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**RESPONSE TO:
SENATE JOINT MEMORIAL 51**

**A Study of the Benefits of Implementing a
Service-Learning Program with Academic Credit**

December 12 – 14, 2007

**Presented by:
New Mexico Children, Youth and Families Department and
The New Mexico Public Education Department**

Through the New Mexico Commission for Community Volunteerism





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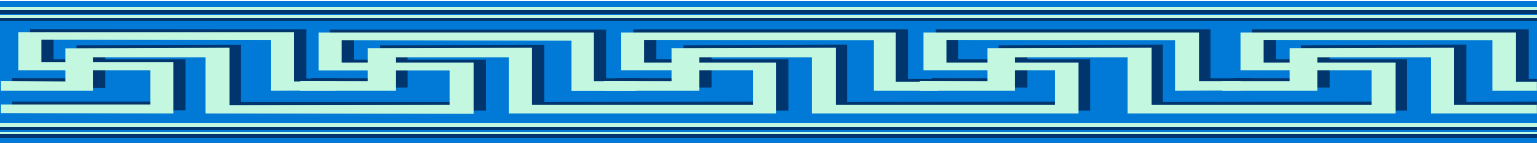
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I. INTRODUCTION

In the first session of the 48th Legislature of the State of New Mexico, Senate Joint Memorial 51 as introduced by Senator Cynthia Nava was passed. It was resolved that the Public Education Department and the Children, Youth and Families Department be requested to study the benefits of implementing a Service-Learning program with academic credit. This report is submitted in response to Senate Joint Memorial 51.

Many high schools in New Mexico currently offer elective academic credit for Service-Learning. However, in many schools across our state, students are engaged in Service-Learning programs/projects without any recognition. The New Mexico Blueprint for Civic Engagement has many recommendations specific to civic engagement and recognition models for rewarding students for service to their communities.

Our experience in New Mexico regarding Service-Learning is consistent with national research. Professionals from the National Youth Leadership Council publish an annual report of their research entitled, "Growing to Greatness: The State of Service-Learning Project." They are currently working with many states to answer the questions of defining Service-Learning, developing systems of recognition and insuring consistency in the implementation of service-learning programs/projects. Service-Learning practitioners in New Mexico are taking part in these conversations, conferences and networks. Developing and implementing a Service-Learning Framework for New Mexico is a suggested recommendation as a prerequisite to studying the benefits of implementing a Service-Learning program with academic credit.

II. RECOMMENDATIONS

As a result of the findings in this report, listed below are two recommendations for your consideration. Implementing these recommendations will serve to strengthen and support the existing Service-Learning programs in New Mexico. Implementing the two recommendations will also insure that a structured process of sustainable systems be implemented to support Service-Learning programs. A structured system will provide consistency in programs implemented across New Mexico, and will insure fair and equitable access for the participating students and community entities. Once there is consistent application of the Service-Learning Framework across New Mexico, the benefits of implementing Service-Learning for academic credit can be measured. The two recommendations are:

- 1. APPOINT A STATE-WIDE SERVICE-LEARNING TASK FORCE CHARGED WITH DEVELOPING A SERVICE-LEARNING FRAMEWORK FOR NEW MEXICO, and**
- 2. INCREASE THE CURRENT FUNDING OF \$70,000 ALLOCATED THROUGH THE PROFESSIONAL DEVELOPMENT FUNDING TO THE PUBLIC EDUCATION DEPARTMENT FOR SUPPORT OF SERVICE-LEARNING TO \$100,000. The additional \$30,000 will support the work of the Service-Learning Task Force.**

Members of the Service-Learning Task Force should include, but not be limited to, representatives from Children, Youth and Families Department, Public Education Department, Department of Higher Education, New Mexico Commission on Community Volunteerism, Workforce Solutions Department, New Mexico Forum for Youth in Community, New Mexico Youth Alliance, Coordinators of the

Regional Centers for Service-Learning (RCSL), teachers, school administrators, and any other members deemed appropriate.

Guidelines for the Service-Learning Task Force to address in developing the Service-Learning Framework for New Mexico should include, but not be limited to the following:

1. Standardizing the definition of Service-Learning in New Mexico;
2. Formalizing the community mapping process;
3. Aligning the Service-Learning curriculum with New Mexico Standards;
4. Developing a process for matching students to the community entity;
5. Identifying the criteria required for students to receive recognition for participation in Service-Learning programs;
6. Developing a process for verification of Service-Learning hours including the approval, assignment and monitoring of hours;
7. Including a student evaluation process for self evaluation and reporting;
8. Exploring a process for awarding a Service-Learning seal on high school diplomas to students who meet the required criteria;
9. Designing a professional development component for students, teachers, project coordinators and community entities on the planning, development and implementation of Service-Learning programs;
10. Outlining a system for collecting qualitative data documenting the effects of Service-Learning on students, schools, districts and communities participating in Service-Learning programs;
11. Listing a series of questions to be considered for the New Mexico Risk and Resiliency Survey to gather qualitative data regarding the impact of Service-Learning programs in New Mexico;
12. Developing a standardized state-wide monitoring, evaluating, data collecting and reporting system; at the school, community and state levels;
13. Implementing a system for collecting quantitative data to report the number of programs, numbers of students and number of community entities engaged in Service-Learning programs on an annual basis;
14. Planning a budget for implementation and maintenance of Service-Learning programs;
15. Formalizing the process for public recognition/acknowledgement events to commend the students and the participating community entities;
16. Documenting and reporting program and student successes;
17. Planning an articulated process for collaboration with institutions of higher education and other state entities;
18. Developing a database listing a wide-range of Service-Learning project/program possibilities and community partners;
19. Implementing a system for collection and dissemination of best practice information to support replication of successful Service-Learning programs in New Mexico;
20. Participating in national conferences and conference networks who are working to collect information regarding Service-Learning programs;
21. Coordinating the efforts of the current Service-Learning programs in New Mexico;
22. Analyzing the cost of implementing a statewide Service-Learning program;
23. Collaborating with various bureaus in the Public Education Department who are developing the New Mexico High School Redesign;
24. Collaborating with other state agencies;
25. Developing an awareness of how Service-Learning can be a strategy for supporting foster care, pre/post adoptive, juvenile justice, and all special needs youth in their educational and career goals through hands on learning.

Once the Service-Learning Framework for New Mexico is completed, the Service-Learning Task Force should draft language for a proposed Policy on Service-Learning for New Mexico. The draft policy language and a report on the progress of the Service-Learning Task Force, along with the Service-Learning Framework for New Mexico, should be included in a presentation to the Legislative Education Study Committee at a future interim session.

The information which follows in this report serves to support the recommendations listed above.

III. DEFINITION OF SERVICE-LEARNING

Since its inception, Service-Learning has been defined by many entities. In their 2004 Request for Proposals on Service-Learning, the New Mexico Public Education Department defined Service-Learning as an educational method which engages young people in service to their communities as a means of enriching their academic learning, promoting personal growth, and helping them to develop the skills needed for productive citizenship. A definition is succinctly stated in the language of Senate Joint Memorial 51 (SJM 51) as follows: Service-Learning has been defined as an instructional method that lends relevance to academic content by engaging students in meaningful service that is linked to curriculum. The language in SJM 51 is consistent with the definition in the Arizona model of Service-Learning.

The language in the New Mexico Blueprint for Civic Engagement is very specific in its definition of Service-Learning. The Blueprint defines Service-Learning as having three characteristics; meeting community needs, incorporating reflection and academic learning, and contributing to students' interest in and understanding of community life. Its definition of Service-Learning reads as follows: Service-Learning is a teaching methodology based on active participation, in which students learn and develop through thoughtfully organized service that meets community needs. Service-Learning is coordinated within schools, institutions of higher education, community service programs and with the community itself. It is integrated into and enhances the academic curriculum and/or the educational components of a partnering community service program. A key component of Service-Learning is structured reflection time to review the service experience.

The Service-Learning Curriculum Project, when defining Service-Learning was careful to make the distinction between "community service" and Service-Learning stating that Service-Learning is connected to academic curriculum and reflective practice. It is important to recognize that while Service-Learning occurs in the community, it is not the same as "community service" imposed as a judicial sanction. When the courts order an individual to perform "community service" as restitution for a criminal offence, it should/could be referred to as "community restitution" versus "community service". Awarding academic credit or recognition for "community restitution" could be considered if the activity is connected to a designed curriculum and has a built-in reflection component. This requires further exploration to address juvenile justice needs.

A working definition of Service-Learning was written into law in the National and Community Service Trust Act of 1993. This act identified the following elements of Service-Learning:

1. Students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community,

2. Service is done in connection with another school, a community agency, or the community at large,
3. Service helps foster civic engagement and responsibility, and
4. Service is integrated into and enhances the curriculum of the students.

IV. SERVICE-LEARNING IN NEW MEXICO

New Mexico has a long history of service related activities which have involved community members and youth in the community working together to address the most pressing community needs. The initial Service-Learning programs in New Mexico were introduced in 1994, through a federally funded program known as “Learn and Serve”. Through this funding, the first Regional Centers for Service-Learning (RCSL) were started in eight locations throughout the state (1994). Since then, various entities across the state have implemented “Service-Learning” projects. The projects range in scope from small projects to fully coordinated projects/programs implemented across the full continuum of grade levels and aligned to New Mexico Standards.

The funding for these projects range from little or no funding to funding for full coordination of programs. From 1994 to date, federal funding through the Corporation for National Community Service (CNCS) has provided Learn and Serve Grants, which fund Service-Learning projects in several districts across the state.

During 2003 – 2004, Service-Learning programs were supported by \$50,000 from the Kellogg Grant Youth Initiative and by \$50,000 from the Professional Development Fund awarded by the Legislature to the PED.

Since 2004, a Service-Learning Project Director has been supported by the Professional Development funds allocated by the State Legislature. This amount has increased from \$50,000 to \$70,000. In 2005 the Service-Learning Network was formed when the RCSL were merged with the New Mexico Forum for Youth in Community. The Service-Learning Network is now one of six networks under the umbrella of the New Mexico Forum for Youth in Community and funded by the Professional Development funds through the PED as allocated by the Legislature. This funding also supports the RCSL with mini-grants.

Currently, the six RCSL across the state operate on soft funding from various sources such as, AmeriCorps, universities and in some cases school districts. The projects in Gadsden and Santa Fe receive funding from their school districts. In addition, many Charter Schools have integrated Service-Learning as a part of their curriculum and require it as part of their graduation credits.

The RCSLs centers support Service-Learning in the surrounding communities in which they are based. The centers are located in Farmington, Taos, Santa Fe, Gallup, Silver City, and a regional/state-wide center in Albuquerque. The funding provided by the Legislature, which flows through the PED, provides mini-grants to support the operation of the centers. Each center has a RCSL Coordinator whose role includes, but is not limited to the following:

1. Providing professional development and technical assistance for teachers, community partners higher ed faculty,
2. Identifying (mapping) community needs,
3. Matching community partners with schools and students,

4. Insuring projects are aligned with standards and that they are met,
5. Providing infrastructure support,
6. Acting as coaches for teachers or community partners, and
7. Evaluating programs and reporting to the Service-Learning Network in the NMFYC as requested.

Funding from many different entities has supported Service-Learning projects/programs throughout the years, but it has not been sufficient, nor has it been consistent. Consequently, many of these programs have sustained themselves with little or no funding. Previous funding sources have included grants from the Daniels and McCune Foundations. Sizeable amounts of support have come from Federal Learn and Serve grants, State Farm, and from the PED via the Professional Development Fund allocated by the State Legislature.

The New Mexico Commission for Community Volunteerism (NMCCV) supports Service-Learning with direct investments of funding and infrastructure. The funding provides ten full-time AmeriCorps*VISTA members who support the integration of Service-Learning opportunities in classrooms across the state. In addition, the NMCCV awards small grants to support teacher preparation programs and research projects to study the connection between Service-Learning and student achievement. This support is critical to insure students are involved in civic engagement at an early age, which in turn will insure that they are engaged on a life-long basis as volunteers and as full contributors to their community.

V. ALIGNMENT WITH NEW MEXICO STATE STANDARDS

It is critical that Service-Learning projects be aligned with New Mexico State Standards. There are many examples of Service-Learning projects which are aligned with New Mexico State Standards. The Service-Learning Curriculum Project maintained by Service-Learning Network, which includes a continuum of implementation across grades K-12, has aligned all of their projects to New Mexico State Standards. The following is a list which includes, but is not limited to, those projects illustrating this critical alignment:

1. The Acequia Project in the Taos community with the junior members of the New Mexico Acequia Association, on restoring the acequia to support corn crops, addressing the "Preservation of Culture and History of New Mexico Communities"
2. The Graveyard Restoration Project by a Fifth Grade Social Studies Class in Taos addressing "Cultural History"
3. The Bosque Project, a collaborative effort by Albuquerque Academy, Bosque Academy, Sandia Prep and St. Pius X, in which each school adopted a section of the Rio Grande Bosque, addressing "Restoration of the Environment"
4. The Community Nutrition Awareness by a Fifth Grade Math Class addressing "Health-Nutrition"
5. The Personal Health and the Homeless Project by a Ninth Grade Science Class addressing "Health"
6. The Chile Pepper Project by a Twelfth Grade Social Studies Class addressing "Economic Development"
7. The Habitation of a "Habitat for Humanity" Home by the Second and Third Graders at Bellehaven Elementary addressing "Nutrition, Literacy, Environment"
8. The Friendship Skits Project by Second Graders in Farmington addressing "Conflict Resolution"
9. The Getting to Know Our Senior Citizens Project by Seventh Graders at Portales Junior High addressing "Senior Citizenship"

10. The Get Out the Youth Vote Project by Seventh Graders at Mountain View Middle School in Rio Rancho, addressing “Civic Engagement”
11. The No Sweat! Project by Grades 6-12 at Holy Ghost Catholic School in Albuquerque, addressing “Global Economy”
12. The Make a Wish Fundraising Project by Grade 5 at Zuni Elementary School in Albuquerque addressing “Death and Dying”
13. The Practicing Social Studies with the Aging Project by juniors and seniors at Portales High School addressing “Senior Citizenship”
14. The Garden Project at Lydia Rippey Elementary School in Aztec, NM, which is a First Grade Summer Program addressing the “Environment”.

This list illustrates the diversity of projects, the continuum across grade levels, and the integration of Service-Learning projects with the curriculum. Developing and implementing projects with this alignment insures teachers are deliberate in standards-based planning when developing Service-Learning projects with explicit learning goals aligned with New Mexico State Standards.

In addition to the projects listed above, the following is a partial list of schools which are implementing high quality Service-Learning projects:

1. Gadsden High School – Community Water Project;
2. Taos Public Schools – Pottery Fundraising to “fight hunger in Taos”;
3. Santa Fe Public Schools – Community Treasures, A local Recognition program for Service-Learning;
4. South Valley Academy – A comprehensive, developmentally sequenced Service–Learning Program for all students;
5. Penasco Elementary School – “Penasco Pen” Community Newspaper;
6. Aztec Public Schools – Community Nature Center; and
7. Silver City Schools/Volunteer Center/West New Mexico University – Ruby Paine’s “Bridges Out of Poverty” Project.

These programs have included many critical elements of Service-Learning programs and have sustained themselves, some in excess of ten years. While the aforementioned items are reason enough to rank these programs as exemplary, no ranking or status can be awarded to any given schools or districts because a criteria by which to identify them as such has not been established.

VI. LESSONS LEARNED FROM THE IMPLEMENTATION OF SERVICE-LEARNING PROGRAMS IN NEW MEXICO

Many lessons have been learned from the implementation of Service-Learning projects across the country and in New Mexico. One significant lesson is that, while there is growing research suggesting a direct correlation between Service-Learning and student achievement, in New Mexico, we do not currently have the capacity to measure those outcomes. Data from national research sponsored by State Farm Foundation, in the annual report published by the National Youth Leadership Council in the “Growing to Greatness” series supports the notion that this correlation does exist.

The work to collect data in New Mexico is at the grassroots level. For example, monthly reports by the RCSL Coordinators include quantitative data on the number of teachers, students and community partners involved in Service-Learning Projects. Those reports have also served to document the

alignment of the projects with New Mexico State Standards, the areas of focus and objectives of each project and the completion dates of the projects.

Anecdotal records have documented the benefits of Service-Learning for students and the community in New Mexico. Some formal documentation of New Mexico Service-Learning programs suggests that student involvement in Service-Learning projects, a hands-on approach to education, improves student attendance and changes the way students view school, themselves and their community. The emerging data specific to New Mexico reflects that there are positive connections between Service-Learning and student success. Therefore, it is imperative that systems be built to collect qualitative data and perform longitudinal studies on impact participation in Service-Learning has on students participating in Service-Learning projects.

While data is collected from schools across the state in the New Mexico Risk and Resiliency Survey, the questions are not specifically related to Service-Learning. Therefore, one of the guidelines for the Service-Learning Task Force addresses reviewing and possibly adding questions to the Risk and Resiliency Survey to gather information on the impact of Service-Learning programs in New Mexico.

The model for delivery and implementation of Service-Learning programs/projects has been inconsistent, which is another lesson learned. The need for consistency in the implementation of projects/programs and a continuum across grade levels is critical to building continuity and sustainability of Service-Learning programs. Integrating Service-Learning projects with the curriculum aides in building continuity and sustainability. It's the integration and embedding of projects in the curriculum that brings relevance to Service-Learning and keeps it from being considered an "add-on" to the curriculum. For example, at the high school level, the projects must be related to a career path in order for the student to experience the relevance and the alignment to the curriculum.

Another lesson learned is that students and community entities have not been recognized or acknowledged for their efforts in Service-Learning. This lesson speaks directly to one of the main reasons Senate Joint Memorial 51 was introduced. Students who are currently engaging in and spending time contributing to the community through Service-Learning projects are not formally recognized or acknowledged unless they are taking a specific class for elective credit.

VII. ALIGNMENT WITH OTHER STATE ENTITIES

Service-Learning has a natural connection with institutions of higher education. Included on many college entrance applications is a section for Service-Learning where students identify their hours of service in the community. Some universities are instituting Service-Learning in their teacher training programs. Work-study programs at institutions of higher education are beginning to purposefully match student placement in jobs with the course of study for their degree.

Service-Learning through work-study programs can be viewed as a debt prevention program for students. College students who participate in work-study programs graduate with less debt because of their work-study jobs. Thereby, students are rendered debt-free, degreed citizens who are better prepared for the work force and who are also ready to contribute to their community. Freedom from the enslavement of debt affords students an opportunity to begin their careers and have time to contribute to the community, free from the trauma and stress of having to work two jobs in order to meet their financial obligations.

Service-Learning is supported by the New Mexico Commission for Community Volunteerism (NMCCV). Their ultimate goal is to increase the supply of high-quality service and learning opportunities, which in turn will, encourage residents of all ages and places to engage in life-long volunteerism and engagement in their communities. Service-Learning lends support to this goal.

In the New Mexico Blueprint for Civic Engagement, the NMCCV proposes a couple of strategies for the implementation of a structured Service-Learning program in grades 9-12. Under one recommendation, students would be recognized for their service activities. The proposal outlines strategies to implement a Graduation Honor for Excellence in Service-Learning by awarding students a notation of honor on their official transcripts and having them receive a seal on their graduation diplomas signifying they have significantly contributed to their school or community and met the program requirements.

Service-Learning is aligned with goals of the New Mexico Children's Cabinet. Those goals are to create a state where all of our children and youth will:

- a) be safe in their families and communities,
- b) be physically and mentally healthy,
- c) be well-educated and provided with opportunities to reach their full potential,
- d) become productive, self-sufficient and employable adults, and
- e) be valued contributors to their community through civic responsibility, connection and being culturally and linguistically enriched.

The Children's Cabinet supports providing children and youth opportunities to be engaged contributors in their communities and sees Service-Learning as one of many strategies to support children and youth engagement in our communities across the state. Service-Learning can act as a vehicle for community development and creating a sustainable thinking around "Service". Service-Learning is a vehicle for development of the "culture of service" in New Mexico. This "service engagement" serves to better the whole community vs. only part of the community. Learning in the Service of others builds community and grows youth who are caring, contributing, responsible members of society.

A belief of the Children's Cabinet is that Service-Learning is one method in the teaching/learning continuum, which empowers youth and allows for hands-on-learning. It allows educators and practitioners to support youth while empowering them to become involved in their own learning. It should be a best practice implemented to support students through their growing years, not an intervention which is applied after the fact. Service-Learning is an investment in our youth, our school systems and our community. It gives community entities a part in developing what we want our youth to do and become rather than focusing on what we don't want them to do and become. The Children's Cabinet support for engaging youth in our communities is an opportunity for developing a coordinated, structured system of tracking students who participate in Service-Learning and their outcomes, in order to document how Service-Learning helps decrease the incidence of pregnancy, substance abuse and show how it increases student attendance at school and improves student achievement.

VIII. SERVICE-LEARNING MODELS IN OTHER STATES

Many state models of Service-Learning have been studied by practitioners in New Mexico. The state profiles of Service-Learning as reported in the “Growing to Greatness” annual report published by the National Council on Youth Leadership have also been studied. After the review of the models and profiles, the two found to be most comprehensive were the Arizona and the Maryland models. The major difference between the two is that the Arizona model “encourages” student participation in Service-Learning and Maryland’s model “mandates” student participation in Service-Learning. Both models have a recognition component; the Arizona model recognizes student participation by giving academic credit for specific courses and also gives recognition on student transcripts for numbers of hours they have participated in Service-Learning. The Maryland model recognizes student participation by granting academic credit.

A survey of the New Mexico Youth Alliance indicated they preferred the Arizona model which “encourages” student participation instead of mandating the participation through attendance in a specific course. Because the program will impact students, it is critical to get their input and include them in the Service-Learning Task Force.

The Arizona Department of Education, through its Career and Technical Education Division, has published the Arizona Service-Learning Curriculum Guidelines. This publication defines the implementation of Service-Learning across grades K-12, is aligned with the Arizona Academic Standards and Competencies, provides methods and criteria for monitoring, verifying and documenting Service-Learning, and lists instructional resources. This publication could be used as a resource by the Service-Learning Task Force.

IX. BENEFITS FOR STUDENTS, SCHOOLS AND THE COMMUNITY

Students involved in Service-Learning are impacted positively by participating in Service-Learning projects. Upon graduating from high school, for those students going directly into the work force, the Service-Learning experience can be cited on their resumes. For students who go on to pursue higher education, Service-Learning experiences enhance their college entrance requirements. Interaction with the community entity provides networking opportunities for students and increases their interpersonal skills, which gives students an edge when seeking and interviewing for jobs. When the Service-Learning project is matched to the student’s strengths and interests, it supports the student’s career pathway and career development.

Participating in Service-Learning projects enhances the students’ personal, social educational and emotional development. The risk of potentially negative behavior is reduced and attendance at school is increased when students are engaged in Service-Learning programs. Students’ engagement in their education increases their motivation to learn, especially when their project is relevant to their academic studies. The active participation in the project encourages students to see themselves a valued, integral part of the community, and as such, they become viable contributors to their community. They become more responsible because they are accountable not only to themselves and their parents, but to their teachers, and the community entity. Not only does active participation promote community engagement in a positive way, it also instills pride in the students and gives students a voice. Having this voice empowers youth to take pride in being visible, which leads to

enhanced civic responsibility and citizenship skills. Service-Learning builds leadership skills in students by strengthening their personal, social, educational and emotional development.

When students are positively engaged in the community, they can be recognized and rewarded for their contributions, which leads to their success. This enhances their self esteem and their self worth and consequently their social standing in the community. This teaches students to see the big picture, to “Think Globally and Act Locally,” which leads them to be active, positive contributors to society.

The implementation of Service-Learning programs provides many benefits for schools, school districts and institutions of higher education. Service-Learning supports the “Rigor” of education by incorporating hands-on education of learning by doing something useful. It supports the “Relevance” of education by insuring their academic learning relates to the real world. It builds “Relationships” by connecting schools and students with their communities. Service-Learning provides supports career pathways for students, one of the initiatives implemented by high schools in a student’s Four-Year Plan, to help students achieve their goals.

Service-Learning projects/programs benefit the community in a variety of ways. As the community entity and the school/students work to develop the Service-Learning project, relationships and connections are forged. These connections provide a vehicle for the community partner to make contributions to the schools in terms of location for the project, mentors and donated time.

Service-Learning is a vehicle for actively engaging students with their community through cooperative decision making, connecting school curriculum to the community and creating change through addressing authentic community needs. These partnerships are strengthened by the initial activity of identifying the community needs. During this step the community entity and the school/students study the community, develop a map of the community needs and match the needs with student/s interested in forming the partnership and working with the community entity. It is critical that the match focus on the strengths of the student. This ensures that the student and community entity benefit fully from the experience. One positive outcome of this mapping activity is the recognition and awareness of community needs. In some cases, this recognition and awareness promotes volunteerism outside the Service-Learning project.

In cases where internships, residencies or practicum programs, etc. are established by community entities or state agencies to engage students, everyone benefits. The recipient benefits from the “wisdom of youth”, the youth benefit from the experience and the community benefits from the fruits of the labors of those providing the service.

X. PROGRAM MODEL AND INFRASTRUCTURE

It is critical that the essential elements of Service-Learning be included in the planning and development of Service-Learning programs. The program model should engage the student in authentic learning principles which include learning, providing a service, self-assessment/evaluation, self-reflection/monitoring and reporting their experiences.

The New Mexico Blueprint for Civic Engagement cites three essential characteristics for the development and implementation of Service-Learning programs/projects. The three essential characteristics are:

1. Clear learning objectives: as the concept and practice of Service-Learning expands to include a number of settings outside the traditional classroom, the focus must still remain in achieving intentional learning related to the personal, social and civic development of the participant.
2. Meeting genuine community needs: the strength of Service-Learning is the authenticity of service in which young people are involved. The significance of the service performed enhances the participant's personal, social and civic development.
3. Systematic reflection: one of the important components of Service-Learning is reflection. Rather than being a simple summary of activity, reflection is an effective form of teaching which, when coupled with clear learning objectives and genuine community need, has the power to strengthen service and learning while also transforming the learner and teacher.

The New Mexico Forum for Youth in Community has played an important role in the development and implementation of Service-Learning projects across the state. Service-Learning is one of six networks in the forum. Their focus has been on implementing Service-Learning programs utilizing Positive Youth Development Principles. They have worked with the RCSL to establish Service-Learning Curricula aligned with New Mexico Standards. The Service-Learning Network uses the S.T.A.R.S. model Service-Learning practices, which stands for: STUDENT initiative, THOUGHTFUL service, AUTHENTIC Learning and Assessment, REFLECTIVE practice and SUSTAINABLE partnerships. Including these elements is considered a best practice when developing Service-Learning projects.

The Service-Learning model should include a continuum of programs in grades K-12 and beyond. Service-Learning should be introduced in the elementary grades and students should be allowed to document Service-Learning hours for recognition at all grade levels. Documenting Service-Learning participation and hours at the eighth grade level can be used in developing the student's four-year plan for high school. One advantage of having students in the eighth grade document Service-Learning hours is to help them focus on their career pathway and motivate them to continue participation through their high school years.

Service-Learning can be used instructional strategy when it is integrated in the curriculum, not as part of a separate course. In this way, the activities are engaged in as part of the lesson plans for the given subject area. Service-Learning activities can be organized by a school club, a community organization or any community entity. Service-Learning can be offered for academic (elective) credit through a course unto itself. In each case, students are involved in service to the community. The service may take place during class, or beyond the school day, as long it meets the criteria for qualifying as a viable project. Service-Learning which is documented for student recognition must be integrated into curriculum and aligned to New Mexico State Standards.

XI. ACADEMIC CREDIT FOR SERVICE-LEARNING

Academic credit for Service-Learning is already available in many high schools across New Mexico. This credit is awarded as an elective credit only when students are enrolled in the class. Before a mandated directive for the implementation of academic credit for Service-Learning can occur, a state-wide program model with established, sustainable systems for Service-Learning projects/programs must be developed and implemented. The guidelines for the Service-Learning Framework listed in the

recommendations enumerate the steps necessary for developing the infrastructure for Service-Learning in New Mexico.

Once the infrastructure and program model have been established, the system for awarding recognition/acknowledgement of Service-Learning hours on student transcripts and high school diplomas can be formalized. This might include the possibility of a Service-Learning seal on the diploma, as determined by the criteria required in the Service-Learning Framework; or, it might require participation in a specific class for academic credit.

XII. CONCLUSION

A Service-Learning Framework will serve to insure that projects are aligned to New Mexico Standards and that service in the community encourages reflection and learning among all participants. Building a sound Service-Learning infrastructure and program model based on a Statewide Framework for Service-Learning will result in consistency, continuity and success of Service-Learning programs in New Mexico. This can occur if the projects and programs implemented are coordinated and supported by a Statewide Service-Learning Framework under which they operate. Appointing a Service-Learning Task Force to develop the Service-Learning Framework for New Mexico and supporting Service-Learning with continued funding will insure this occurs in New Mexico.

As such, the recommendations as a result of the findings in this report are:

- 1. APPOINT A STATE-WIDE SERVICE-LEARNING TASK FORCE CHARGED WITH DEVELOPING A SERVICE-LEARNING FRAMEWORK FOR NEW MEXICO, and**
- 2. INCREASE THE CURRENT FUNDING OF \$70,000 ALLOCATED THROUGH THE PROFESSIONAL DEVELOPMENT FUNDING TO THE PUBLIC EDUCATION DEPARTMENT FOR SUPPORT OF SERVICE-LEARNING TO \$100,000. The additional \$30,000 will support the work of the Service-Learning Task Force.**



RESOURCES USED IN REPORT PREPARATION

1. Arizona Service-Learning Curriculum Guidelines
 2. Arizona Service-Learning Legislative Requirement
 3. Arizona State Department of Education
 4. Community Learning Council
 5. Community Service Work-Study
 6. Constitutional Rights Foundation: Service-Learning Network
 7. Growing to Greatness: The State of Service-Learning Project
 8. Heads, Hearts and Hands: The Research on K-12 Service-Learning
 9. Learn and Serve Arizona
 10. National Youth Leadership Council
 11. New Mexico Blueprint for Civic Engagement
 12. New Mexico Children, Youth and Families Department
 13. New Mexico Children's Cabinet
 14. New Mexico Commission for Community Volunteerism
 15. New Mexico Forum for Youth in Community
 16. New Mexico Public Education Department
 17. New Mexico State Standards
 18. New Mexico Youth Alliance
 19. Senate Joint Memorial 51
 20. Service-Learning Clearing House
 21. Service-Learning Curriculum Project
 22. Service-Learning Project Reports
 23. Service-Learning Request for Applications
 24. The Center for Information and Research on Civic Learning and Engagement
 25. University of California at Berkley Service-Learning Research and Development Center
 26. UNM – College Work-Study Programs
 27. UNM Farmington – Teacher Preparation Program
 28. UNM Gallup – Community Partnerships Program
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