	52%[b]	63%*[a]
Very positive impact on academic achievement	31%[b]	27%[b]	42%*[a]

a, b = Percentages with differing superscripts are significantly different from each other at the level indicated by the asterisks.

* $p \leq .01$

7 Conclusion

Service-learning remains an important strategy for simultaneously engaging young people in civic and community life, promoting their healthy development, and strengthening their education. This study reveals a core of school leaders who believe strongly in the importance and power of service-learning—even in the face of pressure to focus time and resources elsewhere.

Taken together, this study's findings show that the human and financial energy spent on committing supports to service-learning—policy, training, administrative, funding—is likely well-spent, perhaps especially in high-poverty schools, where principals may see it as an especially valuable part of their promotion of academic achievement.

The potential for service-learning becomes even clearer when these findings are paired with the 2000 Roper Starch Worldwide survey of American adults. That study found that nine out of 10 American adults would support service-learning in their local schools—though only about one-third of the adults were previously familiar with the concept. In addition, parents with students in schools are most supportive (Roper Starch Worldwide, 2000).

Yet the study also highlights two critical challenges:

1. Strengthening service-learning's infrastructures, supports, and effective implementation; and

2. Expanding service-learning beyond the core group of three in ten schools that offer students these opportunities to serve and learn—a level that has remained little changed across the past five years.

Addressing these challenges is key to service-learning increasing in both scope and impact to become an integral, sustainable commitment of K-12 schools in the United States.

These findings only begin to reveal the learning that will emerge from this study. As this wealth of learning enters the dialogue of educators, service-learning advocates, policy makers, and community members, these insights will, we hope, stimulate more educators to embrace service-learning as a powerful strategy for enhancing student achievement and engagement. Even more important, we hope that it helps to fuel a broad and deep commitment to recognizing and engaging young people as positive resources for communities—and their first steps in being engaged, active, contributing citizens for the nation and world.

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Appendix A: Survey Methodology

Prepared by Westat, Inc.

Sampling frame

> The sample of public schools for this study was selected from the 2001-2002 Common Core of Data (CCD) public school universe file. The 2001-2002 CCD is most up-to-date file available. As indicated in Table A1, a total of 83,842 regular schools are included in the CCD universe file, of which 50,782 are elementary schools, 15,752 are middle schools, and 17,308 are high schools or schools with combined elementary/secondary grades. Note that the counts of schools in Table A1 pertain only to the 83,842 "regular" schools in the CCD file. Nonregular schools such as special education, vocational, and alternative/other schools, schools with a high grade of kindergarten or lower, ungraded schools, and schools in the outlying U.S. territories were ineligible for the survey.

Sample design

> The target was to select a stratified sample of 2,000 schools. The sample was allocated to the three instructional-level categories defined in Table A2 as follows: 934 elementary schools, 521 middle schools, and 545 secondary/combined schools. The allocation is a function of the actual distribution of the schools in three instructional-level categories in the United States. The allocation is designed to produce estimates with similar level of accuracy for each instructional level while ensuring an acceptable level of accuracy of the overall estimates.

> Within each instructional level, the specified sample size was allocated to "substrata" defined by type of locale (city, urban fringe, town, and rural) and size class in rough proportion to the aggregate square root of the enrollment of the schools in the substratum. The use of the square root of enrollment to determine the sample allocation will give greater selection probabilities to the larger schools within a given instructional level, and thus is expected to provide reasonably good sampling precision for estimates that are correlated with enrollment (e.g., the number of students in the school who are involved with service learning or communality service).

> Prior to sample selection, schools in the frame were sorted by region and minority status within primary strata defined by level, type of locale, and enrollment size class (under 300, 300-499, 500-999, 1000-1499, 1500 or more). The specified number of schools was then selected from each

primary stratum with equal probabilities. Although the school sample is self-weighting within each primary stratum, the overall probabilities vary by instructional level and by size class within level.

Sample profile

Because of random variation, the actual number of schools selected for the sample was slightly different from the allocated target. A total of 2,002 schools—933 elementary schools, 523 middle schools, and 546 secondary/combined schools—was selected. Table A3 presents the distribution of the sampled schools by instructional level, type of locale, and enrollment size class and Table A4 shows the number of schools selected from each state.

How the study was conducted

The survey used in this study was based on the national survey of service and service-learning conducted by Westat for the U.S. Department of Education in 1999 (Skinner & Chapman, 1999). A team of advisors to NYLC (including consultants from Westat, Search Institute, and Brandeis University) carefully reviewed the 1999 survey and findings to create an updated survey that was both consistent with the earlier study while also addressing questions that had emerged as priorities in the past five years.

In January 2004, surveys were mailed to principals of 2,002 public K-12 schools. Data were collected by mail or follow-up telephone interviews through mid-February 2004. In all, 1,799 schools participated, representing a remarkable 91% response rate. Forty-seven percent of participating schools were elementary schools, 26% middle schools, and 28% high schools. Principals responded for 52% of the schools, with the rest of the sample composed mostly of counselors, assistant principals, and teachers. Only 1% of the respondents were service-learning directors or specialists.

Table A1　Number of regular schools and enrollment in the service-learning public school frame, by instructional level and enrollment size class

Instructional level	Enrollment size class	Number of schools	Enrollment
Elementary	Less than 300	14,181	2,584,569
	300 to 499	17,621	7,045,821
	500 to 999	17,637	11,645,839
	1,000 to 1,499	1,227	1,409,023
	1,500 or more	116	200,523
	Subtotal	50,782	22,885,775
Middle	Less than 300	3,213	553,273
	300 to 499	3,281	1,318,188
	500 to 999	7,084	5,102,956
	1,000 to 1,499	1,828	2,158,006
	1,500 or more	346	628,336
	Subtotal	15,752	9,760,759
Secondary/combined	Less than 300	5,323	792,372
	300 to 499	2,745	1,081,659
	500 to 999	3,969	2,858,093
	1,000 to 1,499	2,406	2,964,598
	1,500 or more	2,865	6,049,084
	Subtotal	17,308	13,745,806
Total		83,842	46,392,340

The counts in this table are based on data in the 2001-02 CCD public school universe file, and exclude special education, vocational, and alternative/other schools, schools with a high grade of kindergarten or lower, ungraded schools, and schools in the outlying U.S. territories.

Table A2 Definition of three instructional level categories for the survey on service-learning

Low Grade	High grade											
	1	2	3	4	5	6	7	8	9	10	11	12
PK	E	E	E	E	E	E	E	E	S/C	S/C	S/C	S/C
K	E	E	E	E	E	E	E	E	S/C	S/C	S/C	S/C
1	E	E	E	E	E	E	E	E	S/C	S/C	S/C	S/C
2		E	E	E	E	E	E	E	S/C	S/C	S/C	S/C
3			E	E	E	E	E	E	S/C	S/C	S/C	S/C
4				M	M	M	M	M	M	S/C	S/C	S/C
5					M	M	M	M	M	S/C	S/C	S/C
6						M	M	M	M	S/C	S/C	S/C
7							M	M	M	S/C	S/C	S/C
8								M	M	S/C	S/C	S/C
9									M	S/C	S/C	S/C
10										S/C	S/C	S/C
11											S/C	S/C
12												S/C

E   Elementary
M   Middle/junior high
S/C Secondary/combined

Table A3 Distribution of sampled schools by level, type of locale and enrollment size class

Overall, 1,799 of these schools participated in this study, giving a 91% response rate.

Level	Type of locale	Enrollment size class					
		<300	300-499	500-999	1000-1499	1500+	**Total**
Elementary	City	24	88	137	18	3	**270**
	Urban fringe	26	113	188	15	1	**343**
	Town	19	39	30	1	1	**90**
	Rural	83	71	71	4	1	**230**
	Subtotal	152	311	426	38	6	**933**
Middle	City	5	12	75	28	9	**129**
	Urban fringe	7	26	114	47	11	**205**
	Town	9	24	36	3	1	**73**
	Rural	33	28	42	11	2	**116**
	Subtotal	54	90	267	89	23	**523**
Secondary/ combined	City	9	5	15	27	62	**118**
	Urban fringe	8	9	39	46	75	**177**
	Town	5	14	33	15	7	**74**
	Rural	58	39	48	17	15	**177**
	Subtotal	80	67	135	105	159	**546**
TOTAL		286	468	828	232	188	**2,002**

Table A4   Number of sampled schools, by state

Overall, 1,799 of these schools participated in this study, giving a 91% response rate.

State	Number of schools in the sample	State	Number of schools in the sample
Alaska	9	Montana	11
Alabama	37	North Carolina	54
Arkansas	21	North Dakota	4
Arizona	27	Nebraska	21
California	204	New Hampshire	9
Colorado	32	New Jersey	50
Connecticut	20	New Mexico	17
District of Columbia	3	Nevada	20
Delaware	7	New York	119
Florida	93	Ohio	100
Georgia	56	Oklahoma	35
Hawaii	7	Oregon	30
Iowa	26	Pennsylvania	71
Idaho	14	Rhode Island	8
Illinois	83	South Carolina	29
Indiana	28	South Dakota	10
Kansas	20	Tennessee	37
Kentucky	29	Texas	181
Louisiana	29	Utah	13
Massachusetts	42	Virginia	44
Maryland	35	Vermont	7
Maine	12	Washington	41
Michigan	95	Wisconsin	45
Minnesota	32	West Virginia	10
Missouri	45	Wyoming	7
Mississippi	23	**Total**	**2002**