SERVICE to CIVICS

The Grantmaker Forum on Community & National Service, founded in 1993, is an affinity group of grantmakers representing the whole spectrum of philanthropy, including private foundations, individual donors, corporate foundations and community foundations.

The mission of the Grantmaker Forum is to provide leadership and information about the value of service and volunteering and to encourage private and public investment in the field as a means of strengthening communities and building a healthy democracy. The Grantmaker Forum pursues its mission through its sponsorship of events, community dialogues, issue-based research, networking and publications.

For more information about the Grantmaker Forum on Community & National Service, its publications, upcoming events and more, visit the GFCNS web site at **www.gfcns.org**.

Staffing for the Grantmaker Forum is provided by **BTW Consultants – informing change**, a Berkeley, California firm specializing in organizational development, planning, and program evaluation for the philanthropic and non-profit sectors. www.informingchange.com

SERVICE TO CIVICS

SERVICE TO CIVICS

Tens of thousands of high school and college students volunteer in homeless shelters and food pantries. Do they relate what they learn in their service experiences to the election of a new mayor?

Every day, senior volunteers work as tutors and reading buddies in America's public schools. But when their local school boards deliberate budget cuts, how many convert what they learned as citizen observers in the classroom into public comments?

In communities large and small, immigrant families join volunteer neighborhood beautification projects and park clean-up days, where they work in common purpose with a broad mix of other residents, business representatives, and city officials. When the time comes for a public hearing about a community issue, such as public transit routes or toxic waste disposal, will these new residents be more inclined to speak out because of their service experience?

DOES SERVICE LEAD TO CIVICS?

The Grantmaker Forum on Community & National Service believes that a service or volunteer experience, when framed appropriately, has the potential to deepen our understanding of social issues; demystify the decision-making process of government; and help us appreciate and exercise the rights and responsibilities of citizenship. Service and volunteering, whether national service or community-based volunteer work, provide opportunities to learn and practice the skills needed to participate effectively in deliberative democracy; namely, the ability to gather information, think critically and engage in partnership and communication with people whose opinions and backgrounds differ from our own.

But if this is the theory of service, then what is the practice? How are the programs themselves making the link between service and civic outcomes? What are the program attrib-utes that seem to associate with positive civic results? What ingredients of a service experience lead volunteers to engage in civic life, to vote or write letters to political leaders, or choose careers in public service?

DEFINING AND MEASURING ACTIVE CITIZENSHIP

As we consider the link between service and civics, we must first agree on what are the qualities of an active citizen. To help us in this effort, we draw on two recent works that firmly illustrate the role that service and volunteering play in the broad construct of active citizenship.

In early 2003, Carnegie Corporation of New York and the Center for Information & Research on Civic Learning & Engagement (CIRCLE) at the University of Maryland convened a group of scholars and practitioners who came to consensus on a definition of active citizenship. This group concluded that competent and responsible citizens …

…Are informed and thoughtful. They have a grasp and an appreciation of history and the fundamental processes of American democracy; an understanding and awareness of public and community issues; an ability to obtain information when needed; a capacity to think critically; and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives. They are tolerant of ambiguity and resist simplistic answers to complex questions.

…Participate in their communities. They belong to and contribute to groups in civil society that offer venues for Americans to participate in public service, work together to overcome problems, and pursue an array of cultural, social, political, and religious interests and beliefs.

...Act politically. They have the skills, knowledge, and commitment needed to accomplish public purposes—for instance, by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting.

...Have moral and civic virtues. They are concerned for the rights and welfare of others, are socially responsible, willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to contribute personally to civic and political action. They strike a reasonable balance between their own interests and the common good. They recognize the importance of and practice civic duties such as voting and respecting the rule of law.[1]

Scott Keeter, Associate Director of the Pew Research Center for People and the Press, offers a list of nineteen indicators of engagement (Figure 1) that are also useful to this discussion. Five of these indicators relate to participation in voting and electoral campaigns, nine are explicitly related to political action, and five are what he calls "civic indicators" that are inclusive of service and volunteering.

In both of these efforts to describe active citizenship, service and volunteering claim a clear and significant place.

INDICATORS OF ENGAGEMENT

Civic Indicators
1. Community problem solving.
2. Regular volunteering for a non-electoral organization.
3. Active membership in a group or association.
4. Participation in fund-raising run/walk/ride.
5. Other fund raising for charity.

Electoral Indicators
6. Regular voting.
7. Persuading others.
8. Displaying buttons, signs, and stickers.
9. Campaign contributions.
10. Volunteering for candidate or political organizations.

Indicators of Political Voice
11. Contacting officials.
12. Contacting the print media.
13. Contacting the broadcast media.
14. Protesting.
15. E-mail petitions.
16. Written petitions.
17. Boycotting.
18. "Buycotting", that is, buying a certain product or service because you like the social or political values of the company that produces or provides it.
19. Canvassing.

FIGURE 1

THE 19 CORE INDICATORS OF ENGAGEMENT[2]

1 Carnegie Corporation of New York & CIRCLE: The Center for Information & Research on Civic Learning & Engagement, *The Civic Mission of Schools*, 2003, p. 10.
2 Keeter, S., Zukin, C., Andolina, M., & and Jenkins, K., *The Civic and Political Health of the Nation: A Generational Portrait*, September 2002.

THE CASE STUDIES

How do service programs envision the relationship between service and active citizenship? How are they working to attain civic outcomes? Are there common elements to how programs are organizing themselves for the purpose of civic outcomes? To answer these questions, the Grantmaker Forum scanned the field and then selected a dozen programs for closer examination.

METHODS

Working with *Innovations in Civic Participation*[3], the Grantmaker Forum identified 26 programs across the country that claimed to have an explicit intention to use service activities to achieve civic outcomes.[4] We deliberately looked for programs that were not well known so that our work might expand the base of knowledge that already exists within the field.

The 26 programs included school-age service programs, higher education service programs, AmeriCorps national service programs, and adult service programs. The programs showed a wide range of design and structure, providing youth and adult participants with opportunities to develop a variety of skills that each program believed would contribute to successful participation in a democratic system of government. The skills that the programs were intending to hone included everything from advocacy to letter writing, voting to organizing, protesting to running for office. Many of the organizations had conducted formal evaluations of their programs and were able to provide evidence of their impact on participants and the communities served.

From this group of 26 programs, we selected twelve for closer examination. We make no claim that these twelve are the "best" programs. Rather, we chose a sample that reflected diversity in program design, geography and participant characteristics. Our intent in presenting these programs is to be descriptive, not evaluative.

THE PROGRAMS

We thank the following programs for participating in this project:

1. Adopt An Alleyway Youth Project of San Francisco's Chinatown Community Development Center
2. Center for Environmental Studies at Brown University
3. Citizen Academy, a project of CityCares
4. City Works, a project of the Constitutional Rights Foundation
5. Earth Force
6. Freedom Schools Junior Leaders of the School District of Philadelphia
7. Kids Involved Doing Service (KIDS) program of the KIDS Consortium
8. Laotian Organizing Project of the Asian Pacific Environmental Network
9. Peace Games
10. Public Allies
11. Project SHINE (Students Helping in the Naturalization of Elders) at Temple University
12. Youth Act!, a project of Street Law

These twelve service programs are profiled in the following pages. The information that appears in these profiles was collected in 2002.

A summary of our findings and suggested actions begins on page 30.

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3 *Innovations in Civic Participation* is a Washington D.C.-based non-profit organization specializing in the development and support of innovative service programs and policy. www.icicp.org
4 The programs included in this examination had stated intentions to use service to attain civic outcomes but did not necessarily have data to support this claim. We selected programs based on their stated intention, as well as with an eye toward diversity of geographic and participant representation.

PARTICIPANTS

High school students, recruited from Chinatown schools and schools in other low-income neighborhoods of the city with large Chinese American and Asian Pacific Islander populations.

PROGRAM

The Chinatown Community Development Center (CDC) created the 'Adopt-An-Alleyway' (AAA) Youth Project in 1991, as part of its strategy to improve the environment in San Francisco's Chinatown, the most densely populated neighborhood west of Manhattan. Chinatown's 48 alleyways—many of which serve as pedestrian passageways, recreational space, and front streets for businesses—are an important part of Chinatown's open space for the community. The organization envisioned the youth program as a creative means of using Chinatown's alleyways as a training ground for future community activists.

Today Chinatown CDC operates three youth programs, which involve youth leaders in their design, recruitment, implementation, and evaluation:
- Adopt an Alleyway Youth Project (AAA): In addition to organizing monthly neighborhood clean-ups of Chinatown alleyways, youth monitor the maintenance of alleyways, publishing a "score card" with grades assigned on their upkeep as an incentive to business owners and community members to keep the alleyways clean. The youth also produce a quarterly community newsletter, provide services and recreational activities for low-income senior tenants, and organize families that live in Single Room Occupancy buildings.
- Chinatown Alleyway Tours Program: With the assistance of Chinatown CDC staff, youth researched and learned about the history of Chinatown and the Asian American community, wrote a script, and designed the route for tours of Chinatown's alleyways. In addition to leading tours, youth market the tour and participate in evaluation activities.
- Chinatown Youth Leaders and Scholars Program: The ten youth leaders of AAA participating in this intensive youth leadership and public service research program explore personal development, leadership, and issues that face low-income communities. At the end of the year, the youth divide into three smaller teams to research and write a "Community Vision and Action Project" addressing a specific issue in their community.

RESULTS

The Chinatown CDC defines active citizenship as "taking leadership roles or active service roles in your community." The AAA youth project is committed to improving Chinatown's quality of life and developing the leadership capacity of youth, aiming to nourish positive development and build a new generation of community leadership that is active, educated and invested in their community.

While the program has not been formally evaluated, youth participants complete survey forms with open-ended questions and engage in discussions to evaluate their work. Student surveys suggest the program succeeds in building youth leadership skills, public speaking ability, and self-confidence. Most students also indicated that the programs changed their views of Chinatown and Chinese-Americans, breaking down stereotypes and giving students a stronger sense of identity and commitment to the community.

The program also appeared to increase students' understanding of issues facing the neighborhood and its history, and exposed them to community leaders as role models. Students indicated that the program influenced their choice of coursework, career orientation, and views of volunteer service. "It got me interested in Asian American studies. I had no idea that racism was such an issue and the impact it had in communities," wrote one youth leader. "I am still going to be in business; however, I plan to use a portion of my money to help my community… Perhaps I'll even run for political office in the future," wrote another. Average participation in the program ranges from two to four years. Youth leaders have gone on to become staff members of Chinatown CDC as community organizers; one former member of AAA is also now on the Board of the Chinatown Alleyway Improvement Association.

Staff believe the program works because it is based on three critical strategies: youth ownership, 'hands-on' opportunities for youth to utilize the leadership and program planning skills that they learn, and focusing on issues specific to the youths' identity and community.

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PROGRAM TYPE
Higher Education

SERVICE ACTIVITIES
Service-learning and thesis projects are designed in consultation with community partners and involve service to address local environmental problems.

CIVIC OUTCOMES
Student projects have influenced environmental policy; more than three-quarters of student participants have gone on to careers in the public service environmental field.

ANNUAL PROGRAM BUDGET
The Center has no annual budget beyond regular faculty salaries; on occasion, public and private grants support specific projects.

PARTICIPANT NUMBERS
Annual average number of students: 50

ANNUAL AVERAGE NUMBER OF FACULTY: 6

SOURCE OF FUNDS
Brown University

FORMAL EVALUATION?
Yes

CENTER FOR ENVIRONMENTAL STUDIES
Brown University

GOAL
Established in 1978, the Center for Environmental Studies at Brown University integrates teaching, research, and service as a means to educate individuals to solve challenging environmental problems. The Center has two primary, implicit goals: to protect and improve the quality of the environment, and to motivate and prepare students to continue service in the environmental field after leaving Brown.

PARTICIPANTS
Brown University undergraduate and graduate students.

PROGRAM
The Center's program consists of an introductory service-learning course; a practicum course involving team projects focused on a single local environmental issue (required for all Environmental majors); and a thesis, which may be an extension of a practicum project or a new topic developed with a community partner. Service-learning and thesis projects are selected in consultation with local partners, such as community development groups, a watershed council, the state environmental agency, or public health organizations.

Through their service projects, Center students and faculty address local environmental problems, working towards their practical resolution. For example, in a project on lead poisoning, introductory course students taught small groups of public school students about lead poisoning. The Brown students analyzed soil and dust samples from the children's homes, and reported their results back to families, providing suggestions for remediation. The detection of high lead levels in the samples inspired further projects to train parents in risk-identification and reduction methods, to conduct a house-by-house inventory in a high-risk neighborhood, and to develop computerized data management systems. Other past and current projects have focused on reducing the risk of asthma attacks within low-income populations, protecting the quality of drinking water, assisting watershed councils through technical assistance with water analysis and mapping, and devising strategies to reduce emissions of greenhouse gases.

Community partners work collaboratively with faculty on the selection of practicum topics and sometimes serve as thesis readers as well, a practice that helps ensure that the student work will be incorporated into the thinking of the community partner. In return, community partners benefit from work of enthusiastic students and the university's access to techniques and technology that is not usually available to them — from laboratory analyses for toxic materials to the use of Geographic Information Systems (GIS) to analyze spatial data. Students report their findings in a seminar to community and university members during their final semester and post them on the Center's website.

RESULTS

Results relating to environmental quality are documented through student reports and theses. For example, the Center's project on childhood lead poisoning and asthma has provided the Rhode Island Attorney General and federal Environmental Protection Agency with enforcement priorities and has influenced state legislation on the topic. Students and faculty participate in the stakeholders process that is developing state water allocation policies. Student work with watershed councils led to revised priorities for land protection in two rural towns. Students and faculty prepared the inventory of greenhouse gas emissions for Rhode Island, which provided the basis for the state's emission-reduction plan; students are actively participating in the implementation of this plan by conducting feasibility studies of the high priority strategies. Center students and faculty were instrumental in devising solid waste management policy that made Rhode Island in the late 1980s the first state to require recycling of domestic and commercial waste. In 2003 the Center will provide the data and policy analysis to guide the efforts of a stakeholders' group that will update the state's solid waste management policies.

A Center-sponsored, anonymous survey by an outside consultant of all of the more than 400 program alumni suggests positive outcomes. Three-quarters reported working in environmentally related fields, as teachers; local, state, or federal environmental protection agency staff; or with nonprofit environmental organizations. The cost of the alumni survey was approximately $10,000. In addition, an evaluation by external faculty from other universities, paid for by university administration, also found that the Center has had a significant impact on the field of environmental education.

PROGRAM EXAMPLE: FROM PROJECT TO POLICY

One Center contribution has been the development of urban environmental indicators in several courses. In the fall semester of 1996, a Center course and three senior theses explored the attitudes and values of Providence residents toward environmental amenities and risks. The following semester, the practicum course, working with community partners and the Providence Mayor's office, developed a set of indicators for environmental quality and began to map the city to allow neighborhood comparison. Over the summer, four students received University Research Assistantships to extend this work, and the Center teamed with local teachers to develop indicators' units for use by introductory course sections serving in local schools in the fall.

The power of this focused approach became evident the following spring when the Mayor's office hired consultants to evaluate risks presented by vacant lots using the student-developed evaluation protocol. In June, relying on analyses of these data by the students, the Mayor's office announced an immediate enforcement action against owners of more than 400 vacant lots and abandoned properties identified as presenting particularly high risks. The success of this partnership encouraged the City in 1998 to request the Center's assistance in setting priorities for allocating housing funds to reduce the risk of childhood lead poisoning, another of the Center's focus areas. The practicum course identified housing characteristics that correlated strongly with lead poisoning, and the course report provided base information to support a $4 million proposal to HUD for the city. The identification of the owners of particularly dangerous housing led in early 2003 to fines and settlement agreements to make a significant number of housing units environmentally safe.

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CITIZEN ACADEMY
CityCares

GOAL
Citizen Academy is an action-oriented forum for volunteers to explore service, civic participation, and social issues on a deeper level.

PARTICIPANTS
Young people and adults of diverse backgrounds who volunteer through City Cares.

PROGRAM
Citizen Academy was launched as a pilot initiative in 1999 by Hands On Atlanta, a CityCares affiliate, and then expanded to CityCares affiliates in eight more cities. Courses such as "Faith and Service," "Appalled by the Sprawl", and "Be A Social Entrepreneur" provide volunteers with a bridge from volunteer service to broader civic involvement. Citizen Academy draws on CityCares' network of youth and adult volunteers and works on the premise that concerned people who volunteer, with a deeper understanding of community issues and opportunities for skill-building, can be empowered to 'take the next step' in community involvement to address issues at their roots.

One-time and multi-week Citizen Academy programs are taught by a wide array of community members who serve as volunteer faculty, including leadership development specialists, elected officials, issue advocates, and neighborhood leaders. These classes provide participants with an understanding of the root causes of social issues, hone their leadership and project management skills, and provide them with the opportunity to set personal goals to determine what each person can do to affect community change or evolve as a social entrepreneur. Many sessions involve discussions among diverse participants. Issue-related service projects complement learning through hands-on experience.

RESULTS
CityCares defines civic engagement as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes."[1] Early experience with the program found that approximately two-thirds of Citizen Academy graduates sign-up as volunteer coordinators, attend other leadership sessions, or participate in other civic opportunities in the six months after they graduate, demonstrating a sustained involvement over time. Graduates have started new community projects, taken on leadership roles in a community organizations, and worked in grassroots advocacy campaigns. For example, following the "Changing the World or Your Corner of It" course in Philadelphia, an environmental action group formed and is currently seeking to increase local recycling.

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1 Adapted from Thomas Ehrlich, "Civic Responsibility and Higher Education."

CityCares is in the process of implementing a national evaluation structure for Citizen Academy which will include measurement of key outcomes, tracking mechanisms already maintained by affiliates, and analysis of outcomes at the national level. Designing this national evaluation structure and initial data collection tools has cost $12,000.

CITIZEN ACADEMY CIVIC INDICATORS

Long-term Commitment & Participation (including increased empowerment)

- *Shared emotional commitment to the community*
- *Perception of community membership*
- *Taking pride in accomplishment*
- *Feeling that actions are in tune with personal values*
- *Having more energy*
- *Having a feeling of calm, serenity, and well-being*
- *Having an optimistic attitude about being able to bring about community change*
- *Discovering how much I have to contribute*
- *Working with those who share my concerns and hopes*
- *Learning new skills, such as how to negotiate*
- *Knowing my efforts will help create a better world for those I love*
- *Enjoying improvements in the community – for example: better schools, jobs, housing, medical care, etc.*

Critical Awareness

- *Awareness and knowledge of a) multiple areas of action and b) multiple linkages among community sectors, initiatives and programs, including appreciation of interdependencies and the value of boundary spanning*
- *Awareness and knowledge of the ways in which communities change*
- *Valuing group-based, strengths-based belief systems*
- *Valuing inclusive decision making (through citizen participation)*
- *Knowledge of how to identify and mobilize available resources*

Participation Competence

- *Ability to articulate community problems*
- *Imagining and articulating visions of a better community*
- *Assertively and constructively advocating one's views*
- *Actively listening to others, including opponents*
- *Mobilizing personal and community resources*
- *Building collaborative relationships and encouraging teamwork*
- *Managing and resolving conflicts*
- *Planning strategies for community change*
- *Incorporating lessons learned through experience*
- *Finding social support for oneself*
- *Pacing one's efforts, to avoid burnout*
- *Mentoring others in participation*

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CITY WORKS
Constitutional Rights Foundation

GOAL
To improve student knowledge of government and prepare them for effective citizenship.

PARTICIPANTS
High school students

PROGRAM
The Constitutional Rights Foundation developed City Works as a model to determine whether service-learning is an effective method for improving citizenship knowledge and skills. CityWorks parallels the content of the most often-used government texts, and uses simulations, role-playing, and service projects that can be integrated into an existing government course.

The program is based on a simple theory. Most government classes focus on national institutions and issues, while most opportunities for civic engagement exist at the local level. Therefore, if public schools intend to prepare young people for civic involvement, the existing curriculum must be modified to provide opportunities for young people to develop an understanding of the interconnection of national and local government and ways in which citizens can cause change at the local level.

CityWorks emphasizes three instructional elements that provide students with opportunities for interaction and involvement beyond those found in traditional classrooms:

- *Simulation.* Various problems studied in the lessons are examined and resolved through simulations of the work of various governmental agencies.

- *Interaction with role models.* Professionals and community activists meet with students to discuss their work in local government and aspects of society that need changing.

- *Service-Learning.* Students identify issues, plan and implement projects (which focus on issues of concern to students), and reflect on the entire process

Past service-learning projects have included:
- providing information to newly sworn-in US citizens about America's voting process and the political party system, registering new voters, and attending the official swearing in of 6000 new citizens;
- creating a board game to teach fifth graders American history, and then working with students using the material;
- developing a short video in the format of a television-style special report to educate other high school students about what happens at a criminal trial;
- identifying and researching issues facing the community and presenting findings and project ideas to the city council and the school board; and
- forming a committee on city beautification and working with city officials to increase the number of trees on city parkways.

RESULTS

As a result of their service-learning experience, the Constitutional Rights Foundation expects students to be able to understand the connection between community concerns and the process by which policy is made in their local government institutions. In 2002, Joseph Kahne, Bernadette Chi, and Ellen Middaugh completed an evaluation of the program in six schools and found that this goal was achieved.

The evaluation found that the CityWorks curriculum, in comparison with traditional classes, promoted greater commitments to participatory citizenship, justice oriented citizenship and interest in service, as well as greater commitments to personal responsibility, knowledge of social networks, leadership efficacy, and civic efficacy. Opportunities to "learn about aspects of society that need changing" and opportunities to "work on issues that matter to students" had broad positive impact on students' sense of their capacities and commitments. CityWorks fostered greater gains in knowledge than traditional classrooms as measured by the content assessment.

Evaluation data consists of pre/post surveys from CityWorks classes and control classrooms. Evaluators also observed classrooms and collected interview data through focus groups. The cost of the evaluation was $65,000.

PROGRAM EXAMPLE

Classroom Practices Responsible for Success
- *Participated in role-play or simulations*
- *Participated in service-learning*
- *Met role models*
- *Debated issues*
- *Learned about causes of problems in my community*
- *Learned about things in society that need changing*
- *Learned how to improve my community*
- *Learned how local government works*
- *Talked about issues that matter to me*
- *Worked on issues that mattered to me*
- *Learned that community work is frustrating*
 — *Source: City Works Evaluation*

CONTACT

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SERVICE ACTIVITIES
Working through their schools, afterschool programs, and clubs, youth identify and research local environmental problems, formulate strategies for change, and undertake a plan of action.

CIVIC OUTCOMES
Students increased their problem solving, civic action, and decision-making skills while adult leaders increased their own environmental knowledge and commitment to improving the environment.

ANNUAL PROGRAM BUDGET
$1.3 million

PARTICIPANT NUMBERS
35,000

STAFF
Headquarters staff: 16
Field office staff: 21

SITES
Local sites: 8 + 1 affiliate

SOURCE OF FUNDS
Foundations and corporations

FORMAL EVALUATION?
Yes

EARTH FORCE

GOAL
To help participants acquire knowledge, skills, and experiences to take civic action leading to long-term improvement of the local environment.

PARTICIPANTS
Students in grades five through nine, who are disproportionately low-income

PROGRAM
Founded in 1993 in response to environmental leaders' recommendations that efforts be made to deepen young people's understanding of environmental issues during their formative years, Earth Force today engages 35,000 youth each year in its programs. These programs follow the six steps of Earth Force's Community Action and Problem Solving (CAPS) Process:

1. *Community Environmental Inventory* – Identify local, community environmental problems or threats and related community information, including strengths.
2. *Issue Selection* – Select an environmental issue for further study from several choices. Research the issue, narrow and refine its definition.
3. *Policy & Community Practice Research* – Identify and analyze relevant public and private policies and community practices. Examine who makes policy and how. Understand different perspectives on the issue.
4. *Options for Influencing Policy & Practice* – Identify possible project options for effecting change in policy or practice and select one.
5. *Planning & Taking Civic Action* – Develop and implement the plan of action.
6. *Looking Back and Ahead* – Assess the project and CAPS process. Identify the next steps for addressing the problem. Celebrate success!

With Community Vice Presidents in eight field offices to recruit, train, and support educators, Earth Force reaches children in grades five through nine through their schools, afterschool programs, and community organizations. A large proportion of these students are low-income with an overrepresentation of African American and Hispanic students.

A critical program component is enabling young people to direct their own community problem-solving process by choosing action projects that work to change local policy, or effect a widespread change in community residents' practices. Because youth identify the local issues and craft their own problem solving strategies, every site undertakes different activities. For example:

• Students in West Palm Beach, Florida, are working to increase the survival rate of sea turtles by posting county-made public awareness signs at local beaches.
• Students at Villa Maria Academy in Erie, Pennsylvania, have been working after school since October '97 to inform the community about the health hazards of eating Lake Erie fish. They have prepared an informational pamphlet and continue to work with the Pennsylvania Great Lakes Office to do more to educate the public about this fish advisory, including translating the brochure into languages common to "bucket anglers."

- Walnut Creek Middle School students in Millcreek, Pennsylvania, are creating a wildlife habitat near their schools. The project will feature native plants and nesting boxes designed and built by students, and will be used by the students to promote local policy changes to encourage green space in future development plans.

RESULTS

An evaluation jointly conducted by the Center for Youth and Communities at Brandeis University and Earth Force found that CAPS students increased their problem solving, civic action, and decision-making skills considerably. They also increased their awareness of environmental issues, ability to work for changes to policies or community practices, the likelihood that they will collaborate with adults to address community problems, and the likelihood that they will care for the environment as a life-long habit.

The program also had an impact on educators leading Earth Force groups. They increased their environmental knowledge, increased their own commitment to improving the environment, and became more aware of resources in the community that can be used to improve their teaching.

Student surveys showed a slight negative impact on students' sense that they can make a difference, how important it is to look at all sides of an issue before taking action, and students' belief that collaborative efforts can solve community problems. Evaluators suggest that these declines may reflect an increased understanding on the part of participants of the difficulty of effecting change. These results appeared on previous years' surveys as well.

The study was conducted during the 2001-2002 school year. Nearly 100 sites participated. The study included a pre- and post-survey of approximately 1000 students in 35 schools, supplementary educator post-only surveys, and focus group interviews of small groups of students. The cost of the 2002 evaluation was approximately $25,000.

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FREEDOM SCHOOLS JUNIOR LEADERS
School District of Philadelphia

GOALS
Goals of the Philadelphia Freedom School Junior Leader Initiative:
1. Increased motivation to learn and academic competency
2. Higher education readiness
3. Career exposure
4. Sense of self, community, and culture
5. Civic engagement

PARTICIPANTS
Low-income Philadelphia high school students selected based on candidates' commitment to make a positive impact

PROGRAM
The Freedom Schools of the civil rights movement brought volunteers to Mississippi during the summer to teach African American students. Their mission was to convert young people from passive observers to active, critical participants able to produce solutions to community problems and build a better society. The Freedom Schools of 2000 have the same goal. Under the leadership of the Children's Defense Fund and the Black Community Crusade for Children, today's Freedom Schools are taught by college interns and high school junior leaders with the guidance of caring adults.

In Philadelphia in 2001, 250 students became Junior Leaders, most of whom came from families living in poverty. Their experience began with four days of national training organized by the Children's Defense Fund at the Alex Haley Farm in Tennessee. There they were exposed to the Freedom Schools philosophy, acquired skills to help them tutor young children, and were inspired by cultural and spiritual leaders. At the end of the school year, in June, participants received additional locally-sponsored training.

During the intensive summer program, the Junior Leaders, paired with college interns, taught ten elementary or middle school students for 37 hours a week for six weeks, focusing on literacy skills, culture, and social action. This service experience provided Junior Leaders with the opportunity to interact with students and to experience "being a teacher." Examples of classroom activities included discussion of the history of segregation and the meaning of community, reading poetry by Langston Hughes and then writing poetry, and exploring the reasons why the younger students were glad to be in a Freedom School. All of these activities reinforced the key messages of the program, and brought Junior Leaders in close contact with younger students for whom they were role models, and with older interns, who provided insight into college life.

One night a week the Junior Leaders engaged in structured discussions with civic leaders, and throughout the summer they worked on a service-learning or social action project that involved assessing community needs, conducting research, and engaging in a dialogue with community and education leaders.

These sessions were guided by an "Essential Question": "How can I combine my knowledge of self, history, and culture with social action techniques and strategies to improve the quality of education for students in the Philadelphia school district?" Projects included a book drive, advocacy campaign on school finance issues, and an awareness effort to help families think about investing in education. Junior Leaders received $1200 for their participation in the summer program.

A final, intensive phase of the program brought a smaller group of Junior Leaders together during the school year to participate in social action on an issue identified by the group. Working with adult facilitators, the groups read material, conducted research, and developed creative strategies to address the issues. Group projects included a fair funding proposal to the state government; an exploration of power dynamics within their families, schools, and community based organizations; and a letter writing campaign to the School Reform Commission.

RESULTS

An independent evaluation by RMC Research Corporation revealed that each of the program's five goals was achieved, including the civic engagement goal: *"Junior Leaders will develop the beliefs, knowledge, and skills necessary to participate as active and engaged citizens, understanding and addressing problems in their schools, communities, and the larger democracy."* In some cases, Junior Leaders developed highly sophisticated understandings of education policy issues as well as the role that students could play in improving education. In particular, female Junior Leaders showed significant increases in their self-reports of taking action and making changes in society.

Several program elements appear to further the program's civic engagement goal: the reinforcement of key messages during training that stressed the importance of making a difference; studying and teaching (to younger children) history relating to social justice; the sense of accomplishment Junior leaders felt as a result of their work with the younger children; the opportunity to develop leadership skills and apply them in the classroom; activities that involved the Junior Leaders in needs assessments, research, and community problem solving; and engaging in a dialog with civic leaders. These activities helped participants develop an understanding of local issues and put them in national and historical contexts. Participants practiced problem solving and learned through the experience of trying to effect change using an array of approaches including service and political activism. In addition, the program increased Junior Leaders' sense of connectedness to schools, community, and American society – attitudes that evaluators found to correlate with political intention and volunteerism. Finally, the Junior Leaders' teaching experience heightened their appreciation for teachers and motivated some to consider teaching careers.

RMC's evaluation used surveys, interviews, focus groups, observations, and document analysis to draw its conclusions. The evaluation, which took place during the period of April 2001 to June 2002, cost $100,000.

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KIDS (KIDS INVOLVED DOING SERVICE)
Kids Consortium

GOAL
To challenge and support K-12 students to identify, research, design and implement solutions to real needs and issues in their schools and communities.

PARTICIPANTS
K-12 students in New England and several other states

PROGRAM
KIDS was created in 1990 to involve young people in a statewide effort to ask Maine's cities and towns to prepare plans for the future on a wide range of civic issues, such as capital improvements, protection of natural resources, and transportation policy. Since its creation, KIDS has worked with school districts across New England and in several other states to involve more than 50,000 students in identifying, researching, and addressing local community needs.

All KIDS projects have three essential components:
- Academic integrity – The KIDS model is an instructional strategy in which teachers link service-learning to multiple state learning standards and local curriculum and assessment requirements.
- Apprentice citizenship – KIDS views students as vital community members in training to become active participants in democracy. Students partner with people in the community doing work that meets a local need and develop the skills needed to become effective citizens.
- Student ownership – Students are continually given decision-making opportunities within groups, within the classroom, and with adults in the larger community. Adults share in the learning as partners and coaches, not just as "experts."

To advance civic participation outcomes, the program's training for teachers and community partners is specifically designed to help young people develop civic competencies and skills: critical thinking, conflict resolution, attentive listening, information-gathering, cooperation, decision-making; advocacy, and problem-solving. The program's guidebook, *KIDS as Planners*, includes tools and ideas for building a collaborative team, assessing community needs and issues, planning and implementing a project, evaluating a project, and celebrating achievements.

Because the program is focused on community needs identified by students working with community partners, projects are wide-ranging. For example:

- Third graders in Portland, Maine, helped to create greenways linking the City's parks and open spaces. Working with the local land trust, classes planned a nature trail that leads from their school to wooded city land a half mile away. After organizing two community work days to haul out trash and rubble, students involved the whole school during trail-building week. They also created a field guide for the trail.

- Eighth-grade French students in Lewiston, Maine, interviewed seniors to collect stories for the archives at the Franco-American Heritage Center. Students collected stories about the mills and shoe factories, holiday and family celebrations, military service and other experiences.
- In a high school biology class in East Montpelier, Vermont, students collected air samples and discovered that pollution exceeded recommended levels. They took their findings to the School Board and developed a policy to ban car idling outside of the school building. They plan to share their findings with the state legislature in hopes of crafting a statewide policy.

RESULTS
An evaluation of five school districts participating in KIDS completed by the Muskie Institute of Public Affairs at the University of Southern Maine in 1994-1996 found that:
- More than 70% of students and teachers report that KIDS increases students' problem solving skills, social competence, pride in work, and positive attitudes toward school and community; and
- Nine out of ten planners and community leaders report that KIDS increases positive relationships among young people, schools and communities and promotes the positive integration of youth into community life most or all of the time.

More recent survey data collected from teachers and community partners confirms that KIDS promotes civic competencies and skills. For example, a 2002 survey of 90 teachers in 13 school districts revealed that 88% of teachers reported that their students became more effective problem-solvers through their involvement with KIDS projects. Ninety-five percent of these teachers also reported that KIDS helped students learn to work with others. Virtually all community partners surveyed indicated that the KIDS projects provided a meaningful role for youth in the community and 94% reported that the KIDS projects addressed real community needs.

Over 1,000 middle school students involved in KIDS projects during the 2001-2002 school year were also surveyed. Eight out of ten students indicated that they were good decision makers and similar numbers said that they take action on causes they believe in and/or seek solutions to complex problems; nine out of ten said they put forth the necessary effort to reach a goal. More than 70% of the students reported that their KIDS projects made them aware of the needs in their communities and taught them the importance of being actively involved in their communities; approximately the same percentage of students indicated that they plan to be actively involved in their communities when they are adults.

KIDS Consortium spent $18,000 to design, test, and print the student survey and about $500 per school to analyze and report on the results. The teacher and community partner surveys were crafted with volunteer help from the organization's Board of Directors and other experts; the program spends about $2000 per year collecting and analyzing the results.

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PROGRAM TYPE
Community Based Organization

SERVICE ACTIVITIES
Community organizing and advocacy
by Laotian residents in support of
policy changes that will benefit
their community.

CIVIC OUTCOMES
The program mobilized more than
500 residents, including 100 adult
leaders and 20 youth leaders who
continued their activism beyond the
initial campaign.

ANNUAL PROGRAM BUDGET
$375,000

PARTICIPANT NUMBERS
Adult LOP members: 100
Adult LOP participants: 500
AYA members: 20

STAFF
LOP Staff: 3
AYA Staff: 1

SITES
One

SOURCE OF FUNDS
Foundations

FORMAL EVALUATION?
No

LAOTIAN ORGANIZING PROJECT
Asian Pacific Environmental Network

GOAL
To develop proactive solutions to problems in the community and involve all sectors of the Laotian population in changing the relations of power between the community and established decision-makers."

PARTICIPANTS
Young women and adult Laotian community members in West Contra Costa County, California

PROGRAM
Ten thousand Laotians live in West Contra Costa County, California, a community heavily impacted by industrial facilities. Because of their linguistic isolation, extreme poverty, and limited education levels (nearly half of the county's adult Laotian population has less than a fifth grade education), the Laotians are particularly vulnerable to environmental risks. In addition, many community members are refugees of repressive regimes, unfamiliar with participatory democracy, and fearful of government authorities; as a result, they are reluctant to speak out on their own behalf.

To address these challenges, the Asian Pacific Environmental Network created the Laotian Organizing Project (LOP) in 1995. Community organizing is the LOP's primary strategy to engage Laotian youth and adults in volunteer grassroots advocacy, which it considers its primary service activity.

The LOP's first significant grassroots campaign began in March 1999 in the wake of a major chemical explosion at the Chevron oil refinery in Richmond, California. This explosion, and subsequent leaks, revealed the county's inadequate emergency response system and the daily health risks faced by residents living in this industrial zone. Many of the area's residents were poorly informed of emergency safety procedures and unable to understand the English language emergency announcements and automated phone calls directing them to "shelter in place." As a result, many community members experienced nausea, rashes, and respiratory complications from exposure to toxic chemicals.

Following the explosion, LOP reached out to the base of community contacts it had built prior to the event. LOP organizers, hired from the community, attended neighborhood meetings, reached out to adult education classes and churches, held one-on-one meetings, and hosted house parties to inform community members about emergency procedures and encourage them to organize to correct the problem of lack of multi-lingual information. Cooperative work with Asian Youth Advocates (AYA), a program to develop the leadership and organizing capacity of teenage Laotian women, enabled LOP to reach teenagers and their friends, parents, and extended families.

To prepare residents for their role as grassroots advocates, LOP conducted leadership development training sessions, organized meetings with appropriate translation, and provided training in public speaking.

In early meetings with county decision makers, the LOP delegation met with resistance. Policymakers called on the residents to solve their own problems and suggested that Laotian residents develop their own phone tree to notify Laotians in the event of emergencies. Following these meetings LOP organized press conferences, public testimony, postcard write-in campaigns, and "accountability sessions" in which large groups of Laotian residents met en masse with officials.

Despite many barriers—including the fact that many community members are illiterate and the Laotian community includes six tribes speaking three different languages—the LOP campaign resulted in county supervisors agreeing to fund and implement a new emergency phone alert system. When funding for the project stalled, LOP members developed an outreach plan and budget for a model pilot program and a list of potential government and private funding sources. Further organizing efforts were successful, with local officials agreeing to secure outside funding for the pilot program, as well as to launch a new program to help Laotian families obtain access to low-cost health care programs.

RESULTS

The Asian Pacific Environmental Network reports that LOP has achieved the desired outcome of building the base of "politically conscious individuals who possess effective tools for civic participation, engage in analyzing power relations, identify decision-makers around key issues, and mobilize community support to take action toward solution." More than 500 residents took active roles in the effort and 100 individuals became formal LOP members, taking responsibility for organizing activities and speaking publicly to the media or local officials. This core membership continues to advocate on behalf of the community, and was recognized in 2002 with the Ford Foundation's Leadership for a Changed World award.

Like many of the adult LOP members, the twenty young women who were active through AYA continued their activism. These youth leaders teamed with other students of color to call for their high school to provide additional counseling resources—the school had only two guidance counselors for 1600 students. Based on their own analysis and research, AYA youth leaders suggested an advisory program, with a teacher acting as an advisor to a group of students, ensuring that each student had at least one adult to go to for help or with questions. AYA members talked to hundreds of students, collected over 500 postcards of support, and organized the ultimately successful effort. Anecdotal evidence suggests that AYA students have continued their activist roles after graduating.

The Asian Pacific Environmental Network measures its success by looking at quantitative measures (number of individuals attending trainings, number of youth involved, etc.), and the qualitative feedback it solicits from program participants, supporters, and volunteers. It engages in self-assessment through group feedback after the completion of events and surveys participants in its youth programs. This information is used to refine the program and to encourage youth to think critically and take responsibility for program improvement.

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PEACE GAMES

GOALS
- Empower children with the skills, knowledge, relationships, and opportunities to be peacemakers;
- Engage all community members (students, families, teachers, volunteers, organizations, and businesses) to support children as peacemakers;
- Inspire a new generation of educators and activists; and
- Change how society thinks about violence and young people.

PROGRAM PARTICIPANTS
K-8 students, high school and college student volunteers, and young adult AmeriCorps members

PROGRAM
Peace Games was founded in 1992 by Harvard University students, and later incorporated as an independent nonprofit with the mission to promote and support young people as peacemakers. To date, more than 20,000 K - 8 students in Boston and Los Angeles have participated through their schools.

Each school selected to participate is assigned a Site Director who coordinates full-time AmeriCorps members (at some sites) and college student volunteers who teach the Peace Games curriculum once a week, organize afterschool programs, coordinate family leaders, and organize community service projects. All AmeriCorps members and volunteers complete a comprehensive training program, and participate in monthly meetings with opportunities for reflection and discussion.

The first half of the twenty-week curriculum focuses on teaching K-8 students core peacemaking knowledge, skills and relationships. The themes of the lessons are developmentally matched to the interests and needs of students—the youngest students focus on the elements of friendship, third through fifth graders focus on cooperation, and sixth through eighth graders focus on peace and justice.

The second half of the curriculum provides opportunities for students to develop Peacemaker projects that integrate core skills into community service learning activities. Service projects are tied to the curriculum themes, with younger students focusing on "helping others"; older elementary students working to make their classroom or neighborhood safer; and middle school students designing service activities that take a stand on community issues. Projects have included neighborhood beautification coupled with advocating for the city to install new trash barrels; volunteering at a respite care facility for homeless patients; collecting food and clothing for shelters; and an anti-slavery campaign, launched as students became aware of modern-day slavery.

RESULTS

Peace Games defines its civic outcomes as "sustained patterns of service and engagement that use critical peacemaking knowledge and skills in order to create and sustain collaborative relationships that promote more peaceful schools and communities." The following civic outcomes apply to the elementary school students and youth/young adult volunteers in the program, as well as to the full-time AmeriCorps and VISTA volunteers:

- Knowledge about peacemaking as a form of civic engagement;
- Knowledge about the role of violence, conflict and peacemaking in community improvement, social change and civic engagement;
- Knowledge about community needs and resources, including knowledge that can be integrated into academic studies (literacy, social studies, science; teacher education);
- Peacemaking skills, especially communication, cooperation and conflict resolution;
- Relationships with peers and the community that are collaborative, democratic, and support continued civic engagement after the period of service; and
- Engagement – a personal commitment to remain involved in community service and civic change.

Peace Games has collected evaluation data since 1992, focused on three key questions:
- How do students practice peacemaking?
- How do schools support students as peacemakers?
- How does Peace Games effectively support the school community?

Evaluation results indicate that the program succeeds in all three areas. Seventy-five percent of third through eighth grade students report that being in Peace Games has helped them to become better peacemakers, and a majority report using what they learned in Peace Games at home. One hundred percent of school principals said Peace Games' presence had increased the level of positive, pro-social behaviors within the school, and three in four teachers believe that the program helped their students get along better. In addition, 77% of teachers said they had been able to incorporate Peace Games lessons into their own classroom lessons, while eight in ten AmeriCorps members and nine in ten college volunteers reported that their involvement in Peace Games increased their commitment to continue their work for peace and social justice. Finally, principals expressed strong support for the belief that young people can serve as positive leaders.

The data were gathered through the Peace Games Research, Evaluation, and Learning department's (REAL) Peacemaker Audit, designed in close collaboration with the Harvard Graduate School of Education. The Audit is comprised of a baseline survey, interviews and focus groups, and surveys of the partnership that report on "customer satisfaction." Data is also collected on an ongoing basis at each school to measure the impact of Peace Games on the school's programming, discipline trends, and levels of community involvement. Peace Games has one senior staff person assigned to research and evaluation with the assistance of part-time graduate interns who assist with data collection and analysis. The program spends $78,000 annually on evaluation activities.

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SERVICE ACTIVITIES
College students, as part of their coursework, tutor older immigrants in English, citizenship and civic education.

CIVIC OUTCOMES
Students report increased concern for social problems, understanding of their own culture, knowledge of how to interact with those who are different from them, knowledge of people's basic rights and the citizenship process, and oral communication skills.

ANNUAL PROGRAM BUDGET
$700,000

PARTICIPANT NUMBERS
College students serving: 1,178
Adult learners served: 42,24
Community partners: 120
Service-learning courses: 154

STAFF
Per site – a part-time coordinator working with approximately 5 faculty members

SITES
Replication underway in 9 cities

SOURCE OF FUNDS
Corporation for National and Community Service,
US Department of Education,
Pennsylvania Department of Education and private foundations

FORMAL EVALUATION?
Yes

PROJECT SHINE (STUDENTS HELPING IN THE NATURALIZATION OF ELDERS)
Temple University

GOALS
- Increase the language/literacy skills and knowledge of U.S. history and civics of immigrant or refugee learners over age 50
- Improve the ability of limited English speaking elders to exercise their rights and perform their responsibilities as community members
- Increase students' understanding of diverse cultures, sense of social responsibility, and knowledge of US history and civics
- Promote cross-cultural and intergenerational understanding within diverse communities
- Enhance faculty knowledge about service-learning best practices

PARTICIPANTS
Mainly undergraduate students, disproportionately women, Asian, and Latino, from immigrant families

PROGRAM
Begun in 1997 in response to legislation that jeopardized the public benefits of legally immigrated non-citizens, SHINE links college students with older immigrants and refugees seeking to learn English and navigate the complex path to US citizenship. In community centers, temples, churches, senior housing, and classrooms, students tutor elders in English and teach the American history and civics needed to pass the citizenship exam. Other students assist teachers in ESL and citizenship classes, helping immigrant elders to keep up with the pace of instruction. Bilingual students may also use their native language skills to support instruction, translate materials, and accompany elders to INS interviews. Some tutors take field trips, engaging their learners in the community by visiting the library, city hall, local government meetings, historic sites and unfamiliar parts of the city.

SHINE is coordinated through the Center for Intergenerational Learning at Temple University and is currently being replicated at 18 institutions of higher education in 9 cities across the United States. To implement the program, higher education institutions may share one full-time or 3/4-time coordinator, or hire their own half-time coordinator, to oversee the work of approximately 60 student tutors and five faculty per institution, working with multiple community sites.

Since 1997, over 3000 college students have provided more than 60,000 hours of service to 9000 older immigrants and refugees across the country. Students have been disproportionately female, with a high representation of Asian and Latino students. A large proportion (almost half) of the students serving are from outside the United States, and seven in ten have immigrant parents. Almost all of the students are undergraduates, and a majority are liberal arts or education majors. Most of them have had little or no prior community service experience. The seniors that they work with typically are older immigrants, and in about half the cases, of the same ethnic group as the student.

A majority of students participate through a course, usually spending twenty hours of tutoring over the course of a semester. Courses offering this service-learning experience include a variety of disciplines, including Anthropology, Criminal Justice, Education, English, English as a Second Language, Ethnic Studies, Foreign Language, Gerontology, Health Sciences, History, Political Science, Psychology, Religious Studies, Sociology, Social Work, Women's Studies. Inspired by their experience, some students introduced to Project SHINE through a course continue their service through work study or volunteering.

Students participate in orientation and training (ranging from four to eight hours depending on the site) prior to service. This training is designed to orient students to the goals and objectives of the program; the needs and assets of the community; age, immigration, and cultural issues; preparation for the citizenship exam; and materials, lesson planning and teaching strategies. Program staff also work with faculty to provide insight into community issues and assist with syllabus design and community/classroom connections.

Because the student service includes helping immigrant elders prepare for the naturalization exam, Project SHINE's definition of citizenship is first and foremost a literal one, with respect to the elders. Focus groups with immigrant elders reveal a broad understanding of civic participation ranging from functioning in daily life to serving as community leaders. During training, students identify how they can help learners to exercise the rights and responsibilities of citizenship and become more engaged in their communities. Students also reflect on what it means to be a citizen, although the program has not defined civic participation as it relates to the college students. Nevertheless, SHINE includes as a goal to "increase students' understanding of diverse cultures, sense of social responsibility, and knowledge of US history and civics." It also tracks several related indicators to determine the effect of service on student attitudes.

RESULTS

Project SHINE conducts an extensive evaluation of its impact on all of its key constituents. An analysis of several years of data suggest that SHINE is consistently able to increase students' concern for social problems, understanding of their own culture, and how to interact with those who are different from themselves. Evaluation data also suggest that SHINE causes students to increase their knowledge of people's basic rights, the citizenship process, and oral communications. Preliminary data from the 2001-2002 academic year indicates that SHINE also increases students' sense of civic engagement and social responsibility, knowledge of US history and civics, and interest in careers in human services.

The SHINE evaluation and student pre- and post-service surveys were conducted by Dr. Novella Keith of Temple University. Data sources for the evaluation include papers, journals, portfolios, and the student surveys. Focus groups of immigrant elders and analysis of learner surveys were conducted by Hitomi Yoshida of Research for Action. The program budgets $10,000 to $15,000 per year to hire outside evaluators.

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PUBLIC ALLIES

GOAL
Public Allies advances diverse young leaders to strengthen communities, non-profits, and civic participation.

PARTICIPANTS
Public Ally AmeriCorps members are young adults, ages 18 to 30, about 70% of whom are people of color.

PROGRAM
In September 1992, Public Allies launched its first apprenticeship program in Washington DC, placing 15 outstanding young people aged 18 to 30 in positions of influence in the city's nonprofit sector. The following year, Public Allies Chicago began with 30 placements. Over the next six years, young people created programs in eight additional US cities and Public Allies became part of the AmeriCorps network. Public Allies has also created programs to develop new leadership pipelines and to support the leadership of their alumni.

In each community, Public Allies selects promising young leaders who commit to a rigorous ten-month program. Allies serve in paid, full-time apprenticeships at nonprofits working in such areas as youth development, community development, public health, and economic development. For example, one Ally working in an alternative high school for adult learners (seventy-five percent of whom are immigrants, with almost a third lacking documentation) conducted intensive computer training for student aides, created and maintained a database to track student participation, and worked with local agencies to assess student needs, resulting in expanded collaborative services. He also solidified a collaboration with the an eye and ear infirmary that resulted in free eyeglasses for students; made it possible for students to participate in the Immigration and Naturalization Service's Green Card Lottery; and created a new student orientation process for the center.

Another Ally served mentally ill adults through a club in Milwaukee, where she assisted participants in obtaining jobs, helped orient new members to the club, coached the kitchen unit in which participants gained interpersonal and work skills while preparing meals for club members, and with her Team Service Project initiated a partnership with University of Wisconsin-Milwaukee to provide a literacy and creative writing program for members. Other Allies have created asthma outreach programs for school children, counseled juvenile offenders, helped minority-owned small businesses gain loans, implemented an after school tutoring program, facilitated empowerment programs for teenage girls, taught teens how to create web sites, and directed a citywide mentoring program.

One day each week, Allies come together for leadership training featuring workshops facilitated by local community leaders, business executives, and consultants. Skills taught include conflict resolution, public speaking, time management, asset-based community development, history of local communities, and media relations.

In addition, teams of seven to ten Allies work with community organizations to create and implement group projects that have direct and measurable impacts in the community. For example, in Chicago a group of Allies partnered with an alternative school on a ten-week program to inspire entrepreneurship among students ages 14 to 18. As a result of participating in the program, a group of students started a business that used graphic design to create and sell placemats and other items celebrating their Puerto Rican culture and history, with proceeds used to expand after-school programs at the school. Other team service projects have included creating a video presentation on alternatives to incarceration, convening a home-buyers conference for low-income families, working with homeless artists to display and sell their work through a university art gallery, creating an after-school literacy through arts program, and working with youth to develop a neighborhood garden.

RESULTS

Of the over 1,100 Allies who have graduated from the program to date, 71% currently work in the nonprofit and public sectors, 16% work in the private sector, and 12% are in school full-time (60% have attended school full-time or part-time since graduating). Eight in ten volunteer regularly, better than six in ten mentor a young person, one in three has advocated on public issues, and one in four serves on a nonprofit board. A study by the Walt Whitman Center for the Culture and Politics of Democracy at Rutgers University found that Public Allies alumni have a higher degree of civic participation than graduates of other programs serving the same age cohort.

Public Allies has an extensive evaluation system. Each Ally sets measurable outcomes and objectives for service projects, tracing progress using an online documentation system that is validated by their nonprofit partners and Public Allies. Partner Organizations are also surveyed at the end of the year. To measure Ally leadership development, the program uses a continuous learning process that includes individual development plans, 360-degree evaluations three times during the year, feedback meetings with Ally teams and placements, and presentations when Allies demonstrate their achievement of program learning outcomes at the end of the year. The Center for Urban Initiatives and Research at University of Wisconsin-Milwaukee downloads online service documentation and collects other evaluation information at the end of the year. Public Allies also surveys alumni every three years. Public Allies has full-time evaluation staff and spent $30,320 on evaluation tools and consultants in 2002.

CONTACT

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SERVICE ACTIVITIES
Street Law works with local sponsors
to train youth in advocacy and other
skills, help them with the projects
they identify, and involve them in a
culminating youth summit at the
legislature.

CIVIC OUTCOMES
Youth Act! participants report that
their advocacy projects were suc-
cessful and they improved their
communication skills, knowledge of
issues, and understanding of their
ability to make a difference.

ANNUAL PROGRAM BUDGET
A typical statewide or city Youth
Act! program ranges in price from
$10,000 to $20,000.

PARTICIPANT NUMBERS
Participants per site: Ranges from
20 to 300

Number trained at one time: 60

STAFF
Three Street Law staff work with
local sponsors who may receive
modest stipends of up to $8,000.

SOURCE OF FUNDS
The National Highway Traffic Safety
Administration and private founda-
tions in the US and United Kingdom

FORMAL EVALUATION?
Yes

YOUTH ACT!
Street Law

GOAL
To help youth develop the skills necessary to become involved citizens who
will address change in their community through advocacy and policy work.

PARTICIPANTS
Middle school and high school students in the US, United Kingdom, Moldova,
and Ukraine

PROGRAM
Youth Act! teams tackle ongoing problems in their communities with the help
of adult advisors and Street Law technical assistance providers. Projects focus
on community safety, safer roads, human rights, and other topics. Instead of
learning from textbooks, students learn by taking part in civic life and partici-
pating in community problem solving, going a step beyond community service
to identify root causes of local concerns and address them through advocacy.

Operating in urban areas from Washington State to the Republic of Moldova,
Youth Act! begins with a two-day training that provides a group of youth par-
ticipants and their advisors the chance to interact with other teams from the
area and covers topics including advocacy, the legislative process, public
speaking, coalition building, conflict management, needs assessments, action
planning, and measuring success. Trainee groups return to their sites and play
a leadership role in mobilizing other students. Technical assistance—through
site visits, phone calls, "digital dialogues," mailings, and the Youth Act! web
site—provide further help to the young people as they analyze the problems
they will address and the strategies they will use. The project culminates with
a Youth Summit meeting with state legislatures, city council members, or
another legislative body. Youth spend the day interacting with other youth,
touring the legislatures, and meeting with elected officials.

RESULTS
Anecdotal evidence collected by Street Law documents that:

• The Vancouver, Washington, teams addressed the lack of awareness about
   the issue of teen homelessness through a creative public service announce-
   ment, educational materials, human rights petitions to represent community
   support, articles in the local newspaper, and lobbying elected officials to
   call for more shelter space for homeless teens.
• The Washington, DC, teams focused on the FY2001 city budget for emergency
   shelter for families in need. In addition to writing letters to city officials, writ-
   ing petitions, and testifying to the DC City Council on Human Services, the
   team conducted a clothing drive for local homeless shelters. The team's slogan
   "Six months is 180 days too long for families to wait for emergency shelter"
   became the rallying cry for a coalition focusing on the issue.

- A Philadelphia high school team lobbied successfully in favor of legislation requiring young people to complete a six-month learner's permit phase and 50 hours of behind-the-wheel training before they obtain a full driver's license.
- Youth activists in a Tacoma, Washington, job skills class for at-risk students developed a successful citywide media campaign to promote seat belt use: "Click & Get. Click on your seatbelt and Get to where you are going." After an initial focus on their schools, the team expanded their reach beyond their peers by successfully engaging the local print and broadcast media in the campaign.

An evaluation by Caliber Associates in 2001 reports that each of the seven teams studied played active roles in addressing important issues in their communities. The evaluation, conducted through youth surveys and adult phone interviews, concluded that two-thirds of participants considered their project very successful. In addition to learning about a specific issue, youth also reported that they became more aware of community problems, of their rights as an individual in society, and that they can have an impact. The youth also reported that they improved their oral, written, and presentation skills and increased their understanding of local and state governments.

PROGRAM EXAMPLE

In the heart of a destitute Anacostia neighborhood in Washington, DC, students at the Southeast Academy charter school took action to make a change in their neighborhood. Through their Youth Act! for Community Safety team, the seventh- and eighth-graders planned a community clean-up of Martin Luther King, Jr. Avenue. The group received training from Street Law and met together every Tuesday and Thursday for five months. They held bake sales to raise money for supplies, and reached out to other students, their city council member, and a local trash bag company for help. Despite a thunderstorm on the day of their planned clean-up, all the students showed up. Even as the students move on to separate high schools, they plan to keep their Youth Act! team together to tackle another priority issue, auto-safety seats.

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FINDINGS AND NEXT STEPS

Our examination of the twelve service programs profiled in this publication provides insight into how service programs think about civic outcomes and what funders and policy makers can do to support the development and improvement of these programs in general.

The programs illustrate different perspectives on what constitutes a civic outcome. The program design and practices that are being used to achieve these civic outcomes are multiple and varied. We entered this effort with a belief that there would be commonalities across programs that are aiming to achieve similar results. In fact, the list of differences among programs is far longer than the list of similarities.

Our scan suggests that among programs that are making the link between service and civics there is greater focus on youth than adults. There are many different forms of service programs meeting the interests and developmental needs of young people: school-based programs and community-based programs; programs that focus on content issues, such as environmental preservation, and programs that focus on strategy, such as youth organizing. We found only a handful of programs engaging adults in service that is explicitly linked to civic outcomes.

In our review, we noted three challenges facing funders, program leaders, and policy makers who are interested in developing a greater understanding of how service and volunteering can produce civic outcomes:

1. PROGRAMS ARE NOT USING COMMON TERMINOLOGY.

Despite the movement within the service and volunteering field to explicitly lay claim to civic outcomes, there is little agreement about what constitutes a civic outcome. If we had more common terminology, would that advance the effort programmatically?[5] If we had a standard set of outcomes and metrics for measuring progress, might we better organize our service and volunteer programs to achieve our desired results? It is not entirely clear that the lack of common language thwarts specific programmatic efforts to encourage civic outcomes, but it does impede our ability to compare results across programs.

Since the Grantmaker Forum began this study project in 2002, there has been increased interest, research, and cooperative discussion among grantmakers and scholars about the civic outcomes of service. As this new work is documented and disseminated, it is possible that the terminology now in use will converge and programs will begin using a shared vocabulary.

Suggested Actions:
- Provide opportunities for program leaders to review and discuss current research on civic engagement.
- Provide opportunities for program leaders to convene by community or region or program emphasis for the purpose of exploring different viewpoints and seeking consensus around terminology that could lead to more consistent methodology and results.
- Share summaries from these program leader discussions with others who are designing, operating, or investing in service-to-civics programs.

2. PROGRAMS LACK EVIDENCE OF IMPACT.

While many programs are collecting information in order to demonstrate success, in general the cost of conducting a rigorous evaluation is beyond the reach of most community-based programs. As a result, the claims that are made for impact and value may be greater than the evidence suggests. But in the field of evaluation, there is a direct relationship between cost and certainty—the more confident one wants to be in the results, the more it will cost to conduct the study. Is it possible for the field of service and volunteering to increase our confidence in programmatic outcomes within the limits of programs' and funders' financial capacity?

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5 A definition of civic engagement was one example of policies that support the connection between service and civics, cited by key informants in interviews conducted by the Grantmaker Forum in 2001. See *Setting An Agenda: Synthesis of Key Informant Interviews*, Grantmaker Forum on Community & National Service, July 2001.

Suggested Actions
- Rather than reinvent the evaluation wheel at every program site, the field would benefit from having access to simple instruments that could be used across programs of similar types working with similar populations. There will still be costs associated with administering the evaluation and analyzing the results, but these might also be managed efficiently if programs were positioned to collaborate with one another on evaluation.

- Also, to the extent that the Corporation for National and Community Service is the single largest funder of service programs, it might be useful for the Corporation to create a central resource for evaluation on service-to-civic outcomes. This central resource, conceivably funded through a public/private partnership, could develop instruments and provide technical support in administration and analysis. The resource should be available to the full scope of service programs interested in civic outcomes, not just programs receiving Corporation funding.

3. IT IS DIFFICULT TO EXTRACT COMMON ELEMENTS OF SUCCESS BECAUSE PROGRAMS ARE ROOTED IN A WIDE RANGE OF MISSIONS, VALUES, AND ORGANIZING PRINCIPLES.

Many different kinds of organizations are attempting to build civic engagement through service; for example, youth development, environment, peace and justice, urban renewal, immigrant rights, public schools and higher education are all represented in our group of twelve case studies. And from the roots of these very different organizations arise the values, organizing principles, and structure of their service-to-civics programs. This richness makes it difficult to identify program elements that are common to success.

Suggested Actions
- Provide opportunities for groups of program leaders to share observations and stories across their different organizational mis-

sions and values, discuss their program practices and outcomes, and reflect on common issues and concerns.
- Facilitate discussions of program leaders to help them articulate the theory of change that underpins their programs.
- Publish and disseminate summaries of these program leader discussions to inform and stimulate thinking of others who are designing, operating, or investing in service-to-civics programs.

CONCLUSION

From our scan of the field and our examination of our twelve programs, it is evident that there is interest, creativity, and commitment fueling the development and expansion of programs that make the link between service and civic outcomes. A rich mix of programs, sponsoring organizations, and evaluation partners are testing theories and practices that hold promise for providing our communities and nation with a new generation of active citizens. With partners in academia and philanthropy, program leaders are working to better understand and describe the civic outcomes of service and to assess program impact.

This is not the time to stand by and watch these and other service-to-civics efforts develop and grow as lone cells. There is potential for a service-to-civics movement to dramatically increase the level of civic participation in communities across the country, but to succeed this movement needs to gather momentum from the ideas, questions, and enthusiasm of program experts and program participants. Programs, whether newly minted or with a history of many years, need to connect with and learn from one another in a spirit of open inquiry.

The Grantmaker Forum hopes that this publication will inspire further discussion, reflection and learning. Ultimately the intention of our work is to encourage effective, creative and meaningful approaches to active citizenship. At stake is nothing less than the revival of our civic spirit and the solving of our greatest public problems.

"My involvement with LOP (Laotian Organizing Project) first started when two LOP staff made a presentation to my English-as-a-Second-Language class....Even though I am elderly, not healthy, and uneducated, my heart lies with my family, the Laotian community, and other communities. I am concerned about the issues that affect us all. The challenge and struggle for me is to understand the system of democracy in this country versus the system I grew up with in Laos. I was not aware that the democracy in this country is one where people have to speak for themselves. The more involved I have been in LOP, the more I have learned about how democracy in this country works. My passion for justice, patience, and the opportunity to learn something new after each LOP activity has helped me to overcome this challenge."

—Khamphay Phahongchanh
Laotian Organizing Project (LOP) Member
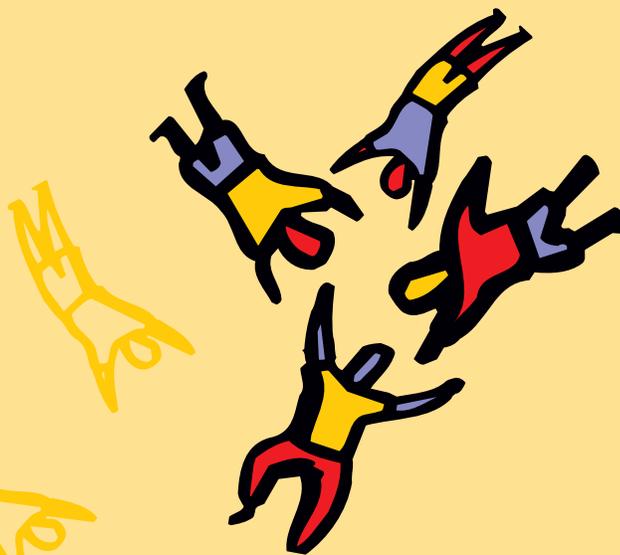
"My first Citizen Academy experience was a hunger and homeless session held at the Union Gospel Mission. I entered the course with many preconceptions about who the hungry and homeless were in our area, and I turned out to be completely wrong. In this session, I was surrounded by informed citizens who care about their community and were willing to do their part in making Portland a place we're proud to live in. I was introduced to the complexities of homelessness and hunger; the real human stories behind the statistics, and informed on the steps that I can take beyond service projects to make a deeper change. I keep coming back because of the people - the volunteers as well as the other people whose lives I can touch through working on projects and the issues. Through this experience, I now feel very in-touch with the issues that are facing our community and hopeful that I can make a difference on many levels."

—- Citizen Academy Participant