

# Learn and Serve America

Performance Report for  
Program Year 2004–2005  
*May 2006*



Corporation for  
**NATIONAL &  
COMMUNITY  
SERVICE** ★★ ★



## Our Mission:

*Improve lives, strengthen  
communities, and foster  
civic engagement through  
service and volunteering*

## *Learn and Serve America*

The **Corporation for National and Community Service** (hereinafter “the Corporation”) provides opportunities for all Americans of all ages and backgrounds to serve their communities through three programs: Senior Corps, AmeriCorps, and Learn and Serve America. Together with the USA Freedom Corps, the Corporation is working to build a culture of citizenship, service, and responsibility in America.

This report was prepared by the Corporation in collaboration with Westat. Westat team members have been responsible for enlisting feedback from users of the *State Profiles and Performance Report, Program Year 2002-2003*, and gathering grant and program data.

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The report is also available on the Corporation’s website at: <http://www.nationalservice.gov>.

The report meets the **Americans with Disabilities Act (ADA)** compliance standards. Upon request this report will be made available in alternate forms for persons with disabilities.



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*Introduction and  
Terms and Definitions*



### **Learn and Serve America Performance Report Program Year 2004-2005**

This report, *Learn and Serve America Performance Report for Program Year 2004-2005*,<sup>1</sup> provides program data for those organizations that received funds from Learn and Serve America (LSA) for the 2004-2005 program year (spanning July 1, 2004 through June 30, 2005). The report illustrates where Learn and Serve funds are distributed, how many participants are being engaged in Learn and Serve-funded activities, and the extent of institutionalization for organizations that receive support through LSA. The data presented in the report are taken from the annual data collection system, Learn and Serve Systems Information Exchange (LASSIE).

The report begins with an introduction to the Corporation for National and Community Service, the nation's largest grantmaker supporting service and volunteering, which administers and oversees America's major service programs including LSA, Senior Corps, and AmeriCorps. The mission and goals of LSA are then summarized, followed by a description of LSA's funding mechanisms. The introductory section concludes with terms and definitions that characterize LSA. Following this introductory material is the body of the report, which is comprised of a comprehensive section depicting LSA's K-12 Formula grant program in the form of state profiles, and sections that depict LSA's K-12 Competitive, Higher Education, and Community-Based Organization grant programs. Appendixes containing more detailed data conclude the report.

#### **Corporation for National and Community Service**

The Corporation for National and Community Service was established in 1993 to engage Americans of all ages and backgrounds in community-based service. The Corporation supports a range of national and community service programs, providing opportunities for individuals to serve full- or part-time or as part of a team. The Corporation's three major service programs are AmeriCorps, Senior Corps, and LSA. Together with USA Freedom Corps, the Corporation works to foster a culture of citizenship, service, and responsibility in America.

#### **Learn and Serve America's Missions and Goals**

LSA encourages civic participation and volunteerism throughout the country by supporting service-learning programs that help more than one million students meet community needs while improving their academic skills and learning the habits of good citizenship. For more than a decade, LSA programs have integrated service with school curricula, a practice known as service-learning. In effective service-learning programs, both learning and service are emphasized. For example, students in quality service-learning programs are graded on

<sup>1</sup> This report was prepared for the Corporation by Westat, Rockville, Maryland, under contract number CNSHQCO3003.

what they learn, as they would be in any class. At the same time, they are expected to carry out service projects of genuine benefit to the community. All LSA programs are required to specify the ways in which they will encourage the development of civic knowledge, skills, responsibility, and engagement in program participants.

LSA resources are available in the form of grants to state education agencies, nonprofit organizations, colleges and universities, Indian Tribes, and State Commissions on National and Community Service. These grantees act as intermediaries, providing subgrants, training, technical assistance, evaluation, and administrative help to local programs. These local programs, in turn, establish partnerships between schools and community-based organizations by engaging students, teachers, and volunteers to meet critical local needs.

The examples below illustrate the range of ways in which LSA engages organizations, schools, and individuals in service-learning.

- **Grantee: Pennsylvania Department of Education (K-12 Formula grant).** The Pennsylvania Department of Education Service-Learning Alliance (PSLA) has developed a partnership with the University of Pennsylvania to promote a democracy initiative that allows students in grades K-12 to learn history, civics, and government through activities with college students. PSLA also collaborates with the New York and New Jersey Departments of Education to coordinate a tri-state service-learning conference for teachers, students, and administrators. To leverage service-learning with other Federal initiatives, 15 new 21st Century U.S. Department of Education grantees integrate service-learning into after-school programs with assistance from the PSLA.
- **Grantee: Institute for Global Education and Service Learning (Homeland Security, Community-Based Organization grant).** The Institute for Global Education and Service-Learning collaborates with the New Jersey LSA program and PENNServe: The Governor's Office of Citizen Service to implement the Youth Organized for Disaster Action (YODA) initiative. The program empowers students to contribute to homeland security efforts related to disaster preparedness and response, resulting in the development and distribution of disaster plans and emergency kits for 2,400 resident families. Through 12 subgrants to local education agencies, the program engages nearly 4,500 students in service-learning activities over a 2-year period.
- **Grantee: Maricopa County (Arizona) Community College District (Higher Education grant).** In 2005, the Community College National Center for Community Engagement (CCNCCE) awarded seven subgrants that involved 823 students and 90 faculty members. Subgrantee activities are focused on civics and service, while addressing homeland security and emergency preparedness. The subgrantees represent partnerships among community colleges, K-12 schools, and community- and faith-based organizations. CCNCCE also conducts training and technical assistance on a local, regional, and national basis on service, service-learning, and

civic engagement. An advisory group of 20 community college presidents convenes annually to assist in program operations.

- **Grantee: Board of Trustees of the University of Illinois (Higher Education grant).** The Civic Leadership and Service Certificate Program (CLSCP) at the University of Illinois at Chicago is designed to teach students to think critically about civic responsibility and to prepare them for a lifelong commitment to citizenship and service. The Certificate Program integrates civic history and education into students' overall undergraduate experience and prepares the next generation of community leaders with the necessary civic skills and cultural competencies. Students in the Certificate Program are working to create a Civic Leadership and Service Consultants' Bureau to assist community partners in developing service-learning projects. The Certificate Program uses the National Archives' *Our Documents* material to help develop the curriculum.

### How Funds Are Distributed in Learn and Serve America

LSA has three categories of grants: K-12 School-Based grants, Higher Education grants, and grants to Community-Based Organizations.

#### ***K-12 School-Based Grants***

There are two types of K-12 School-Based grants: formula and competitive. In the *K-12 Formula* award program, funds are made available to all 50 states, the District of Columbia, and Puerto Rico on the basis of a population-based funding structure. Formula grants are awarded to state education agencies that, in turn, distribute these funds within their state. By contrast, *K-12 Competitive* funds are awarded on the basis of a competitive grant process. Grantees may include state education agencies, as well as U.S. Tribes and Territories and nonprofit organizations.

All grantees—whether Formula or Competitive—are required to provide subgrants to school districts and individual schools for the operation of service-learning programs. Grantees also offer training and technical assistance, evaluation, and administrative help to local programs. In some cases, the recipients of these subgrants may opt to grant part or all of their funds to other school districts or individual schools. Throughout this report, these “third tier” recipients of funds are referred to as sub-subgrantees.

**Indian Tribes and U.S. Territories Grants.** Up to 3 percent of *K-12 Competitive* funds are set aside specifically for Indian Tribes and U.S. Territories. Grantees may operate direct service-learning programs, subgrant funds to Tribal schools, and/or develop partnerships with organizations to operate programs. Grant funds can be used to operate service-learning programs that engage K-12 students in Tribal schools to implement teacher training or program evaluation, or to support service-learning coordinators.

### ***Higher Education Grants***

Higher Education grants also are awarded in two different ways. First, funds may be awarded to institutions of higher education (colleges, universities) that operate service-learning programs within their individual institution. These grants are referred to as Higher Education Individual grants. Higher Education awards may also be made to “lead institutions” of a consortium of higher education institutions. For example, and hypothetically, Atlantic State University might be the lead institution of a group of state colleges along the eastern seaboard that includes New England State University, Northern State University, Southern State University, and Gulf State University. With these Higher Education Consortia awards, the lead institution serves as the grantee, but makes subgrants to other colleges and universities within the consortium for the promotion of service-learning activities.

### ***Community-Based Organization Grants***

Finally, Community-Based Organization grants are available to state commissions and national and regional nonprofit organizations that operate service-learning programs. These awardees, in turn, establish subgrants with local nonprofit organizations, school districts, and individual schools. For the purposes of this report, distinctions have been made between *Community-Based Organization State Commissions*, which may be state agencies or nonprofit organizations, and *Community-Based Organization Non-Profit grants*, which include other regional and national nonprofit organizations.

### Terms and Definitions for Learn and Serve America

**Community-Based Grants.** Through a competitive process, community-based awards are made to *nonprofit organizations* and to *State Commissions on National and Community Service*. Recipients then establish subgrants with public or private nonprofit youth-serving organizations, as well as K-12 schools and school districts, to create or replicate service-learning programs. The grantees may also provide training and technical assistance to these local programs. Community-based grants are used to build partnerships with K-12 schools and higher education institutions to engage school-age youth (ages 5-17) in service-learning activities.

- **Community-Based Organization – Nonprofit.** Community-based grants are made to regional and national nonprofit organizations on a competitive basis. A grantee organization may sub-grant its awarded funds across two or more states.
- **Community-Based Organization – State Commissions.** Community-based funds are competitively awarded to state service commissions, which then subgrant the funds to nonprofit organizations within their states.

**Higher Education Grants.** Through a competitive granting process, the Corporation awards funds directly to *individual colleges and universities* or to *higher education consortia* to create and strengthen programs and courses at higher education institutions that integrate community service with academic study. Grants support partnerships between higher education institutions and the local community. Higher education institutions may also conduct research and evaluation, provide technical assistance, and supplement Federal Work-Study programs that focus on community service.

- **Individual Colleges and Universities.** A portion of Learn and Serve higher education funds are distributed to colleges and universities that use the grant funds to support service-learning activities within the college and university. Colleges and universities reported under the Individual Higher Education grants do not subgrant any of their funds to other institutions.
- **Consortia.** Learn and Serve higher education funds are also allocated to colleges and universities in the form of consortia grants. In the case of consortia grants, a college, university, or nonprofit organization, such as Campus Compact, serves as the grantee with fiscal responsibility for administering the grant. Consortia grantees use the funds and provide subgrants to colleges and universities for service-learning activities, training and technical assistance, curriculum development, research, and evaluation.

**Indian Tribes and U.S. Territories Grants.** Up to 3 percent of *K-12 Competitive* funds are set aside for Indian Tribes and U.S. Territories. Grantees may elect to either subgrant or directly operate service-learning activities in Tribal schools. Tribal and U.S. Territory grantees use the grants and subgrants to work in partnership with local organizations to implement service-learning activities for students ages 5 to 17. They may also use funds for teacher training, program evaluation, or to support service-learning coordinators. Data reported by Indian Tribes and U.S. Territories are reported through the K-12 Competitive grant profile.

**Individual School and School District Programs.** Under the K-12 School-Based grants, funds may be awarded to either an individual school or a school district to operate service-learning projects in one or more classrooms. For this report, school and district data indicate that Learn and Serve funds were administered at either the school or district level; however, in either case, activities or service-learning projects are carried out within a classroom. Although reporting is done at the school and school district level, this does not mean that service-learning activities are being conducted throughout the entire school or school district.

**Institutionalization and the Institutionalization Index.** LSA encourages its grantees and subgrantees to adopt service-learning as a strategy to strengthen civic engagement and academic performance. Based on the field's understanding of the various policies and practices that support the institutionalization of service-learning, the Institutionalization section is intended to demonstrate the extent to which Learn and Serve programs have succeeded in developing service-learning programs that will last beyond the grant period. For K-12 programs, an Institutionalization Index was calculated to allow comparison among states.

**K-12 School-Based Grants.** School-based programs are funded through *K-12 Formula* grants and *K-12 Competitive* grants. Grantees make subgrants to schools and school districts to create or replicate service-learning programs in classrooms throughout their state. Schools and school districts use the grants and subgrants to work in partnership with local organizations to implement service-learning activities for students ages 5 to 17. Schools and school districts may also use funds for teacher training, program evaluation, or to support service-learning coordinators.

- **K-12 Formula Grants.** Formula grants are distributed to state education agencies according to a population-based formula. LSA formula grants are available to all 50 U.S. states, the District of Columbia, and Puerto Rico. State education agencies must submit an application to LSA in order to receive formula funds. The state education agencies typically subgrant to local education agencies, which, in turn, subgrant to schools and school districts that administer service-learning programs. Formula funds provided to Puerto Rico (\$469,938) and North Dakota (\$45,992) for the 2004-2005 program year were used for training and technical development and, therefore, are not included in the state performance report. In addition, South Dakota did not request K-12 Formula funds for the 2004-2005 program year.



- **K-12 Competitive Funding.** Competitive funds are available to state education agencies, schools, state service commissions, nonprofit organizations, and U.S. Tribes and Territories to create or replicate service-learning programs at schools and educational nonprofit organizations and to train teachers, administrators, adult volunteers, service-learning coordinators, and students in service-learning. Typically, competitive grants are focused on a specific topic of interest; for example, competitive funds are designated to fund programs that focus on community, higher education, and school partnerships (CHESP) and homeland security.

**LASSIE (Learn and Serve Systems Information Exchange).** LASSIE is the annual data collection instrument for Learn and Serve's grantees, subgrantees, and sub-subgrantees that operate service-learning activities. Data collection is conducted via a web-based survey at [www.lsareports.org](http://www.lsareports.org).

**Learn and Serve America.** LSA encourages civic participation and volunteerism throughout the country by supporting service-learning programs that help more than one million students meet community needs while improving their academic skills and learning the habits of good citizenship. These resources are available to state education agencies, nonprofit organizations, colleges and universities, Indian Tribes, and State Commissions on National and Community Service. These grantees act as intermediaries, providing subgrants, training, technical assistance, evaluation, and administrative help to local programs. These local programs, in turn, establish partnerships between schools and community-based organizations by engaging students, teachers, and volunteers to meet critical local needs.

**Learn and Serve Program.** For the purposes of this report, the term *program* is used to indicate a school, school district, nonprofit organization, or higher education institution that receives Learn and Serve funds and uses those funds directly to operate service-learning activities. A program may be a grantee, subgrantee, or sub-subgrantee of Learn and Serve funds.

**Learn and Serve Project.** For the purposes of this report, a Learn and Serve *project* is a subcategory of a program and is used to indicate a set of service-learning activities that take place within a school, organization, or institution that is funded in whole or in part by Learn and Serve funds. There may be multiple projects within a Learn and Serve program; for example, a higher education program may distribute its Learn and Serve funds to multiple classrooms, where the set of activities that take place within each classroom would be considered separate projects.

**Service-Learning.** Service-learning is defined through the LSA statute as an educational method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; which is coordinated within an elementary school, secondary school, institution of higher

education, or community service program, and with the community; which helps foster civic responsibility; which is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participant is enrolled; and which provides structured time for the students or participants to reflect on the service experience. [42 U.S.C. 12511]

**Service-Learning Participant.** Service-learning participants are those individuals who learn and develop through active participation in a service-learning program as defined by Learn and Serve's statute (see definition of service-learning). For K-12 school and community-based programs, participants include students ages 5 to 17, while in higher education programs, participants include students, faculty, staff, and community members who participate in service-learning activities.

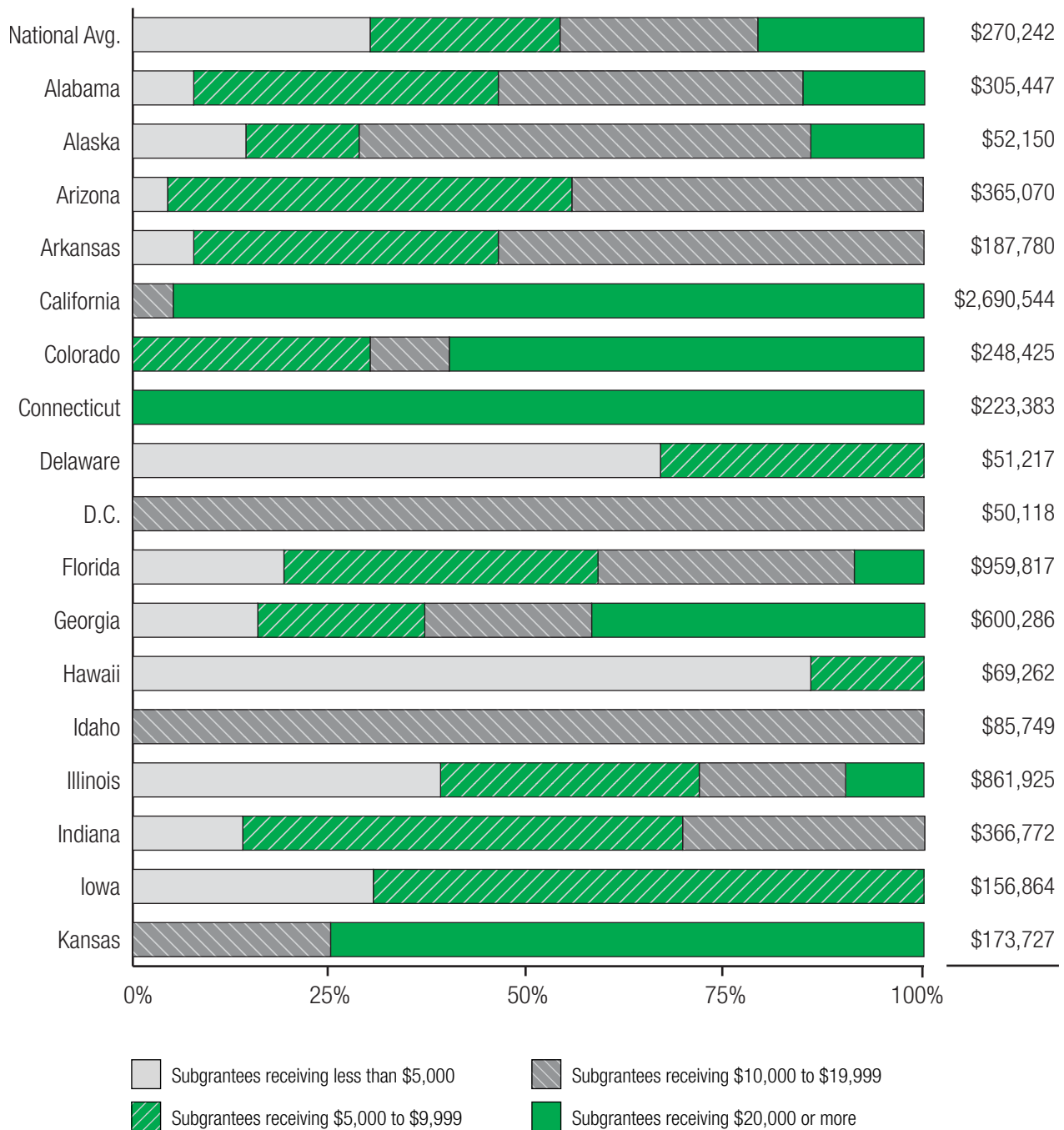
**Typical Grantee.** For school-based competitive, higher education individual and consortia, and community-based nonprofit and state commission grants, data are provided for the typical grantee, or a representation of the median or average data for all grantees. When calculating data for the typical grantee, data reported by all programs under each grant are aggregated, and then the average or median is calculated at the grantee level. For example, when reporting the number of service-learning participants for the typical grantee, the number of service-learning participants reported under each grant is aggregated, and the median total number of service-learning participants at the grantee level is reported. When data are reported by percentages, the average is calculated after aggregating program data for each grantee. Note: higher education individual grantees do not subgrant their funds; therefore, for this grant type, data at the grantee level include only the individual higher education institution.

## *LSA K-12 Formula-Funded Grants*

# Learn and Serve America

## LSA Formula-Funded K-12 Programs

### Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2004-2005\*

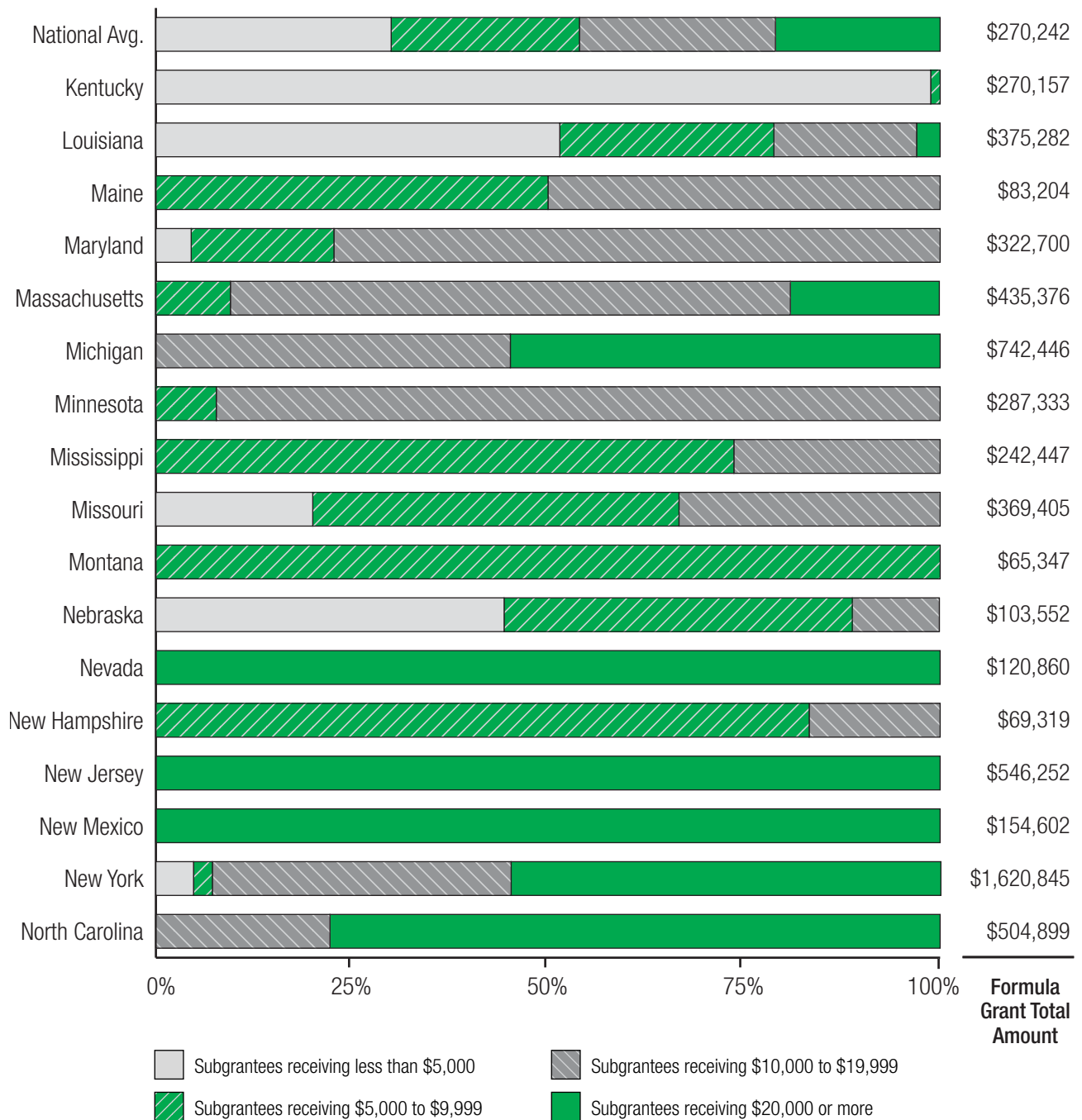


\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005. Includes local subgrants and sub-subgrants.

# Learn and Serve America

## LSA Formula-Funded K-12 Programs

### Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2004-2005\*

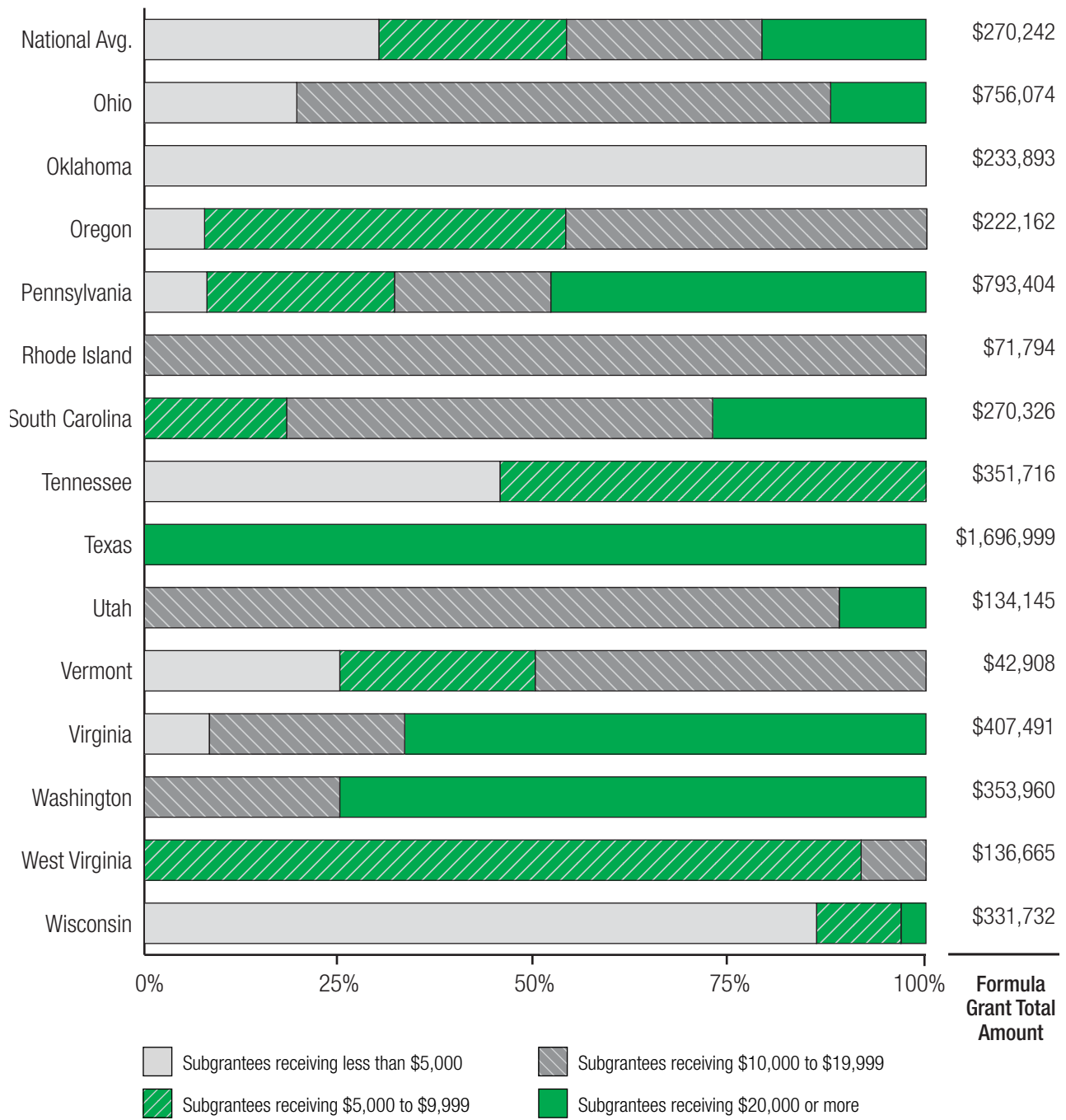


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# Learn and Serve America

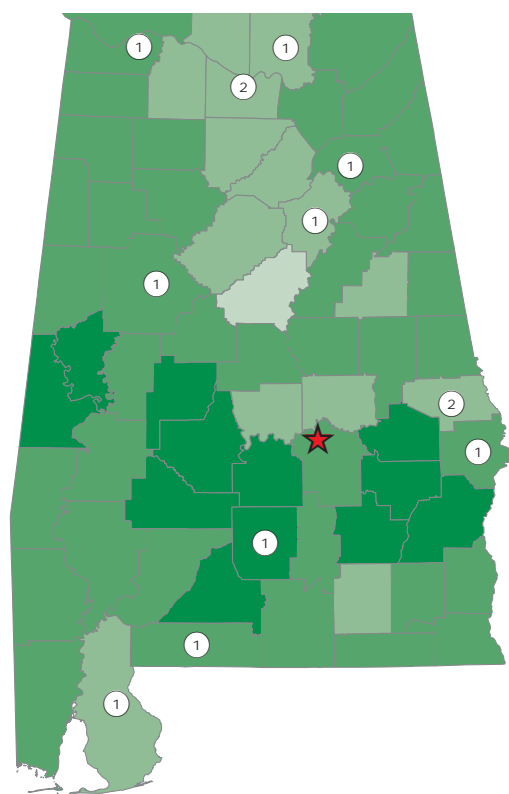
## LSA Formula-Funded K-12 Programs

### Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2004-2005\*

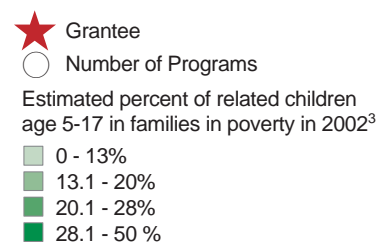


\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005. Includes local subgrants and sub-subgrants.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Alabama:**  
**13 Learn & Serve**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Alabama, 2004-2005: \$305,447**

<b>LSA Student and Adult Participants</b>		
	<b>Alabama</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	4,776	6,014
Median number of student participants per program	212	205
Total number of service hours	95,009	132,863
Number of teachers/staff involved with LSA	220	398
Median number of teachers/staff per program	10	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Alabama; data tables however, are based on the number of programs that submitted reports through LASSIE. For Alabama, 13 of 13 (100.0%) programs are represented in the data tables.

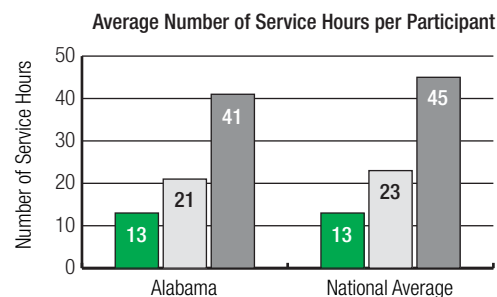
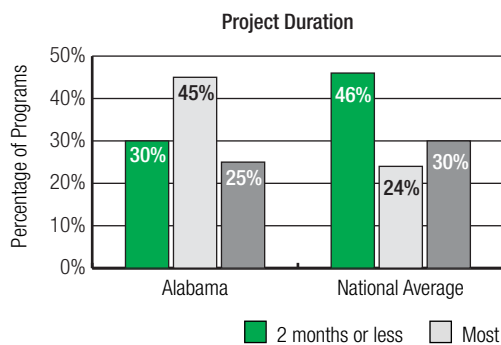
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Alabama	Percent School Age (5-17 years old) <sup>2</sup> Population in Alabama
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.4% / 96.6%	2.6% / 97.4%
<b>Race</b> Native American/Alaskan Native	0.8%	0.5%
Asian American	0.6%	0.7%
Black or African American	51.7%	32.0%
Native Hawaiian/Pacific Islander	0.4%	0.0%
White	41.6%	65.4%
Two or More Races	4.9%	1.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Alabama	National Average	Alabama	National Average
Has a Service-Learning Advisory Board	39%	47%	0.4	0.5
Has a Service-Learning Coordinator <sup>4</sup>	69%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	88%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	44%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	46%	53%	0.5	0.5
Institutionalization Index Score Total			2.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Alabama, 2.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

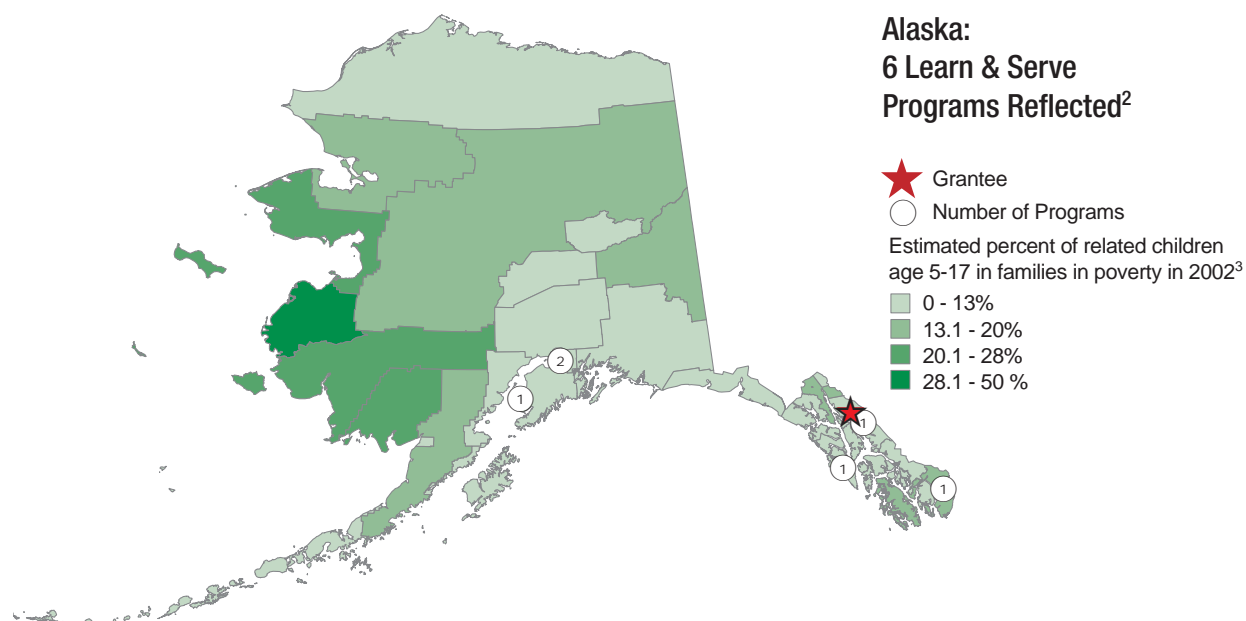
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Alaska, 2004-2005: \$52,150**

<b>LSA Student and Adult Participants</b>		
	<b>Alaska</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	581	6,014
Median number of student participants per program	84	205
Total number of service hours	8,985	132,863
Number of teachers/staff involved with LSA	37	398
Median number of teachers/staff per program	5	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Alaska; data tables however, are based on the number of programs that submitted reports through LASSIE. For Alaska, 6 of 7 (85.7%) programs are represented in the data tables.

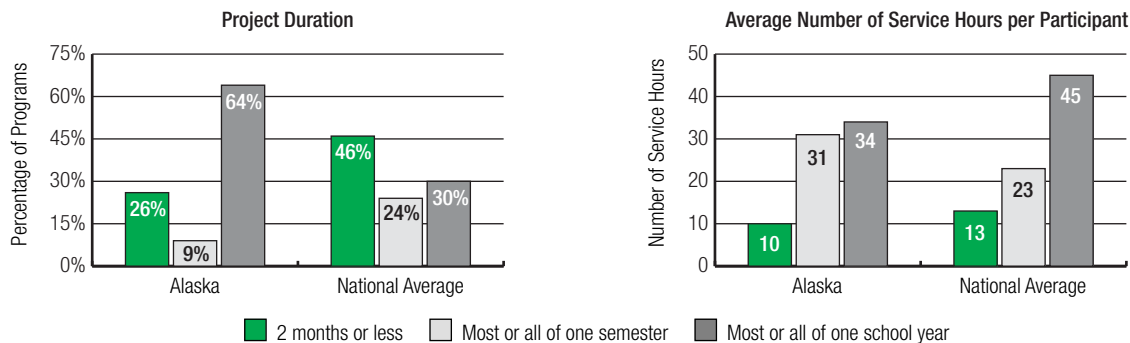
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Alaska	Percent School Age (5-17 years old) <sup>2</sup> Population in Alaska
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.7% / 98.3%	5.8% / 94.2%
<b>Race</b> Native American/Alaskan Native	24.3%	20.0%
Asian American	1.7%	4.0%
Black or African American	1.1%	4.0%
Native Hawaiian/Pacific Islander	0.0%	0.8%
White	72.4%	62.8%
Two or More Races	0.4%	8.4%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Alaska	National Average	Alaska	National Average
Has a Service-Learning Advisory Board	33%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	57%	1.0	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	33%	53%	0.3	0.5
Institutionalization Index Score Total			3.7	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Alaska, 1.1% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

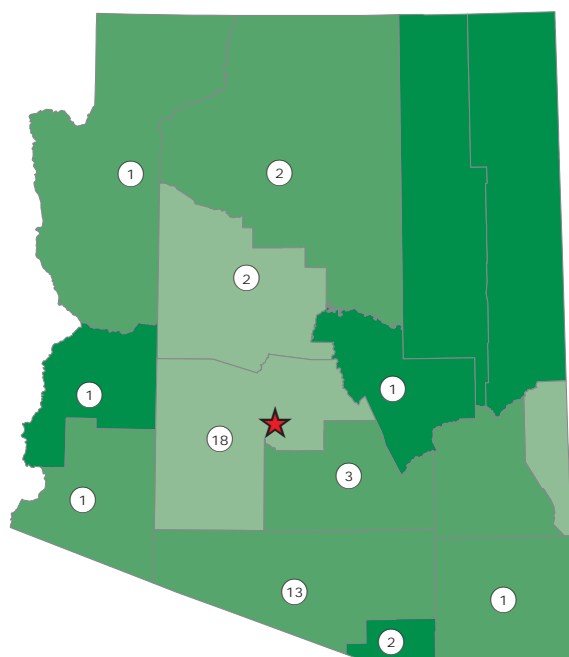
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

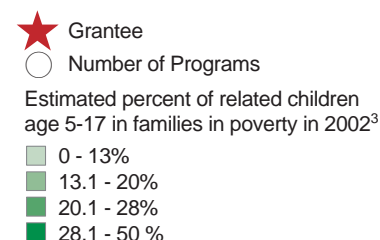
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Arizona:**  
**45 Learn & Serve**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Arizona, 2004-2005: \$365,070**

LSA Student and Adult Participants		
	Arizona	National Median <sup>4</sup>
Number of LSA student participants	3,100	6,014
Median number of student participants per program	50	205
Total number of service hours	109,761	132,863
Number of teachers/staff involved with LSA	295	398
Median number of teachers/staff per program	5	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Arizona; data tables however, are based on the number of programs that submitted reports through LASSIE. For Arizona, 45 of 45 (100.0%) programs are represented in the data tables.

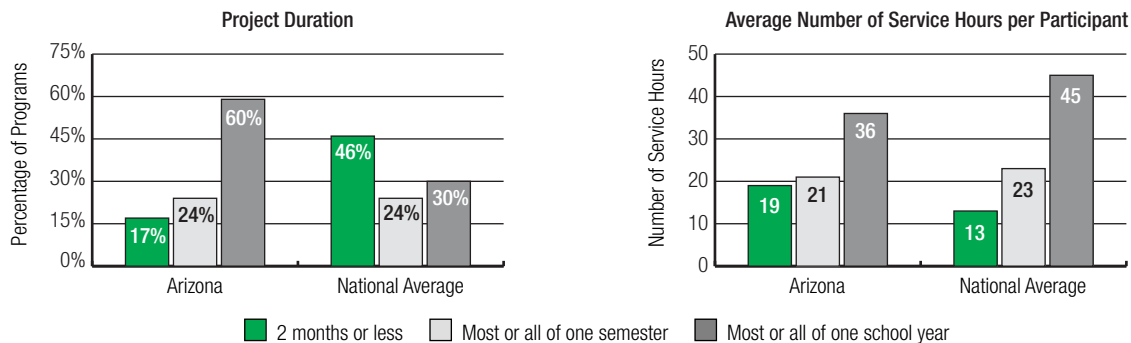
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Arizona	Percent School Age (5-17 years old) <sup>2</sup> Population in Arizona
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	40.1% / 59.9%	37.7% / 62.3%
<b>Race</b> Native American/Alaskan Native	11.5%	7.2%
Asian American	1.1%	1.8%
Black or African American	5.6%	4.4%
Native Hawaiian/Pacific Islander	2.2%	0.2%
White	71.1%	83.7%
Two or More Races	8.5%	2.7%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Arizona	National Average	Arizona	National Average
Has a Service-Learning Advisory Board	29%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	74%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	68%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	56%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	29%	53%	0.3	0.5
Institutionalization Index Score Total			2.6	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Arizona, 16.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

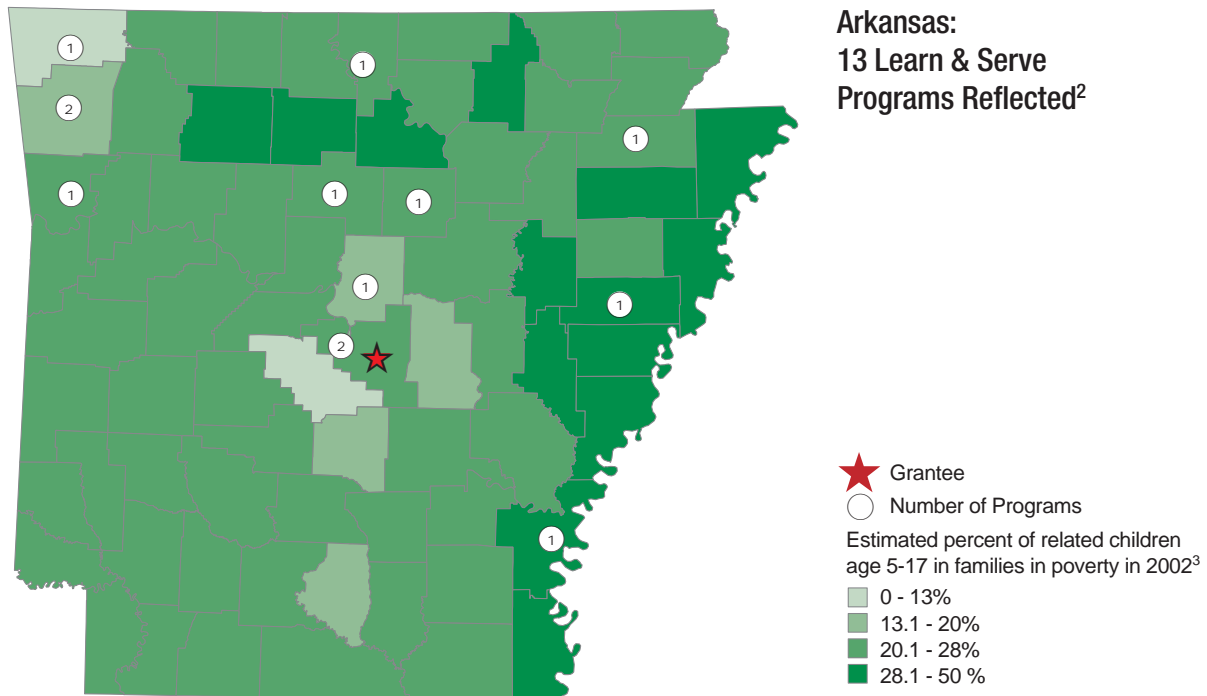
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Arkansas, 2004-2005: \$187,780**

<b>LSA Student and Adult Participants</b>		
	<b>Arkansas</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	1,953	6,014
Median number of student participants per program	56	205
Total number of service hours	173,240	132,863
Number of teachers/staff involved with LSA	156	398
Median number of teachers/staff per program	13	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Arkansas; data tables however, are based on the number of programs that submitted reports through LASSIE. For Arkansas, 13 of 13 (100.0%) programs are represented in the data tables.

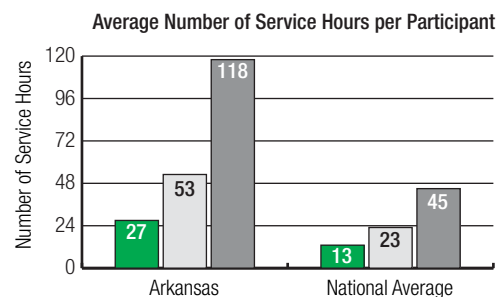
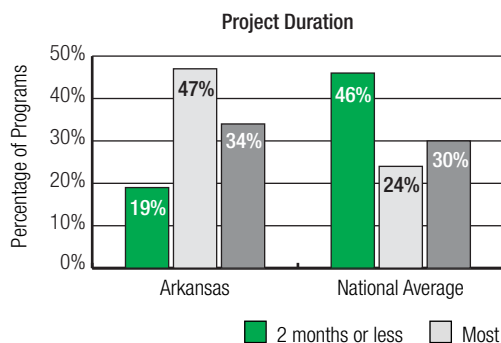
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Arkansas	Percent School Age (5-17 years old) <sup>2</sup> Population in Arkansas
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.8% / 96.2%	5.9% / 94.1%
<b>Race</b> Native American/Alaskan Native	0.6%	0.8%
Asian American	7.3%	0.9%
Black or African American	21.4%	20.5%
Native Hawaiian/Pacific Islander	0.3%	0.1%
White	68.5%	75.9%
Two or More Races	2.0%	1.8%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Arkansas	National Average	Arkansas	National Average
Has a Service-Learning Advisory Board	8%	47%	0.1	0.5
Has a Service-Learning Coordinator <sup>4</sup>	50%	71%	0.5	0.7
Service-Learning is part of the Strategic Plan	80%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	60%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	27%	53%	0.3	0.5
Institutionalization Index Score Total			2.3	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Arkansas, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

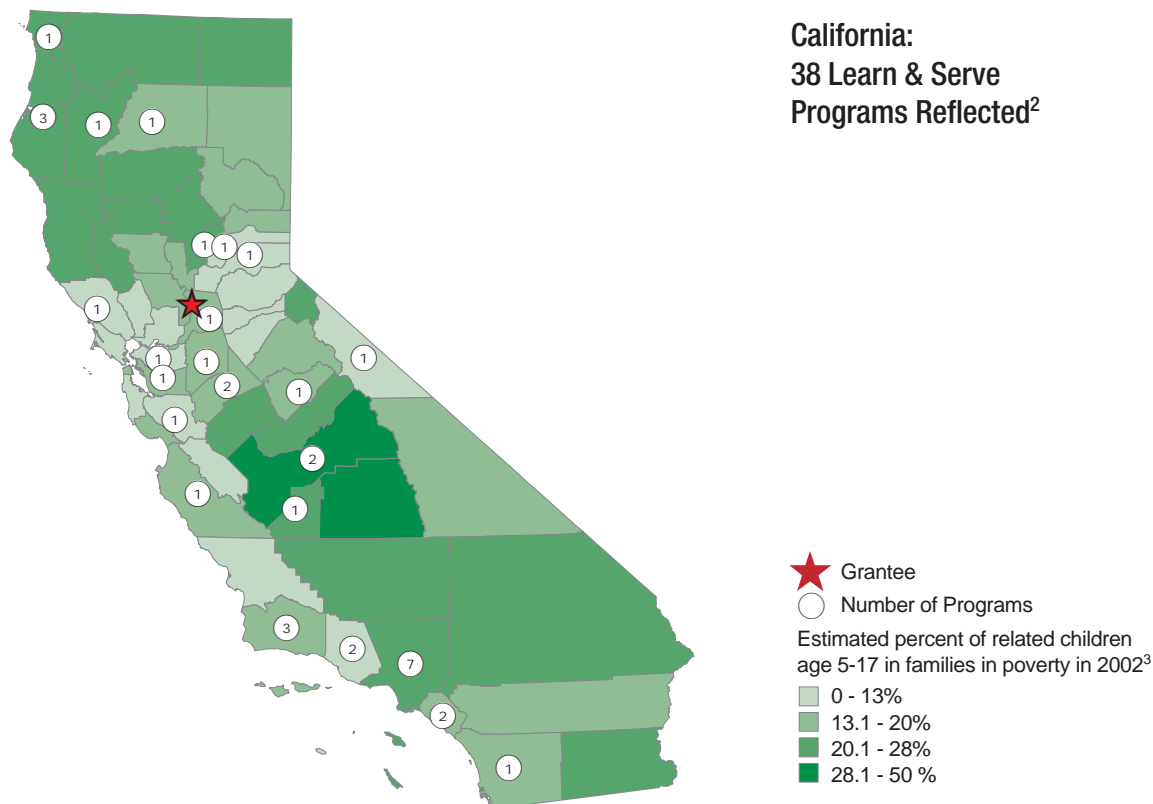
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for California, 2004-2005: \$2,690,544**

<b>LSA Student and Adult Participants</b>		
	<b>California</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	69,102	6,014
Median number of student participants per program	1,538	205
Total number of service hours	594,987	132,863
Number of teachers/staff involved with LSA	3,794	398
Median number of teachers/staff per program	75	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for California; data tables however, are based on the number of programs that submitted reports through LASSIE. For California, 38 of 39 (97.4%) programs are represented in the data tables.

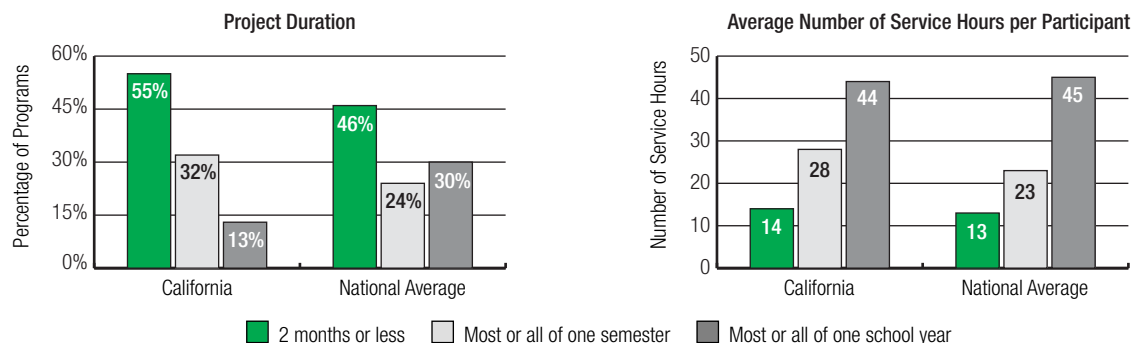
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in California	Percent School Age (5-17 years old) <sup>2</sup> Population in California
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	40.6% / 59.4%	45.0% / 55.0%
<b>Race</b> Native American/Alaskan Native	8.3%	1.4%
Asian American	6.9%	10.2%
Black or African American	5.8%	7.9%
Native Hawaiian/Pacific Islander	0.6%	0.5%
White	69.3%	76.1%
Two or More Races	9.1%	3.9%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	California	National Average	California	National Average
Has a Service-Learning Advisory Board	81%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	96%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	90%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	64%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	76%	53%	0.8	0.5
Institutionalization Index Score Total			4.1	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For California, 15.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

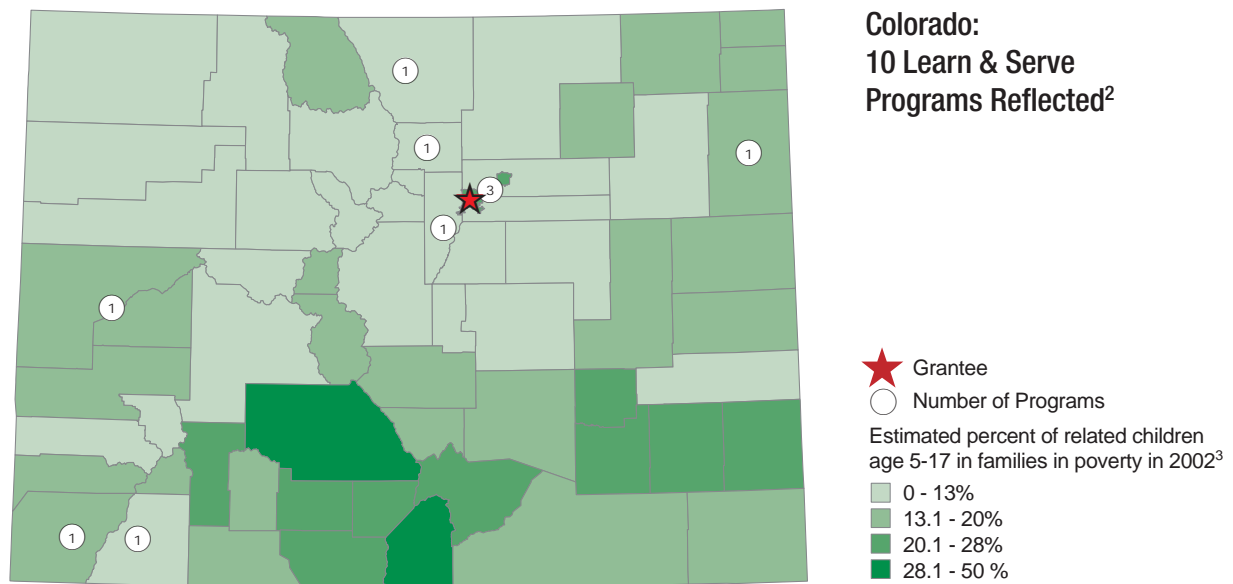
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Colorado, 2004-2005: \$248,425**

<b>LSA Student and Adult Participants</b>		
	<b>Colorado</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	25,923	6,014
Median number of student participants per program	749	205
Total number of service hours	59,010	132,863
Number of teachers/staff involved with LSA	808	398
Median number of teachers/staff per program	44	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Colorado; data tables however, are based on the number of programs that submitted reports through LASSIE. For Colorado, 10 of 10 (100.0%) programs are represented in the data tables.

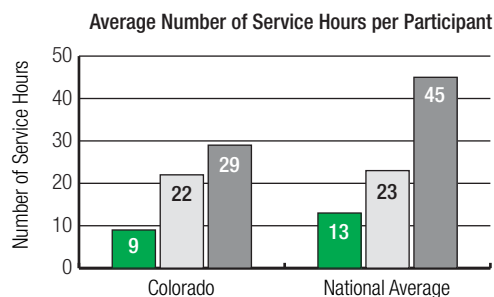
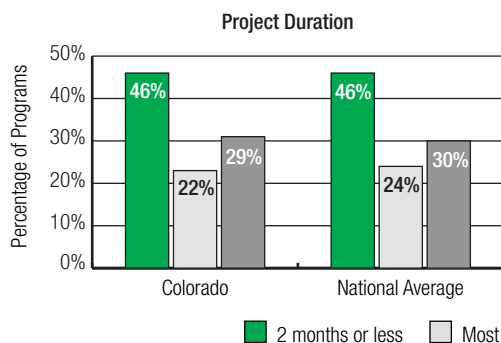
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Colorado	Percent School Age (5-17 years old) <sup>2</sup> Population in Colorado
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	43.7% / 56.3%	24.8% / 75.2%
<b>Race</b> Native American/Alaskan Native	9.6%	1.3%
Asian American	2.6%	2.3%
Black or African American	11.1%	5.0%
Native Hawaiian/Pacific Islander	0.2%	0.2%
White	54.8%	87.9%
Two or More Races	21.7%	3.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Colorado	National Average	Colorado	National Average
Has a Service-Learning Advisory Board	70%	47%	0.7	0.5
Has a Service-Learning Coordinator <sup>4</sup>	88%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	86%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	33%	57%	0.3	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	80%	53%	0.8	0.5
Institutionalization Index Score Total			3.6	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Colorado, 14.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

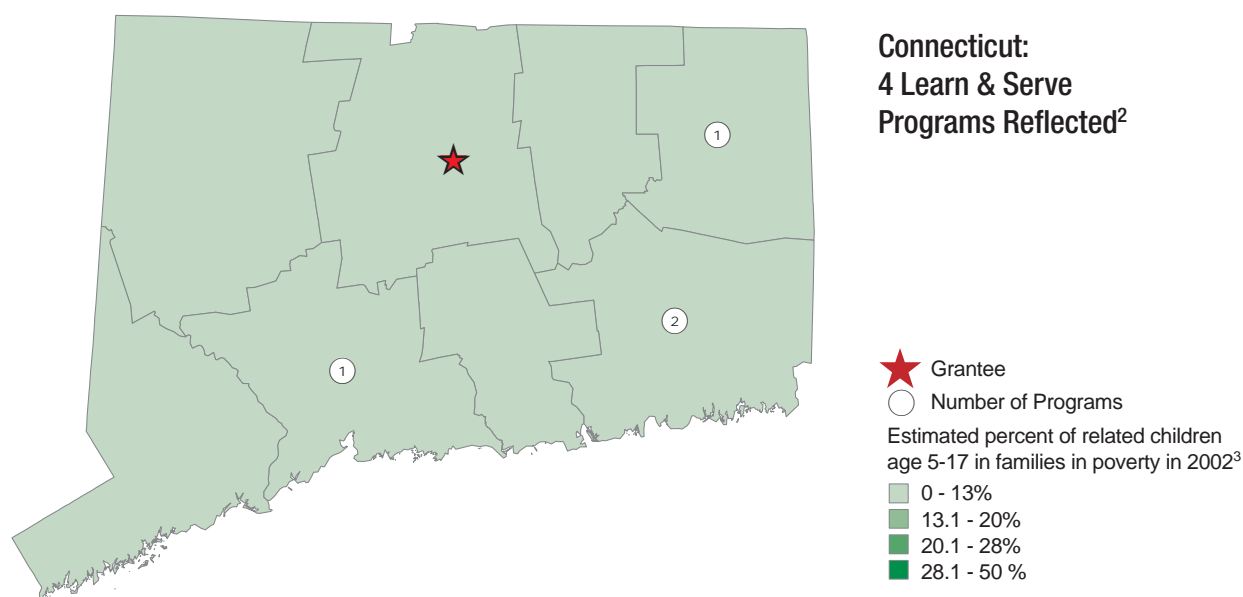
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Connecticut, 2004-2005: \$223,383**

<b>LSA Student and Adult Participants</b>		
	<b>Connecticut</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	4,087	6,014
Median number of student participants per program	980	205
Total number of service hours	176,421	132,863
Number of teachers/staff involved with LSA	283	398
Median number of teachers/staff per program	48	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Connecticut; data tables however, are based on the number of programs that submitted reports through LASSIE. For Connecticut, 4 of 4 (100.0%) programs are represented in the data tables.

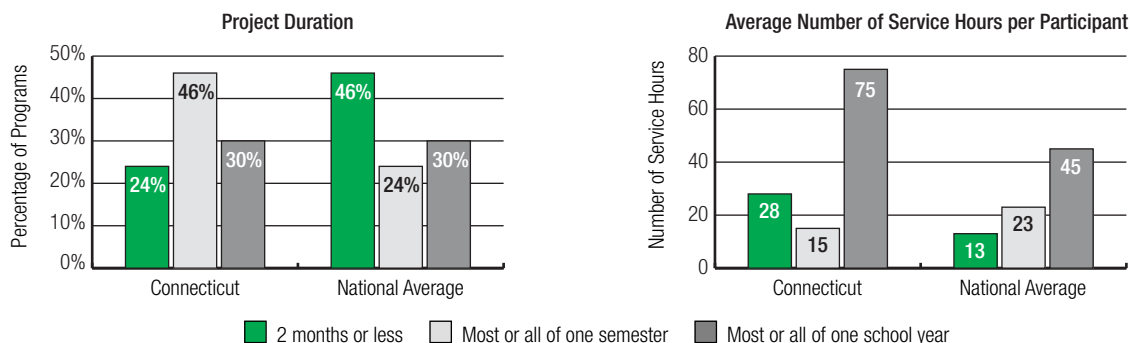
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Connecticut	Percent School Age (5-17 years old) <sup>2</sup> Population in Connecticut
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	19.1% / 80.9%	14.3% / 85.7%
<b>Race</b> Native American/Alaskan Native	1.0%	0.4%
Asian American	2.4%	3.0%
Black or African American	16.1%	12.9%
Native Hawaiian/Pacific Islander	0.9%	0.1%
White	65.1%	81.2%
Two or More Races	14.5%	2.4%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Connecticut	National Average	Connecticut	National Average
Has a Service-Learning Advisory Board	50%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	75%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	25%	57%	0.3	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	100%	53%	1.0	0.5
Institutionalization Index Score Total			3.5	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Connecticut, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

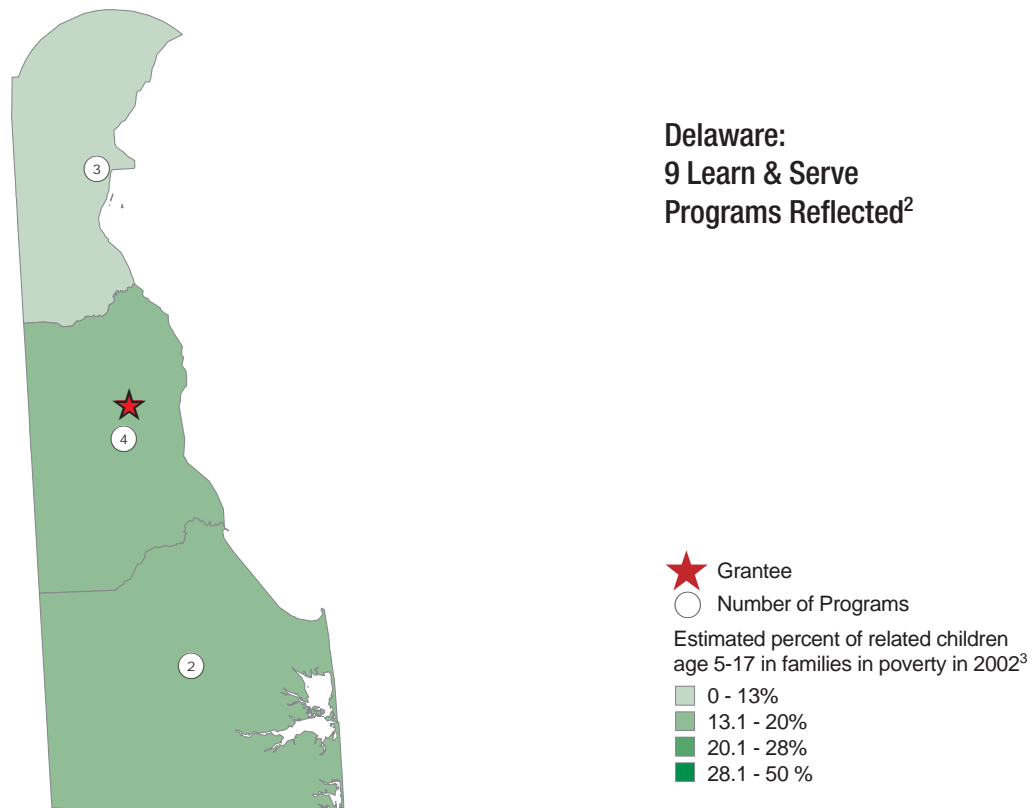
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Delaware, 2004-2005: \$51,217**

<b>LSA Student and Adult Participants</b>		
	<b>Delaware</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	1,442	6,014
Median number of student participants per program	132	205
Total number of service hours	61,095	132,863
Number of teachers/staff involved with LSA	77	398
Median number of teachers/staff per program	8	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Delaware; data tables however, are based on the number of programs that submitted reports through LASSIE. For Delaware, 9 of 9 (100.0%) programs are represented in the data tables.

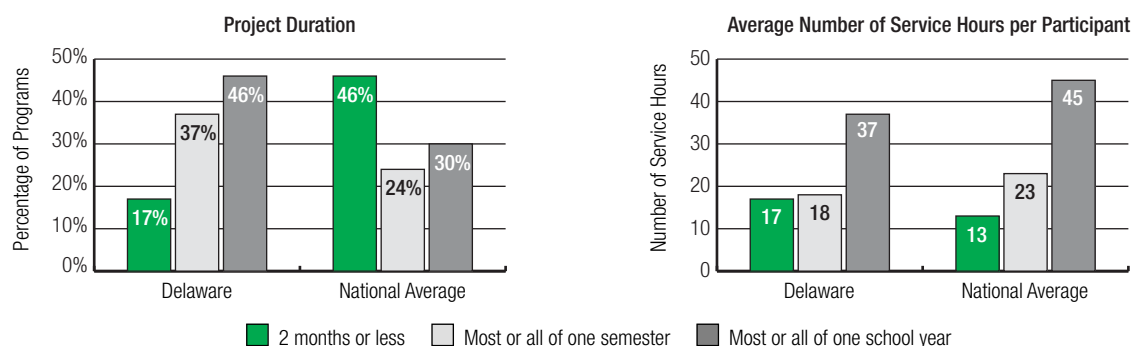
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Delaware	Percent School Age (5-17 years old) <sup>2</sup> Population in Delaware
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.9% / 95.1%	7.9% / 92.1%
<b>Race</b> Native American/Alaskan Native	0.3%	0.4%
Asian American	1.4%	2.3%
Black or African American	30.5%	25.7%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	64.5%	69.1%
Two or More Races	3.3%	2.5%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Delaware	National Average	Delaware	National Average
Has a Service-Learning Advisory Board	0%	47%	0.0	0.5
Has a Service-Learning Coordinator <sup>4</sup>	38%	71%	0.4	0.7
Service-Learning is part of the Strategic Plan	88%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	38%	53%	0.4	0.5
Institutionalization Index Score Total			2.1	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Delaware, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

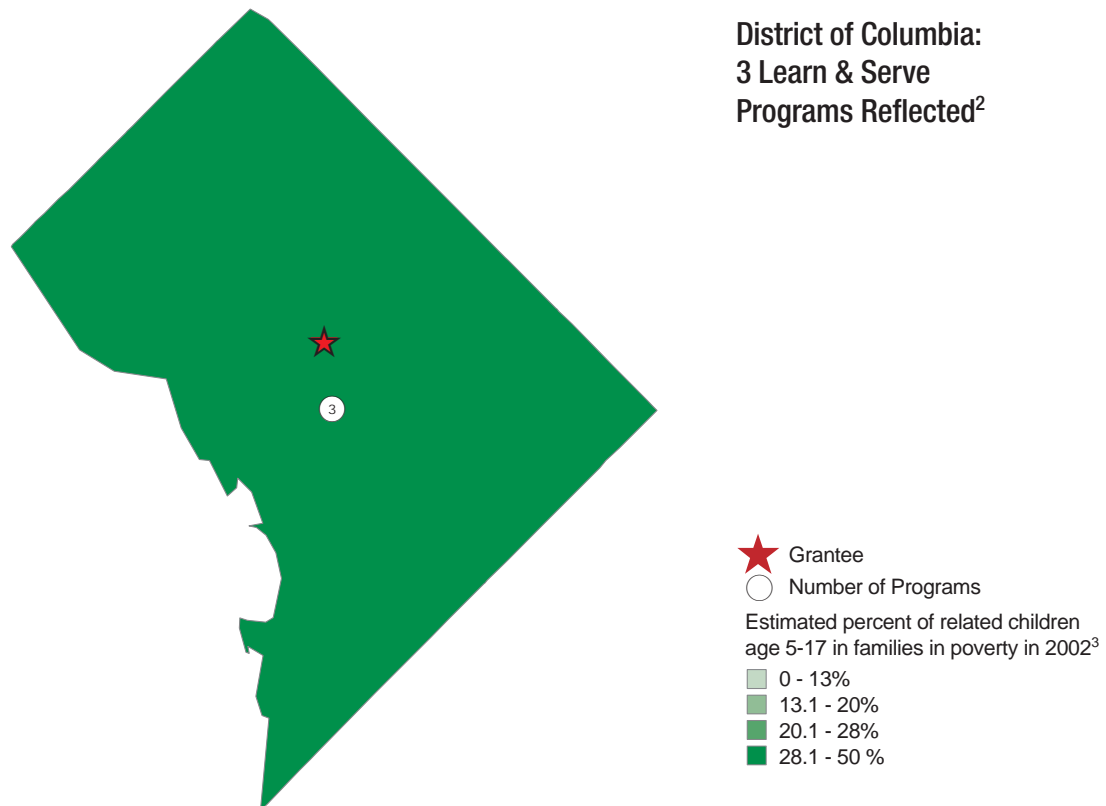
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for District of Columbia, 2004-2005: \$50,118**

<b>LSA Student and Adult Participants</b>		
	<b>District of Columbia</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	189	6,014
Median number of student participants per program	55	205
Total number of service hours	1,300	132,863
Number of teachers/staff involved with LSA	7	398
Median number of teachers/staff per program	3	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for District of Columbia; data tables however, are based on the number of programs that submitted reports through LASSIE. For District of Columbia, 3 of 3 (100.0%) programs are represented in the data tables.

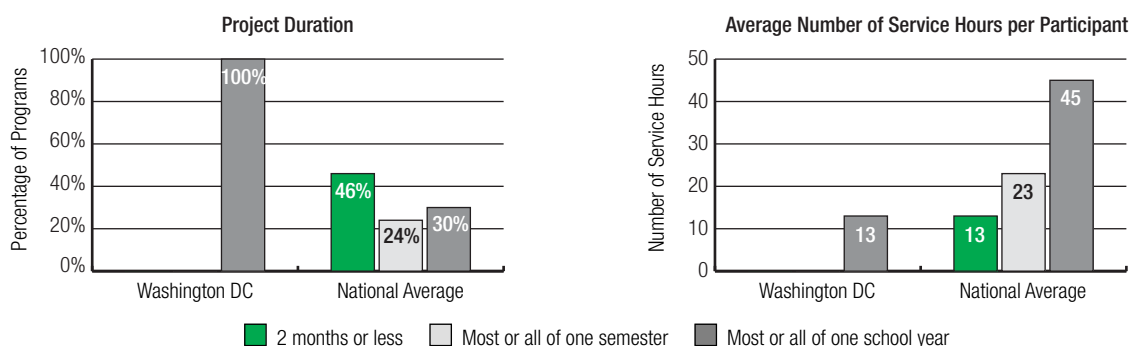
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in District of Columbia	Percent School Age (5-17 years old) <sup>2</sup> Population in District of Columbia
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	13.6% / 86.4%	9.4% / 90.6%
<b>Race</b> Native American/Alaskan Native	0.0%	0.3%
Asian American	5.3%	1.5%
Black or African American	89.5%	76.4%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	0.0%	20.0%
Two or More Races	5.3%	1.8%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	District of Columbia	National Average	District of Columbia	National Average
Has a Service-Learning Advisory Board	0%	47%	0.0	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	57%	1.0	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	33%	53%	0.3	0.5
Institutionalization Index Score Total			3.3	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For District of Columbia, 13.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

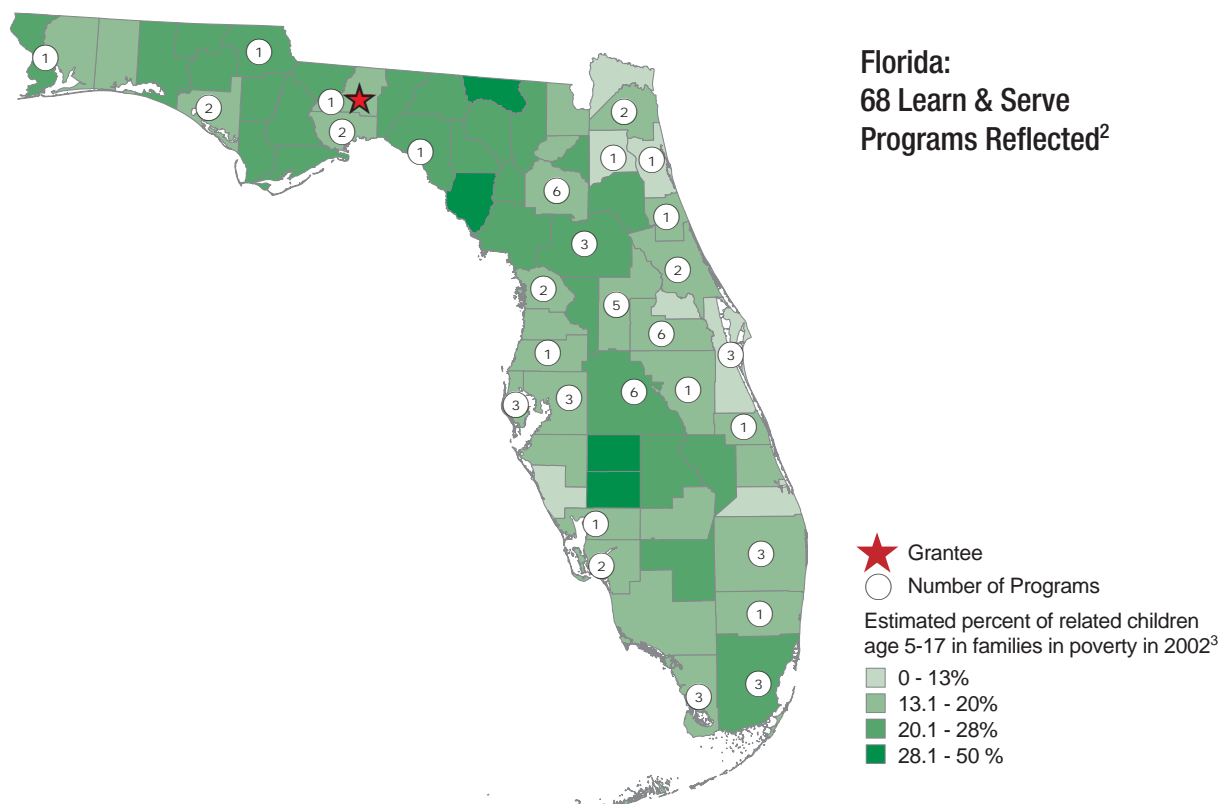
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Florida, 2004-2005: \$959,817**

<b>LSA Student and Adult Participants</b>		
	<b>Florida</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	45,502	6,014
Median number of student participants per program	100	205
Total number of service hours	1,767,321	132,863
Number of teachers/staff involved with LSA	1,281	398
Median number of teachers/staff per program	7	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Florida; data tables however, are based on the number of programs that submitted reports through LASSIE. For Florida, 68 of 68 (100.0%) programs are represented in the data tables.

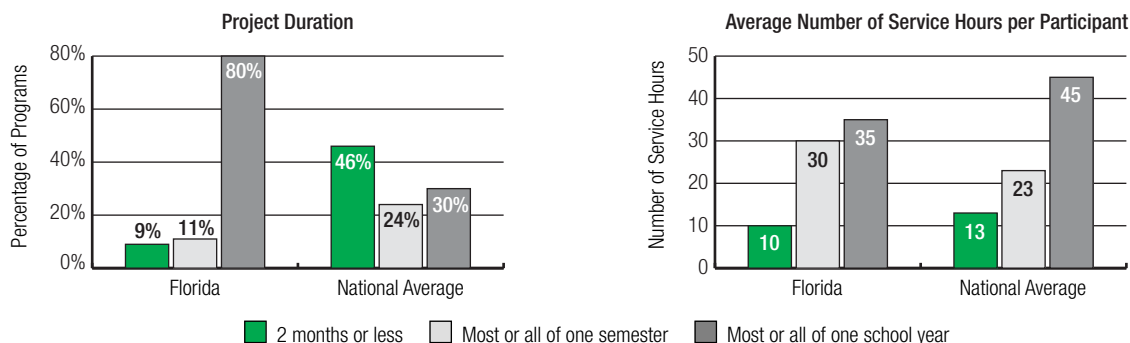
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Florida	Percent School Age (5-17 years old) <sup>2</sup> Population in Florida
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	17.4% / 82.6%	21.0% / 79.0%
<b>Race</b> Native American/Alaskan Native	0.5%	0.5%
Asian American	1.9%	2.0%
Black or African American	25.0%	21.8%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	63.1%	73.6%
Two or More Races	9.2%	2.0%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Florida	National Average	Florida	National Average
Has a Service-Learning Advisory Board	76%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	56%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	67%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	47%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	45%	53%	0.5	0.5
Institutionalization Index Score Total			2.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Florida, 5.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

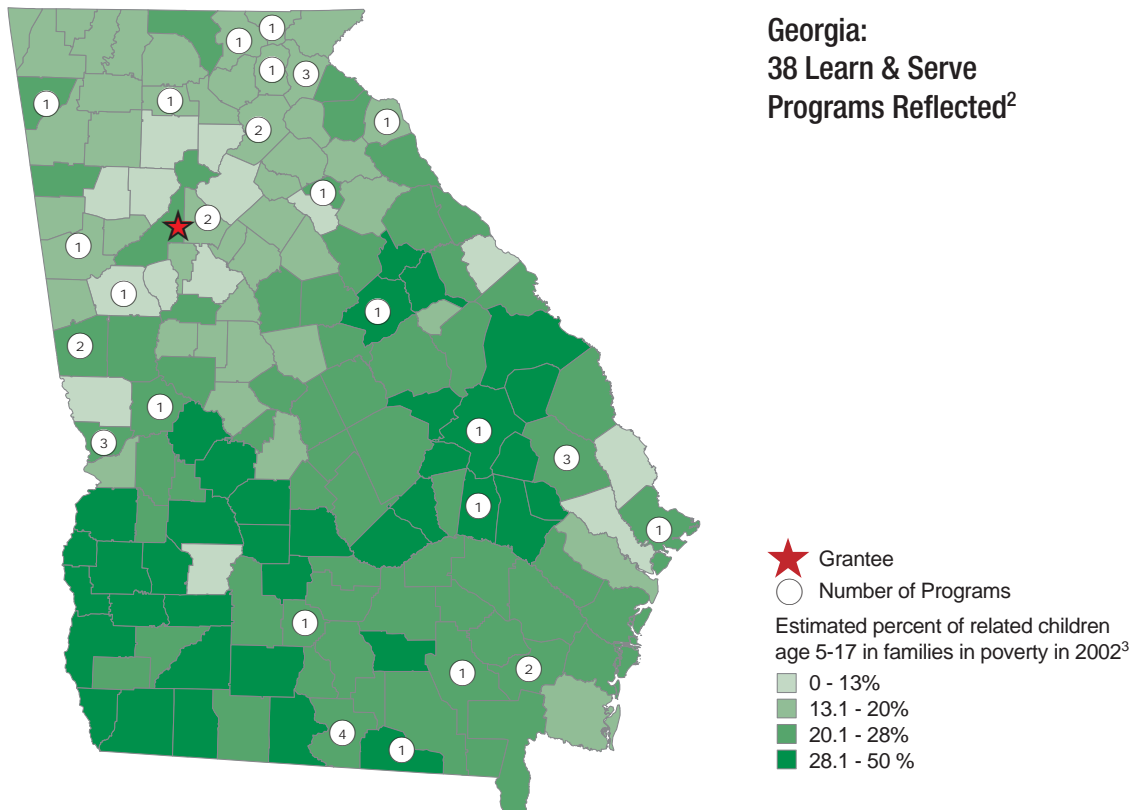
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Georgia, 2004-2005: \$600,286**

<b>LSA Student and Adult Participants</b>		
	<b>Georgia</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	15,008	6,014
Median number of student participants per program	525	205
Total number of service hours	227,909	132,863
Number of teachers/staff involved with LSA	1,049	398
Median number of teachers/staff per program	27	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

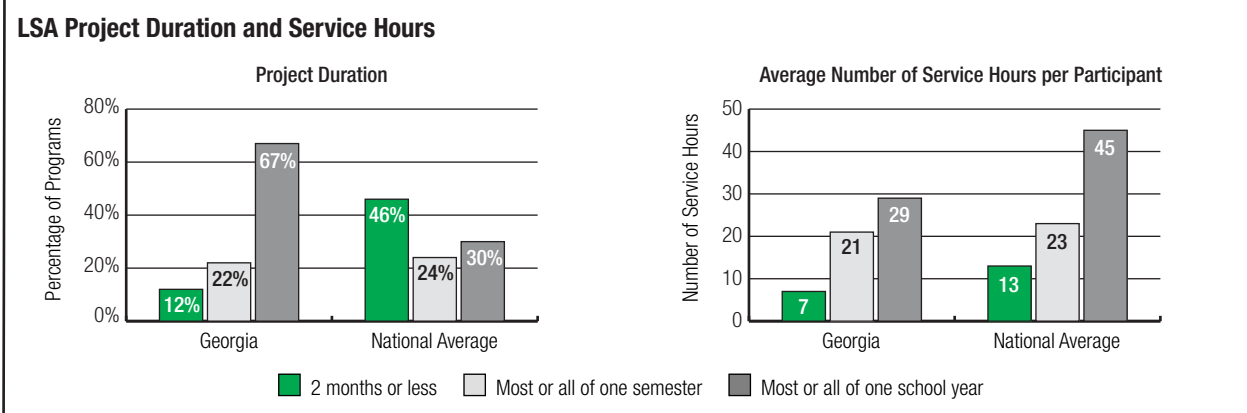
1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Georgia; data tables however, are based on the number of programs that submitted reports through LASSIE. For Georgia, 38 of 38 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in LSA Programs in Georgia	Percent School Age (5-17 years old) <sup>2</sup> Population in Georgia
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	9.3% / 90.7%	7.2% / 92.8%
<b>Race</b> Native American/Alaskan Native	0.1%	0.3%
Asian American	1.0%	2.4%
Black or African American	32.8%	35.1%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	62.8%	60.5%
Two or More Races	3.2%	1.6%



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Georgia	National Average	Georgia	National Average
Has a Service-Learning Advisory Board	69%	47%	0.7	0.5
Has a Service-Learning Coordinator <sup>4</sup>	62%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	80%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	37%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	45%	53%	0.4	0.5
Institutionalization Index Score Total			2.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Georgia, 3.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

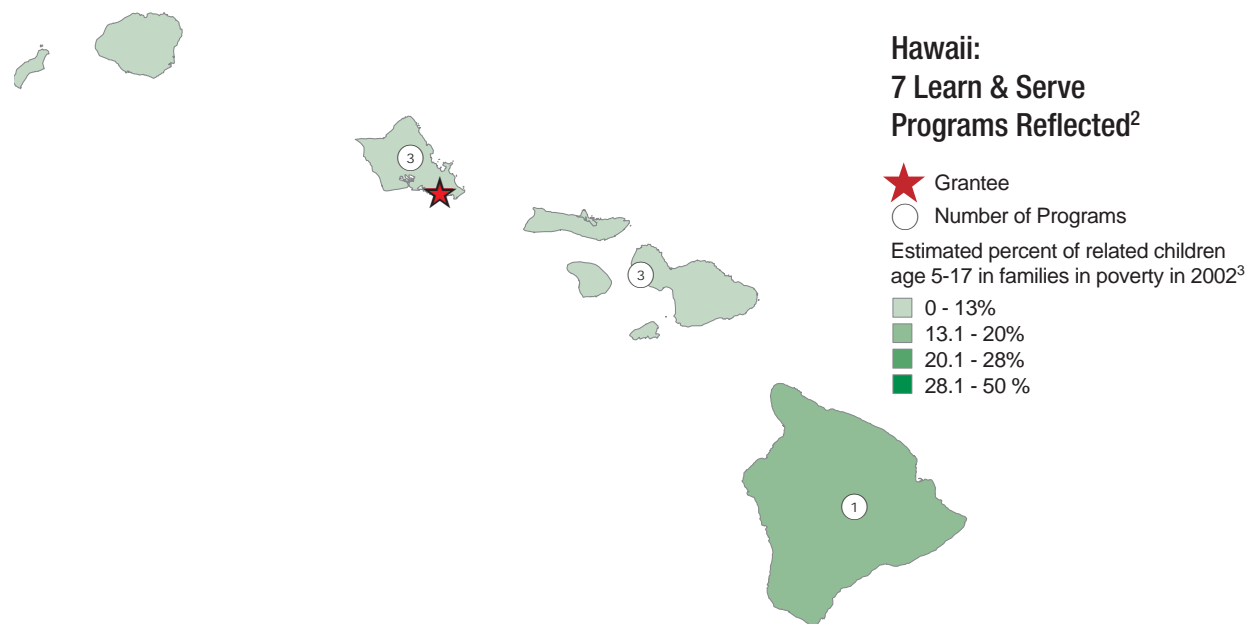
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Hawaii, 2004-2005: \$69,262**

<b>LSA Student and Adult Participants</b>		
	<b>Hawaii</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	645	6,014
Median number of student participants per program	75	205
Total number of service hours	43,538	132,863
Number of teachers/staff involved with LSA	45	398
Median number of teachers/staff per program	6	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Hawaii; data tables however, are based on the number of programs that submitted reports through LASSIE. For Hawaii, 7 of 7 (100.0%) programs are represented in the data tables.

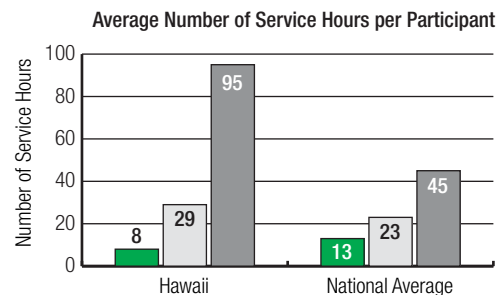
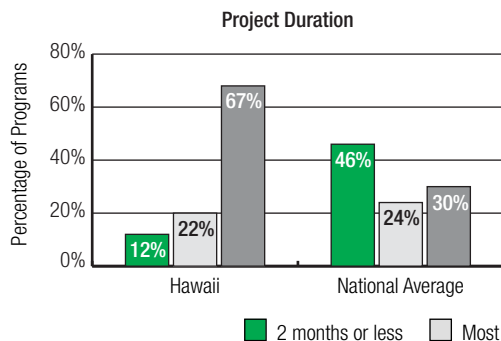
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Hawaii	Percent School Age (5-17 years old) <sup>2</sup> Population in Hawaii
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.2% / 98.8%	11.4% / 88.6%
<b>Race</b> Native American/Alaskan Native	0.1%	0.3%
Asian American	8.7%	30.2%
Black or African American	0.2%	2.3%
Native Hawaiian/Pacific Islander	39.7%	12.2%
White	13.9%	18.5%
Two or More Races	37.4%	36.5%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Hawaii	National Average	Hawaii	National Average
Has a Service-Learning Advisory Board	29%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	50%	71%	0.5	0.7
Service-Learning is part of the Strategic Plan	60%	77%	0.6	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	33%	57%	0.3	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	14%	53%	0.1	0.5
Institutionalization Index Score Total			1.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Hawaii, 0.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

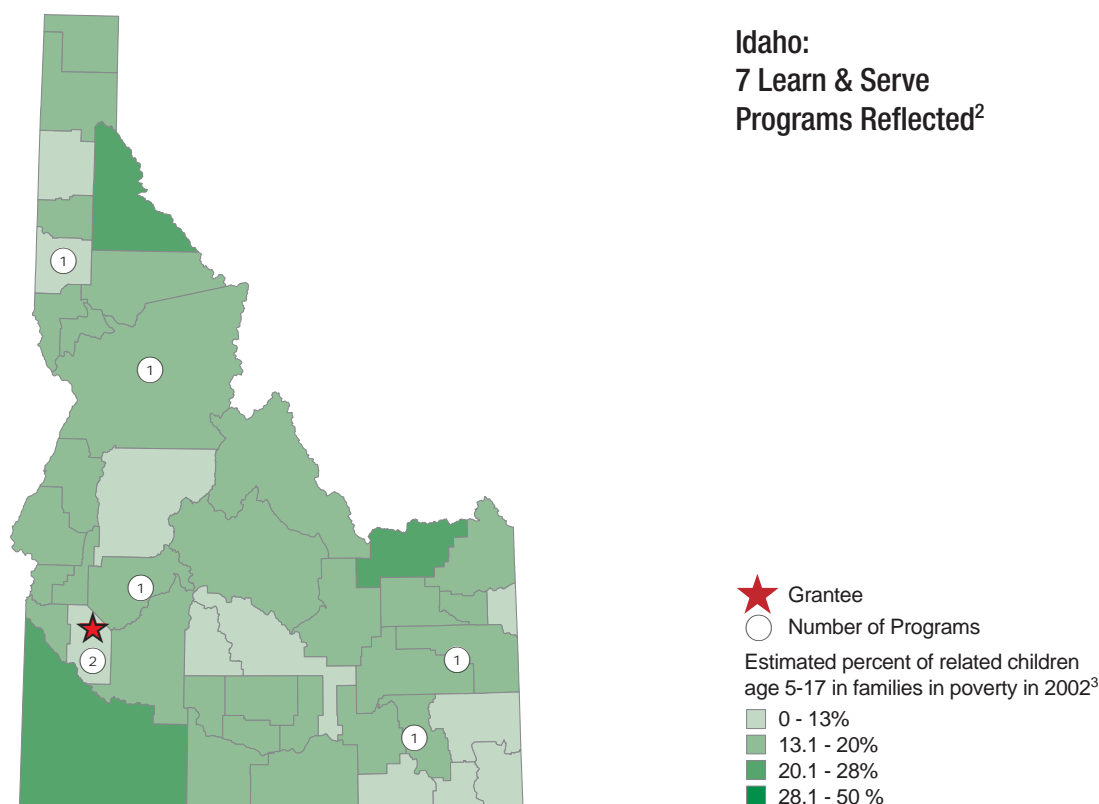
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



### K-12 Formula Funding for Idaho, 2004-2005: \$85,749

LSA Student and Adult Participants		
	Idaho	National Median <sup>4</sup>
Number of LSA student participants	966	6,014
Median number of student participants per program	147	205
Total number of service hours	27,300	132,863
Number of teachers/staff involved with LSA	54	398
Median number of teachers/staff per program	6	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Idaho; data tables however, are based on the number of programs that submitted reports through LASSIE. For Idaho, 7 of 7 (100.0%) programs are represented in the data tables.

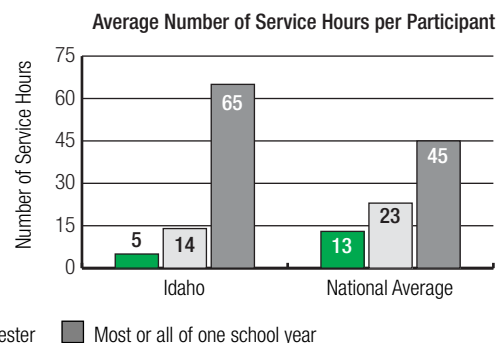
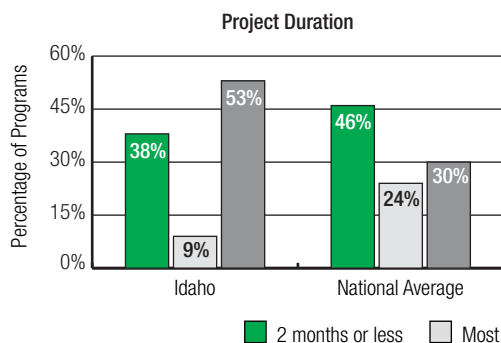
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Idaho	Percent School Age (5-17 years old) <sup>2</sup> Population in Idaho
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	5.4% / 94.6%	12.5% / 87.5%
<b>Race</b> Native American/Alaskan Native	4.1%	1.7%
Asian American	1.1%	0.8%
Black or African American	0.1%	0.7%
Native Hawaiian/Pacific Islander	0.3%	0.1%
White	94.1%	94.3%
Two or More Races	0.3%	2.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Idaho	National Average	Idaho	National Average
Has a Service-Learning Advisory Board	33%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	67%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	57%	1.0	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	0%	53%	0.0	0.5
Institutionalization Index Score Total			3.0	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Idaho, 1.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

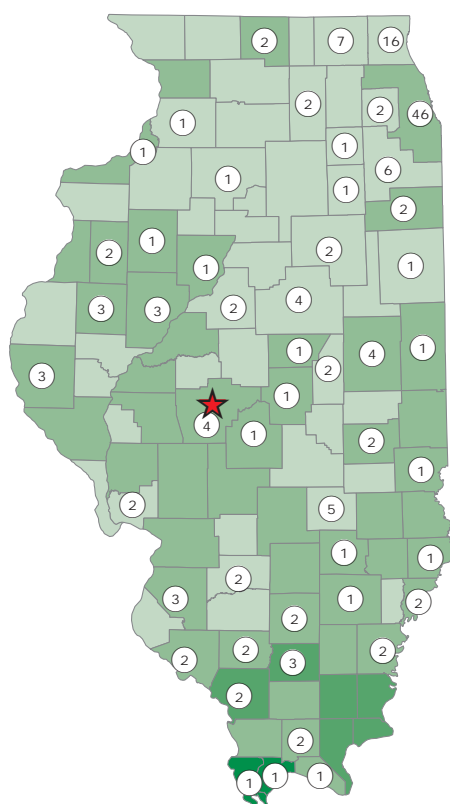
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

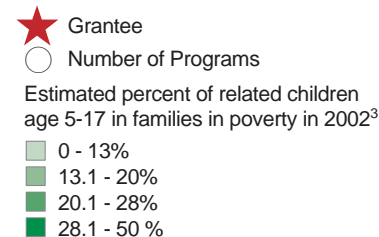
6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Illinois:**  
**162 Learn & Serve**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Illinois, 2004-2005: \$861,925**

<b>LSA Student and Adult Participants</b>		
	<b>Illinois</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	42,324	6,014
Median number of student participants per program	191	205
Total number of service hours	520,766	132,863
Number of teachers/staff involved with LSA	1,959	398
Median number of teachers/staff per program	20	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Illinois; data tables however, are based on the number of programs that submitted reports through LASSIE. For Illinois, 162 of 162 (100.0%) programs are represented in the data tables.

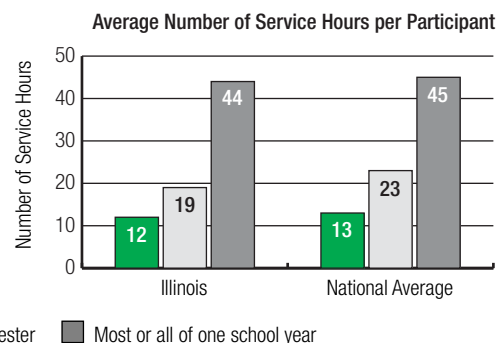
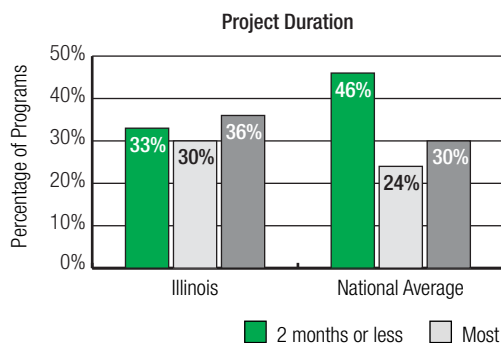
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Illinois	Percent School Age (5-17 years old) <sup>2</sup> Population in Illinois
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	15.3% / 84.7%	17.9% / 82.1%
<b>Race</b> Native American/Alaskan Native	0.1%	0.4%
Asian American	2.0%	3.4%
Black or African American	17.6%	19.0%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	77.6%	75.3%
Two or More Races	2.7%	1.9%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Illinois	National Average	Illinois	National Average
Has a Service-Learning Advisory Board	28%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	68%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	83%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	61%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	37%	53%	0.4	0.5
Institutionalization Index Score Total			2.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Illinois, 0.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

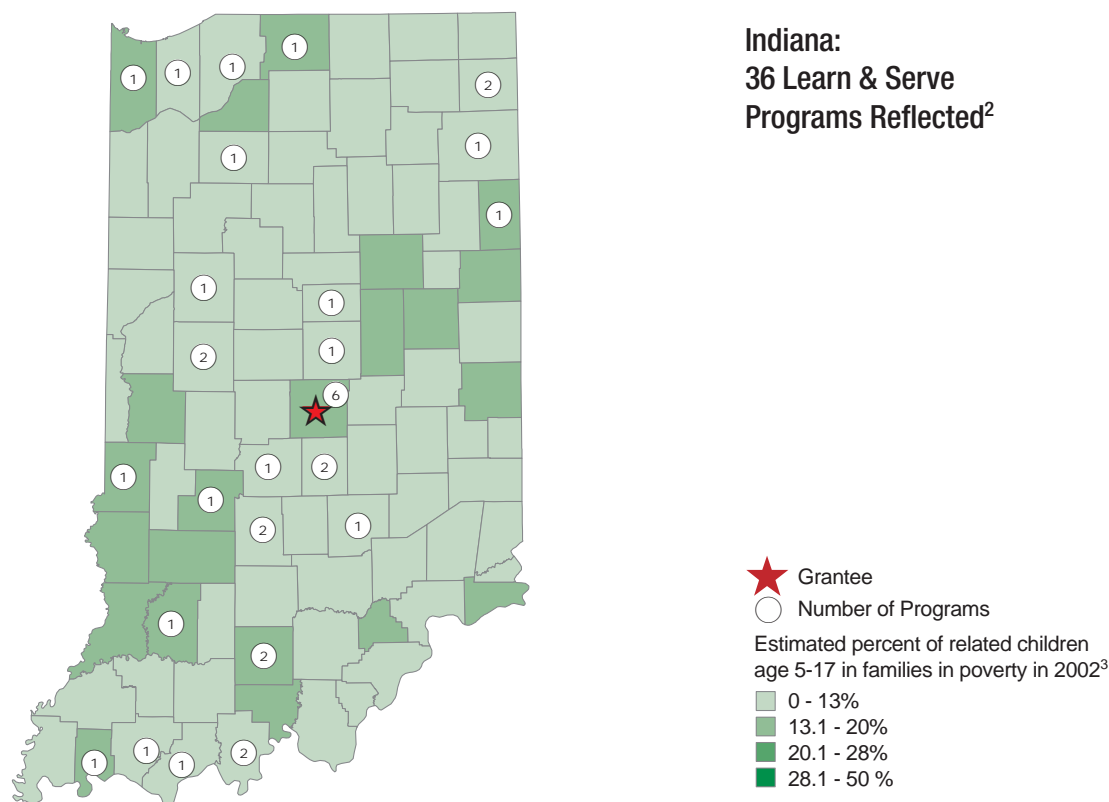
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Indiana, 2004-2005: \$366,772**

<b>LSA Student and Adult Participants</b>		
	<b>Indiana</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	13,018	6,014
Median number of student participants per program	175	205
Total number of service hours	229,827	132,863
Number of teachers/staff involved with LSA	704	398
Median number of teachers/staff per program	13	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Indiana; data tables however, are based on the number of programs that submitted reports through LASSIE. For Indiana, 36 of 36 (100.0%) programs are represented in the data tables.

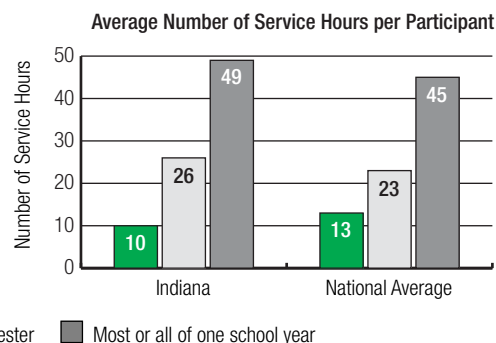
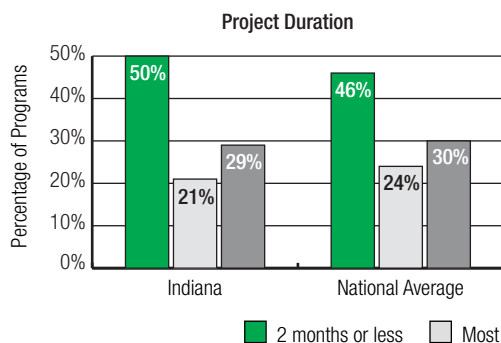
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Indiana	Percent School Age (5-17 years old) <sup>2</sup> Population in Indiana
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	8.9% / 91.1%	5.4% / 94.6%
<b>Race</b> Native American/Alaskan Native	0.1%	0.3%
Asian American	0.8%	1.0%
Black or African American	13.3%	11.1%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	84.3%	85.6%
Two or More Races	1.5%	1.9%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Indiana	National Average	Indiana	National Average
Has a Service-Learning Advisory Board	46%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	60%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	52%	77%	0.5	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	58%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	62%	53%	0.6	0.5
Institutionalization Index Score Total			2.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Indiana, 3.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

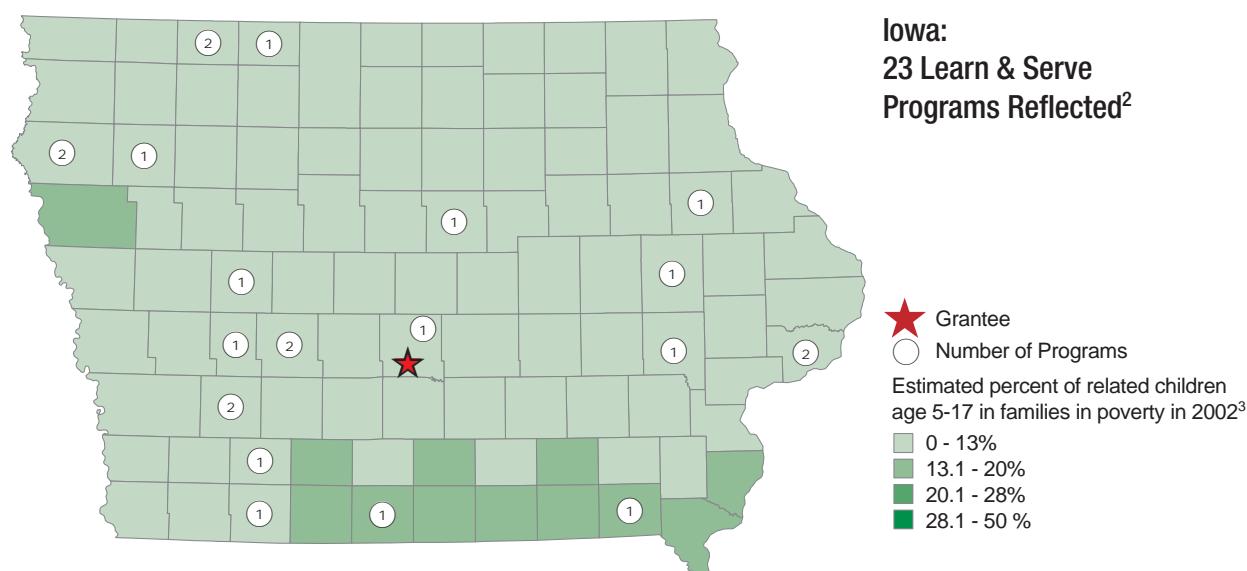
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Iowa, 2004-2005: \$156,864**

<b>LSA Student and Adult Participants</b>		
	<b>Iowa</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	7,613	6,014
Median number of student participants per program	342	205
Total number of service hours	90,612	132,863
Number of teachers/staff involved with LSA	566	398
Median number of teachers/staff per program	28	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Iowa; data tables however, are based on the number of programs that submitted reports through LASSIE. For Iowa, 23 of 23 (100.0%) programs are represented in the data tables.

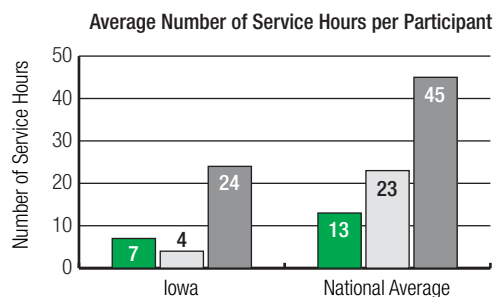
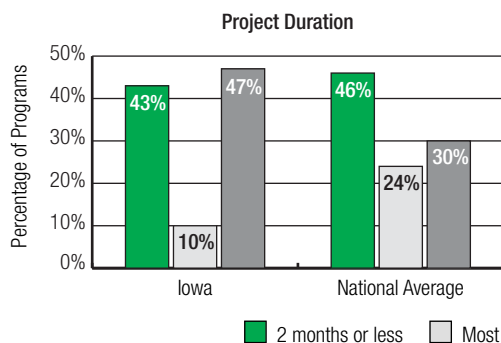
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Iowa	Percent School Age (5-17 years old) <sup>2</sup> Population in Iowa
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.6% / 98.4%	5.2% / 94.8%
<b>Race</b> Native American/Alaskan Native	0.1%	0.5%
Asian American	0.5%	1.5%
Black or African American	3.4%	3.3%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	95.5%	92.8%
Two or More Races	0.5%	1.9%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Iowa	National Average	Iowa	National Average
Has a Service-Learning Advisory Board	30%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	75%	71%	0.8	0.7
Service-Learning is part of the Strategic Plan	83%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	45%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	25%	53%	0.3	0.5
Institutionalization Index Score Total			2.6	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Iowa, 0.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

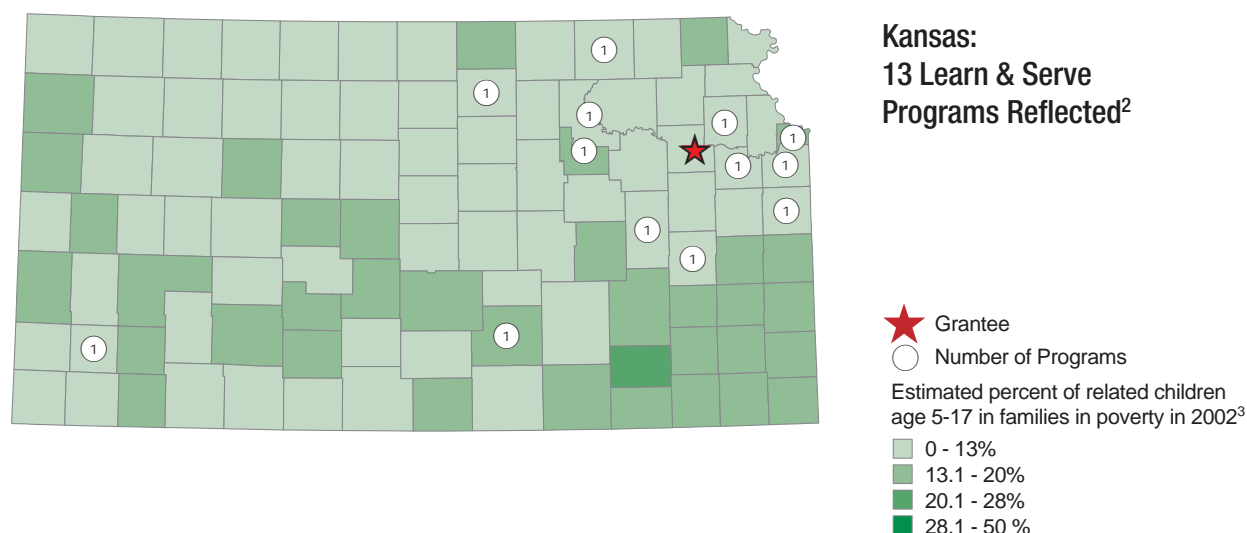
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Kansas, 2004-2005: \$173,727**

<b>LSA Student and Adult Participants</b>		
	<b>Kansas</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	1,745	6,014
Median number of student participants per program	93	205
Total number of service hours	55,152	132,863
Number of teachers/staff involved with LSA	153	398
Median number of teachers/staff per program	12	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Kansas; data tables however, are based on the number of programs that submitted reports through LASSIE. For Kansas, 12 of 13 (108.3%) programs are represented in the data tables.

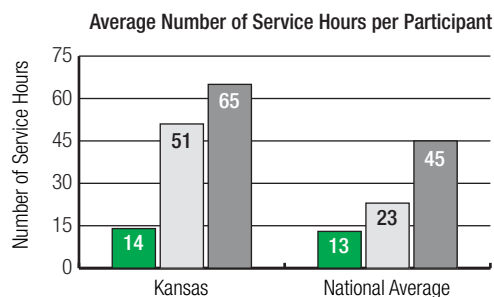
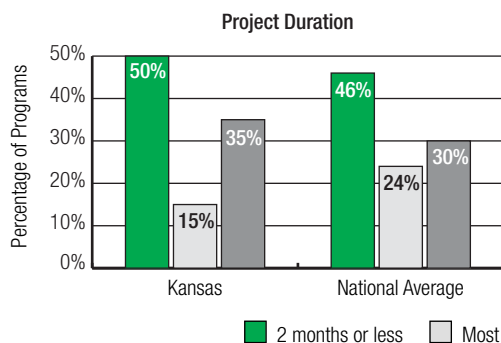
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Kansas	Percent School Age (5-17 years old) <sup>2</sup> Population in Kansas
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	10.6% / 89.4%	11.3% / 88.7%
<b>Race</b> Native American/Alaskan Native	0.3%	1.1%
Asian American	1.3%	1.9%
Black or African American	7.0%	7.4%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	90.2%	86.5%
Two or More Races	1.0%	3.0%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Kansas	National Average	Kansas	National Average
Has a Service-Learning Advisory Board	67%	47%	0.7	0.5
Has a Service-Learning Coordinator <sup>4</sup>	92%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	60%	77%	0.6	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	64%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	58%	53%	0.6	0.5
Institutionalization Index Score Total			3.4	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Kansas, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

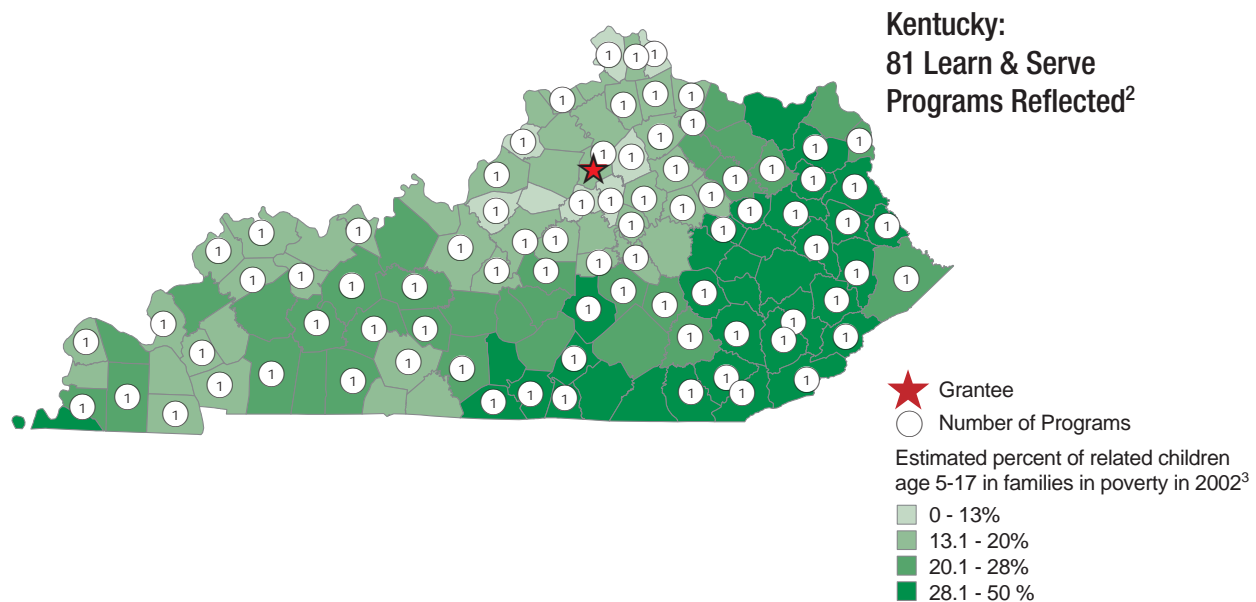
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Kentucky, 2004-2005: \$270,157**

LSA Student and Adult Participants		
	Kentucky	National Median <sup>4</sup>
Number of LSA student participants	36,970	6,014
Median number of student participants per program	204	205
Total number of service hours	740,372	132,863
Number of teachers/staff involved with LSA	2,317	398
Median number of teachers/staff per program	15	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Kentucky; data tables however, are based on the number of programs that submitted reports through LASSIE. For Kentucky, 81 of 81 (100.0%) programs are represented in the data tables.

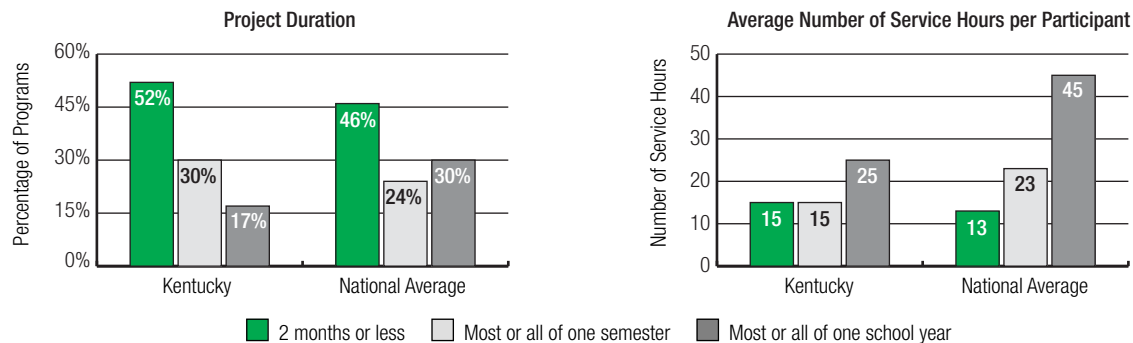
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Kentucky	Percent School Age (5-17 years old) <sup>2</sup> Population in Kentucky
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.0% / 96.0%	2.2% / 97.8%
<b>Race</b> Native American/Alaskan Native	0.1%	0.2%
Asian American	0.7%	0.8%
Black or African American	6.1%	9.3%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	92.4%	87.8%
Two or More Races	0.7%	1.7%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Kentucky	National Average	Kentucky	National Average
Has a Service-Learning Advisory Board	49%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	73%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	70%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	20%	57%	0.2	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	53%	53%	0.5	0.5
Institutionalization Index Score Total			2.7	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Kentucky, 1.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

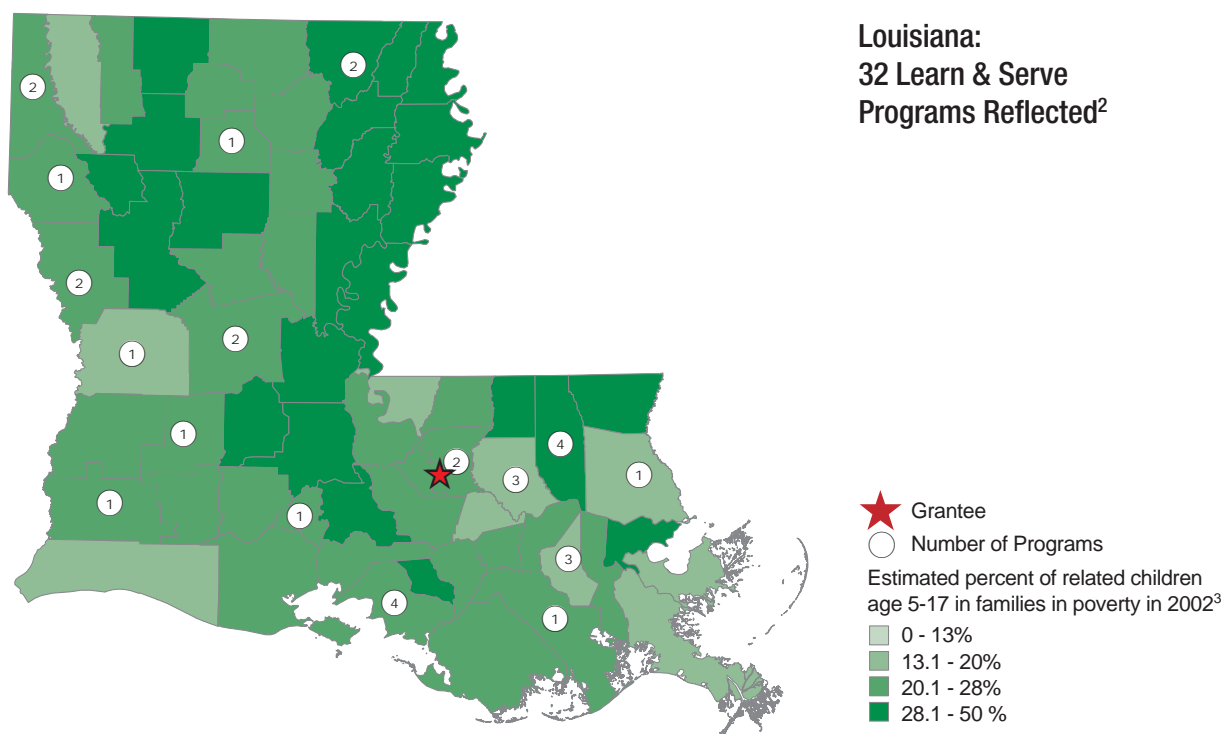
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Louisiana, 2004-2005: \$375,282**

LSA Student and Adult Participants		
	Louisiana	National Median <sup>4</sup>
Number of LSA student participants	4,282	6,014
Median number of student participants per program	96	205
Total number of service hours	141,337	132,863
Number of teachers/staff involved with LSA	255	398
Median number of teachers/staff per program	5	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Louisiana; data tables however, are based on the number of programs that submitted reports through LASSIE. For Louisiana, 32 of 33 (97.0%) programs are represented in the data tables.

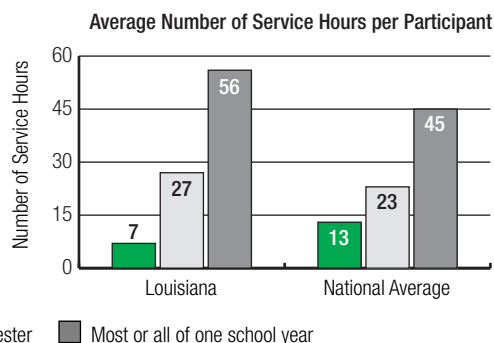
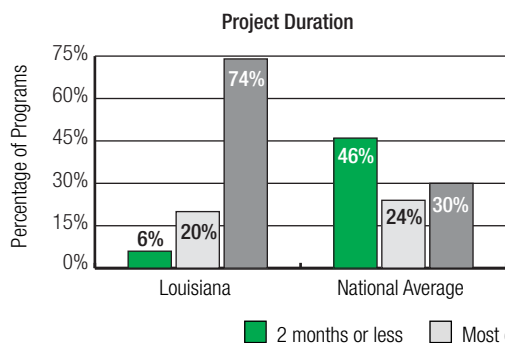
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Louisiana	Percent School Age (5-17 years old) <sup>2</sup> Population in Louisiana
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.9% / 96.2%	2.8% / 97.2%
<b>Race</b> Native American/Alaskan Native	2.3%	0.7%
Asian American	1.4%	1.4%
Black or African American	39.5%	40.1%
Native Hawaiian/Pacific Islander	2.9%	0.0%
White	52.9%	56.6%
Two or More Races	0.9%	1.1%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Louisiana	National Average	Louisiana	National Average
Has a Service-Learning Advisory Board	3%	47%	0.0	0.5
Has a Service-Learning Coordinator <sup>4</sup>	24%	71%	0.2	0.7
Service-Learning is part of the Strategic Plan	67%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	25%	57%	0.3	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	25%	53%	0.3	0.5
Institutionalization Index Score Total			1.4	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Louisiana, 0.9% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

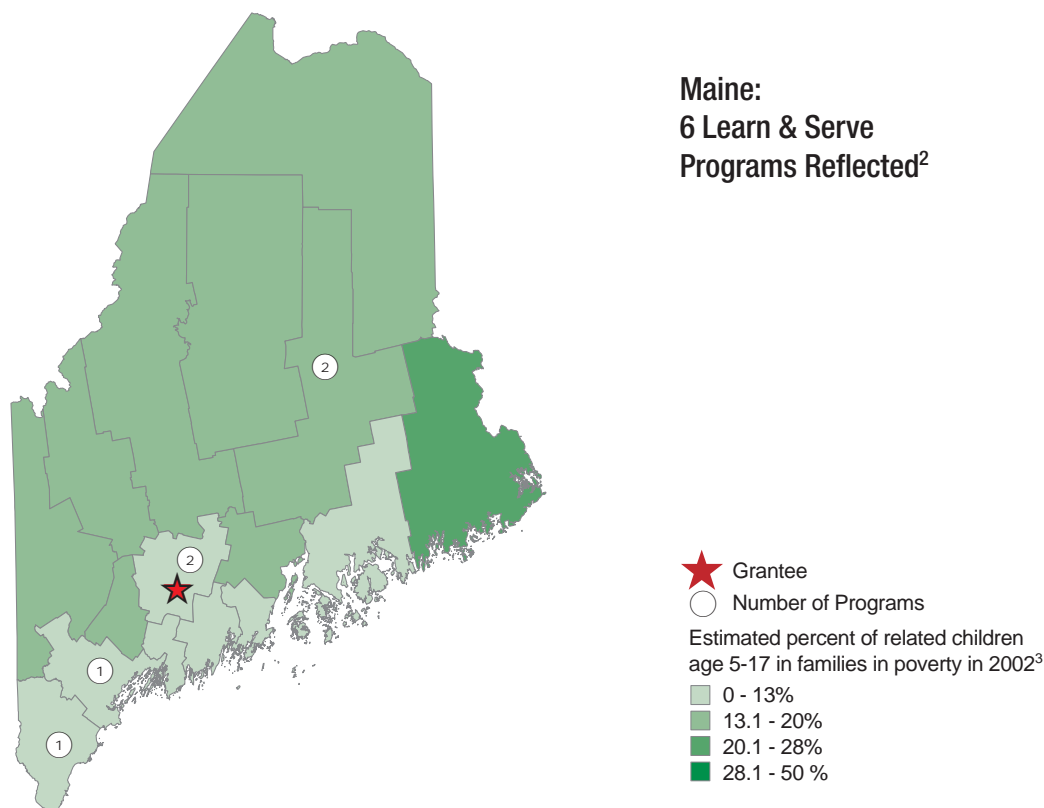
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Maine, 2004-2005: \$83,204**

<b>LSA Student and Adult Participants</b>		
	<b>Maine</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	1,955	6,014
Median number of student participants per program	251	205
Total number of service hours	37,027	132,863
Number of teachers/staff involved with LSA	119	398
Median number of teachers/staff per program	15	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Maine; data tables however, are based on the number of programs that submitted reports through LASSIE. For Maine, 6 of 6 (100.0%) programs are represented in the data tables.

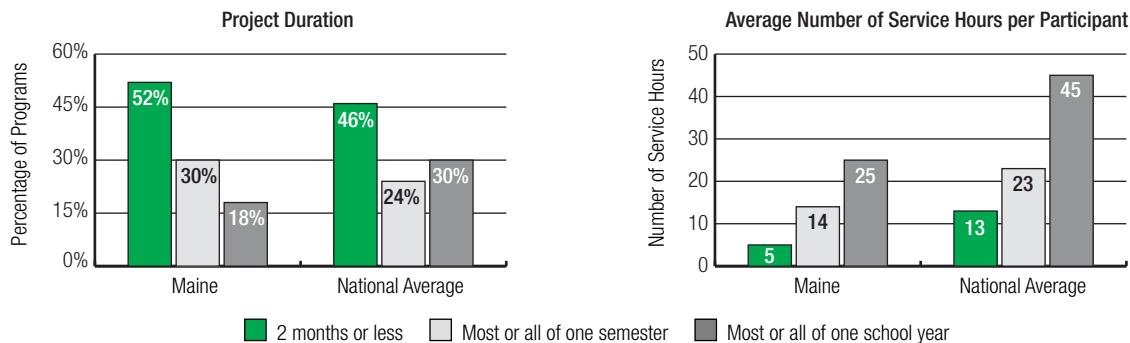
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Maine	Percent School Age (5-17 years old) <sup>2</sup> Population in Maine
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	0.0% / 100.0%	1.3% / 98.7%
<b>Race</b> Native American/Alaskan Native	0.3%	0.8%
Asian American	0.4%	1.0%
Black or African American	0.7%	1.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	98.6%	95.4%
Two or More Races	0.0%	1.7%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Maine	National Average	Maine	National Average
Has a Service-Learning Advisory Board	83%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	67%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	40%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	100%	53%	1.0	0.5
Institutionalization Index Score Total			3.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Maine, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

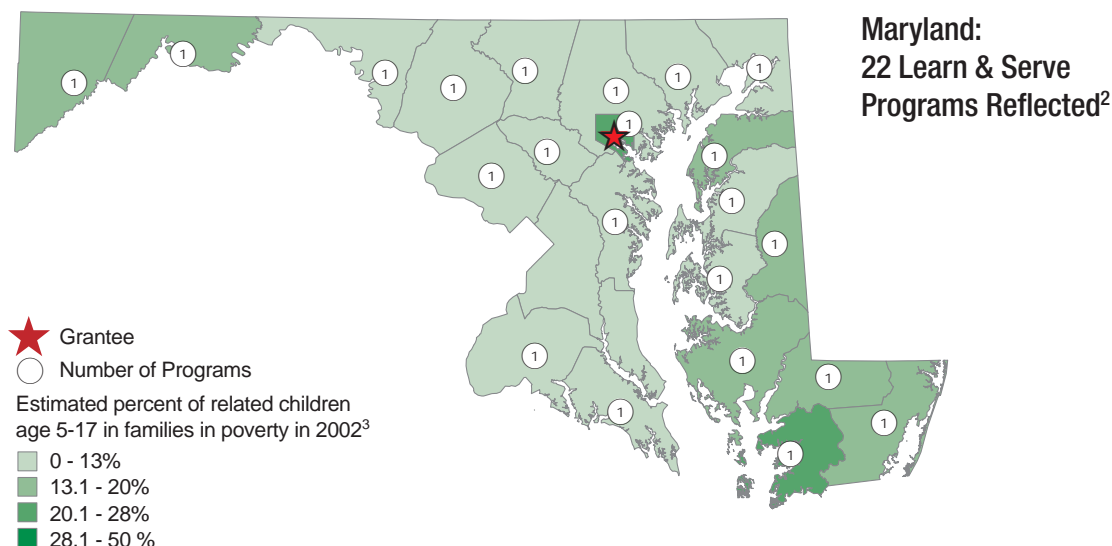
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Maryland, 2004-2005: \$322,700**

<b>LSA Student and Adult Participants</b>		
	<b>Maryland</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	330,978	6,014
Median number of student participants per program	8,314	205
Total number of service hours	8,049,399	132,863
Number of teachers/staff involved with LSA	6,764	398
Median number of teachers/staff per program	80	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Maryland; data tables however, are based on the number of programs that submitted reports through LASSIE. For Maryland, 22 of 22 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

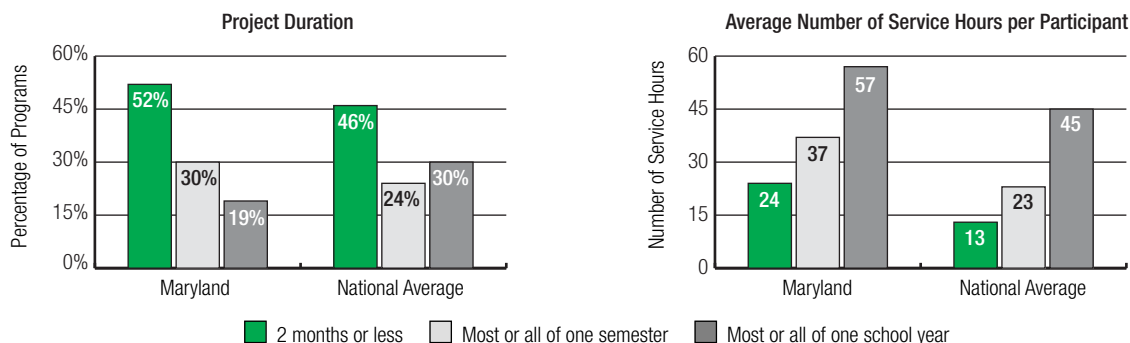
4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.



### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Maryland	Percent School Age (5-17 years old) <sup>2</sup> Population in Maryland
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.2% / 96.8%	6.1% / 93.9%
<b>Race</b> Native American/Alaskan Native	0.4%	0.3%
Asian American	3.0%	4.2%
Black or African American	24.2%	33.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	72.1%	59.6%
Two or More Races	0.2%	2.6%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Maryland	National Average	Maryland	National Average
Has a Service-Learning Advisory Board	46%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	88%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	96%	57%	1.0	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	48%	53%	0.5	0.5
Institutionalization Index Score Total			3.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Maryland, 1.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

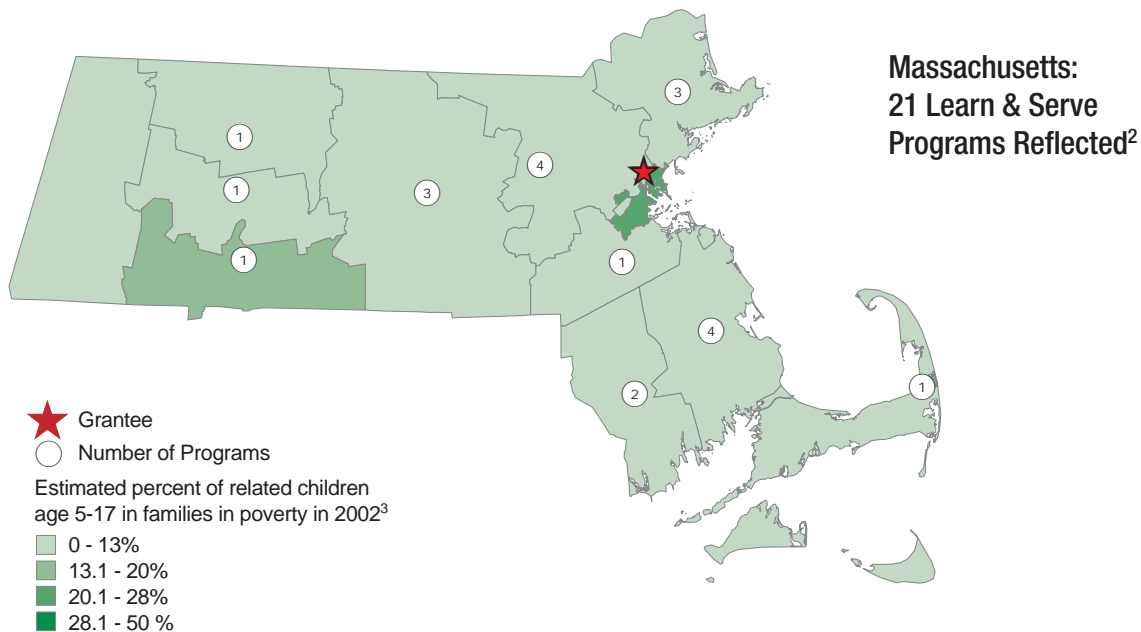
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Massachusetts, 2004-2005: \$435,376**

<b>LSA Student and Adult Participants</b>		
	<b>Massachusetts</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	25,348	6,014
Median number of student participants per program	521	205
Total number of service hours	456,517	132,863
Number of teachers/staff involved with LSA	888	398
Median number of teachers/staff per program	20	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Massachusetts; data tables however, are based on the number of programs that submitted reports through LASSIE. For Massachusetts, 21 of 21 (100.0%) programs are represented in the data tables.

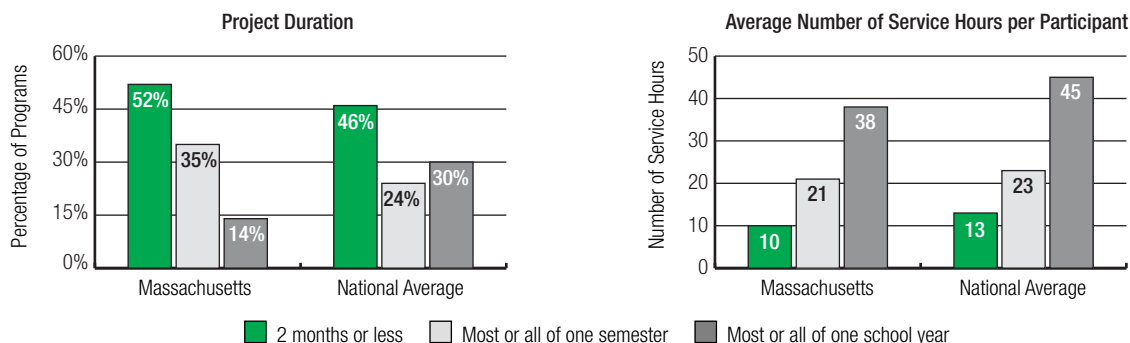
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Massachusetts	Percent School Age (5-17 years old) <sup>2</sup> Population in Massachusetts
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	8.4% / 91.6%	11.0% / 89.0%
<b>Race</b> Native American/Alaskan Native	0.2%	0.4%
Asian American	4.0%	4.4%
Black or African American	4.3%	8.8%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	90.7%	84.0%
Two or More Races	0.8%	2.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Massachusetts	National Average	Massachusetts	National Average
Has a Service-Learning Advisory Board	81%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	76%	71%	0.8	0.7
Service-Learning is part of the Strategic Plan	81%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	86%	57%	0.9	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	76%	53%	0.8	0.5
Institutionalization Index Score Total			4.0	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Massachusetts, 2.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

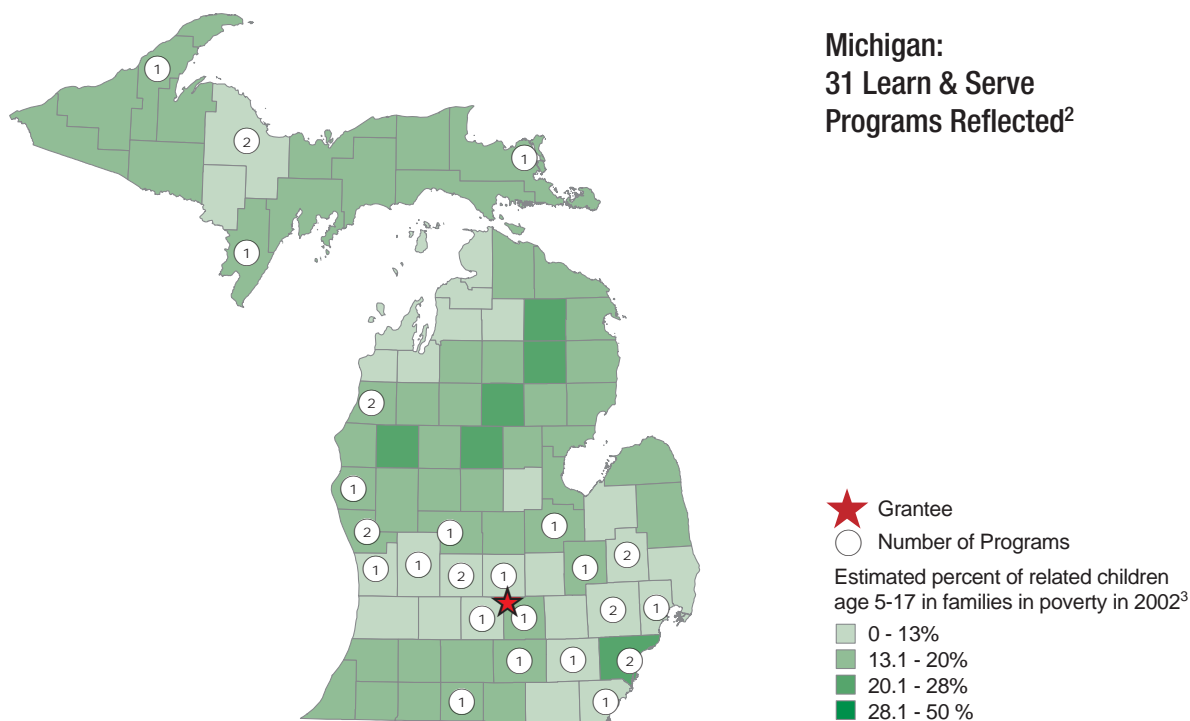
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Michigan, 2004-2005: \$742,446**

<b>LSA Student and Adult Participants</b>		
	<b>Michigan</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	57,507	6,014
Median number of student participants per program	1,135	205
Total number of service hours	516,112	132,863
Number of teachers/staff involved with LSA	2,535	398
Median number of teachers/staff per program	44	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Michigan; data tables however, are based on the number of programs that submitted reports through LASSIE. For Michigan, 31 of 31 (100.0%) programs are represented in the data tables.

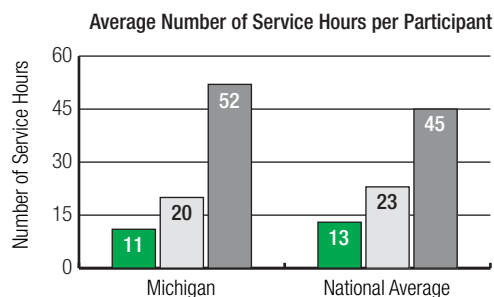
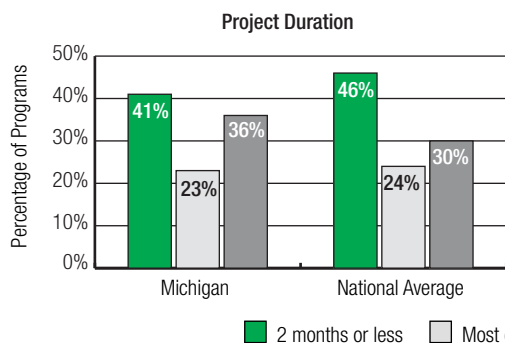
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Michigan	Percent School Age (5-17 years old) <sup>2</sup> Population in Michigan
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.2% / 95.8%	5.0% / 95.0%
<b>Race</b> Native American/Alaskan Native	4.7%	0.7%
Asian American	1.2%	2.1%
Black or African American	8.0%	18.1%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	82.3%	76.5%
Two or More Races	3.7%	2.6%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Michigan	National Average	Michigan	National Average
Has a Service-Learning Advisory Board	87%	47%	0.9	0.5
Has a Service-Learning Coordinator <sup>4</sup>	87%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	90%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	52%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	100%	53%	1.0	0.5
Institutionalization Index Score Total			4.2	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Michigan, 2.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

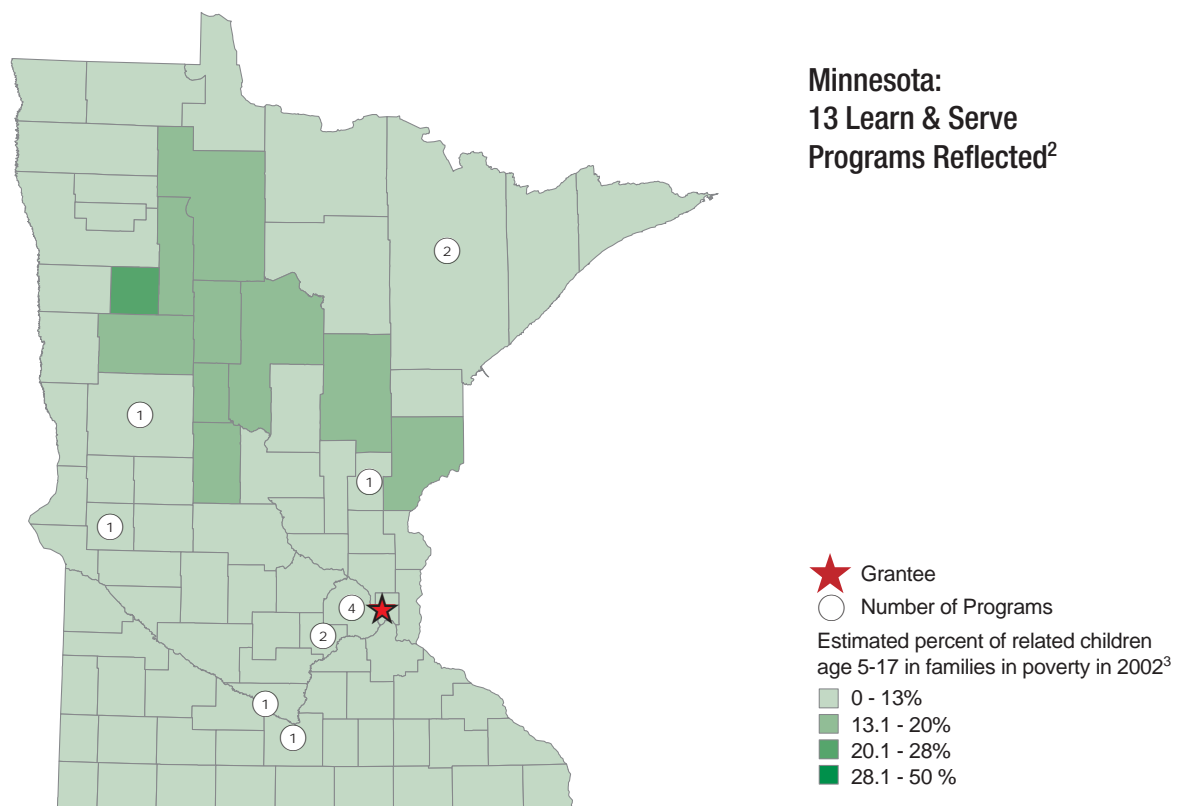
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Minnesota, 2004-2005: \$287,333**

<b>LSA Student and Adult Participants</b>		
	<b>Minnesota</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	16,090	6,014
Median number of student participants per program	830	205
Total number of service hours	220,893	132,863
Number of teachers/staff involved with LSA	1,015	398
Median number of teachers/staff per program	32	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Minnesota; data tables however, are based on the number of programs that submitted reports through LASSIE. For Minnesota, 13 of 13 (100.0%) programs are represented in the data tables.

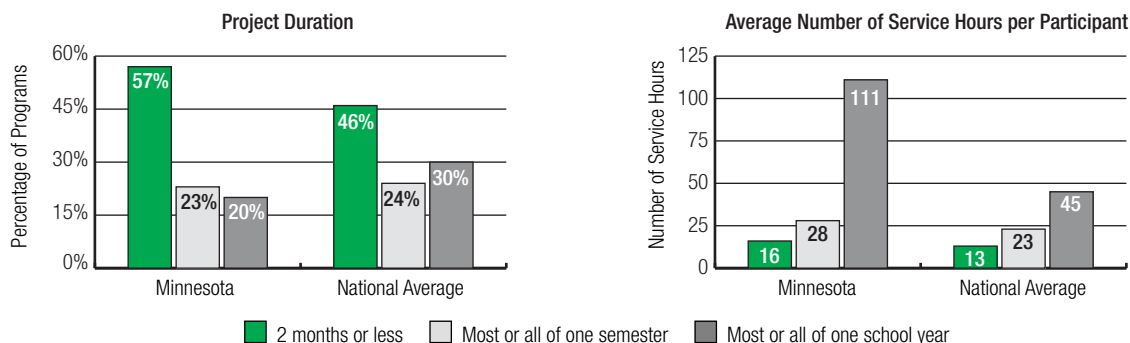
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Minnesota	Percent School Age (5-17 years old) <sup>2</sup> Population in Minnesota
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	5.5% / 94.5%	4.7% / 95.3%
<b>Race</b> Native American/Alaskan Native	2.1%	1.6%
Asian American	5.5%	4.6%
Black or African American	13.8%	5.8%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	78.0%	85.1%
Two or More Races	0.6%	2.9%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Minnesota	National Average	Minnesota	National Average
Has a Service-Learning Advisory Board	92%	47%	0.9	0.5
Has a Service-Learning Coordinator <sup>4</sup>	77%	71%	0.8	0.7
Service-Learning is part of the Strategic Plan	69%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	69%	57%	0.7	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	39%	53%	0.4	0.5
Institutionalization Index Score Total			3.5	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Minnesota, 2.1% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

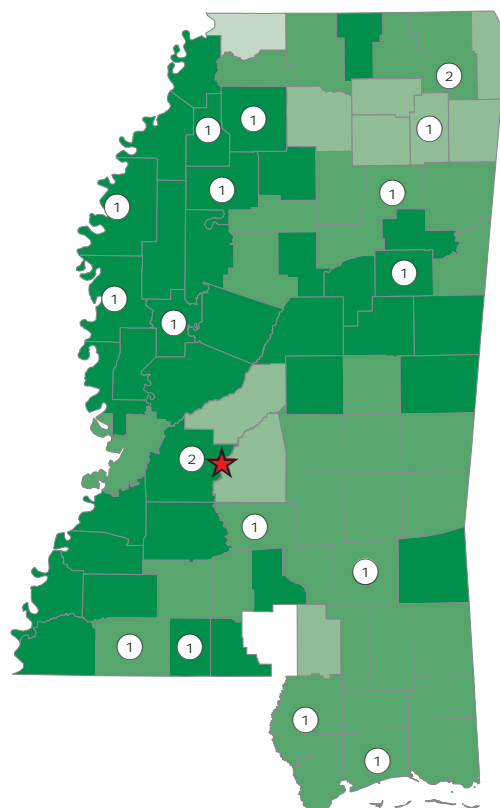
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

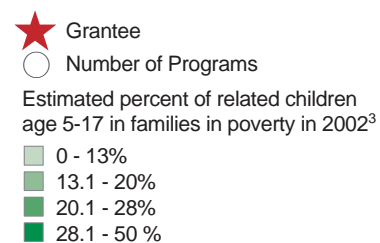
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Mississippi:**  
**19 Learn & Serve**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Mississippi, 2004-2005: \$242,447**

<b>LSA Student and Adult Participants</b>		
	<b>Mississippi</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	6,786	6,014
Median number of student participants per program	200	205
Total number of service hours	161,964	132,863
Number of teachers/staff involved with LSA	460	398
Median number of teachers/staff per program	14	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Mississippi; data tables however, are based on the number of programs that submitted reports through LASSIE. For Mississippi, 19 of 19 (100.0%) programs are represented in the data tables.

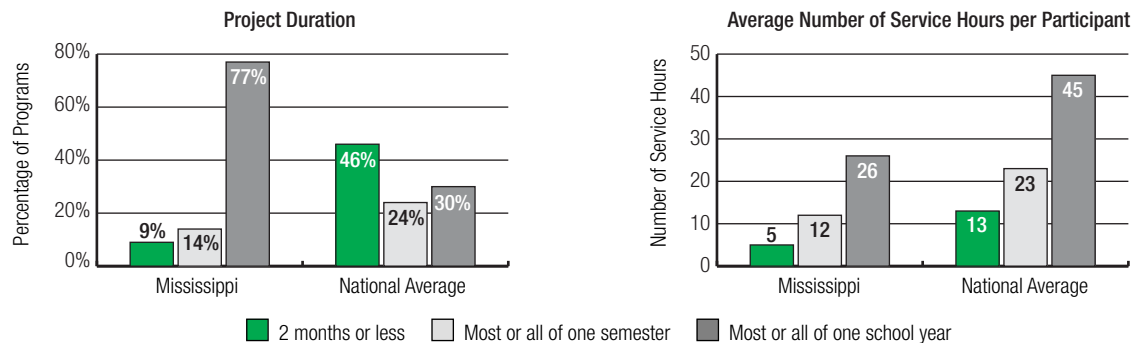
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Mississippi	Percent School Age (5-17 years old) <sup>2</sup> Population in Mississippi
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	0.7% / 99.3%	1.8% / 98.2%
<b>Race</b> Native American/Alaskan Native	0.1%	0.6%
Asian American	0.4%	0.7%
Black or African American	71.2%	44.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	27.6%	53.0%
Two or More Races	0.7%	0.9%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Mississippi	National Average	Mississippi	National Average
Has a Service-Learning Advisory Board	32%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	71%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	11%	57%	0.1	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	47%	53%	0.5	0.5
Institutionalization Index Score Total			2.6	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Mississippi, 0.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

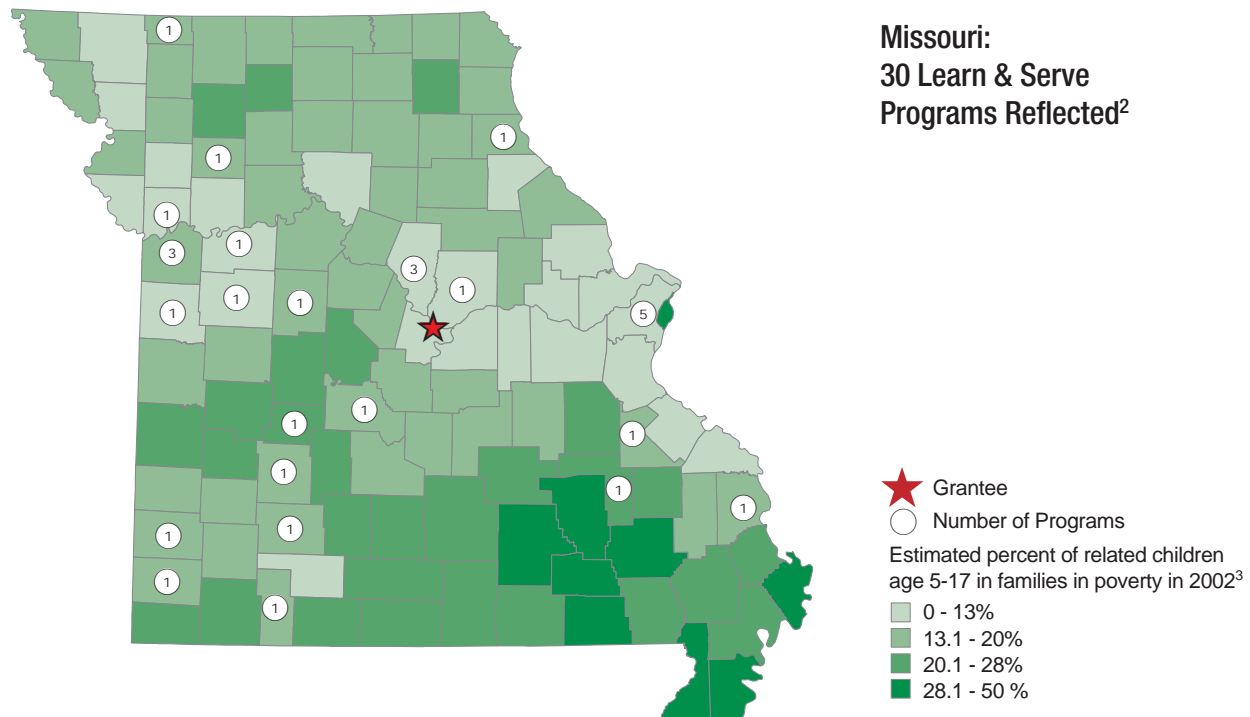
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Missouri, 2004-2005: \$369,405**

<b>LSA Student and Adult Participants</b>		
	<b>Missouri</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	25,786	6,014
Median number of student participants per program	450	205
Total number of service hours	351,438	132,863
Number of teachers/staff involved with LSA	1,341	398
Median number of teachers/staff per program	20	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Missouri; data tables however, are based on the number of programs that submitted reports through LASSIE. For Missouri, 30 of 30 (100.0%) programs are represented in the data tables.

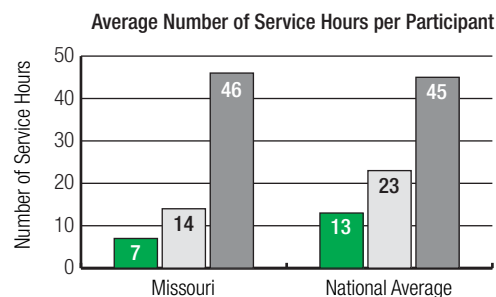
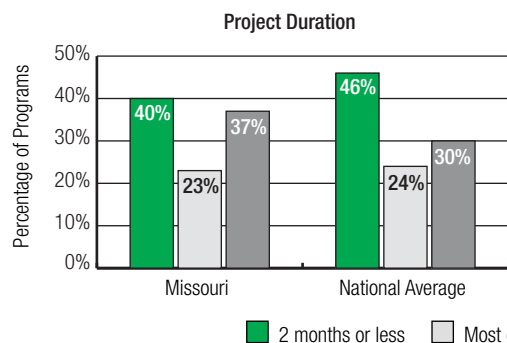
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Missouri	Percent School Age (5-17 years old) <sup>2</sup> Population in Missouri
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.3% / 97.7%	3.3% / 96.7%
<b>Race</b> Native American/Alaskan Native	1.0%	0.5%
Asian American	0.4%	1.1%
Black or African American	16.0%	14.8%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	80.5%	81.4%
Two or More Races	1.9%	2.1%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Missouri	National Average	Missouri	National Average
Has a Service-Learning Advisory Board	80%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	88%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	90%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	83%	57%	0.8	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	60%	53%	0.6	0.5
Institutionalization Index Score Total			4.0	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Missouri, 1.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

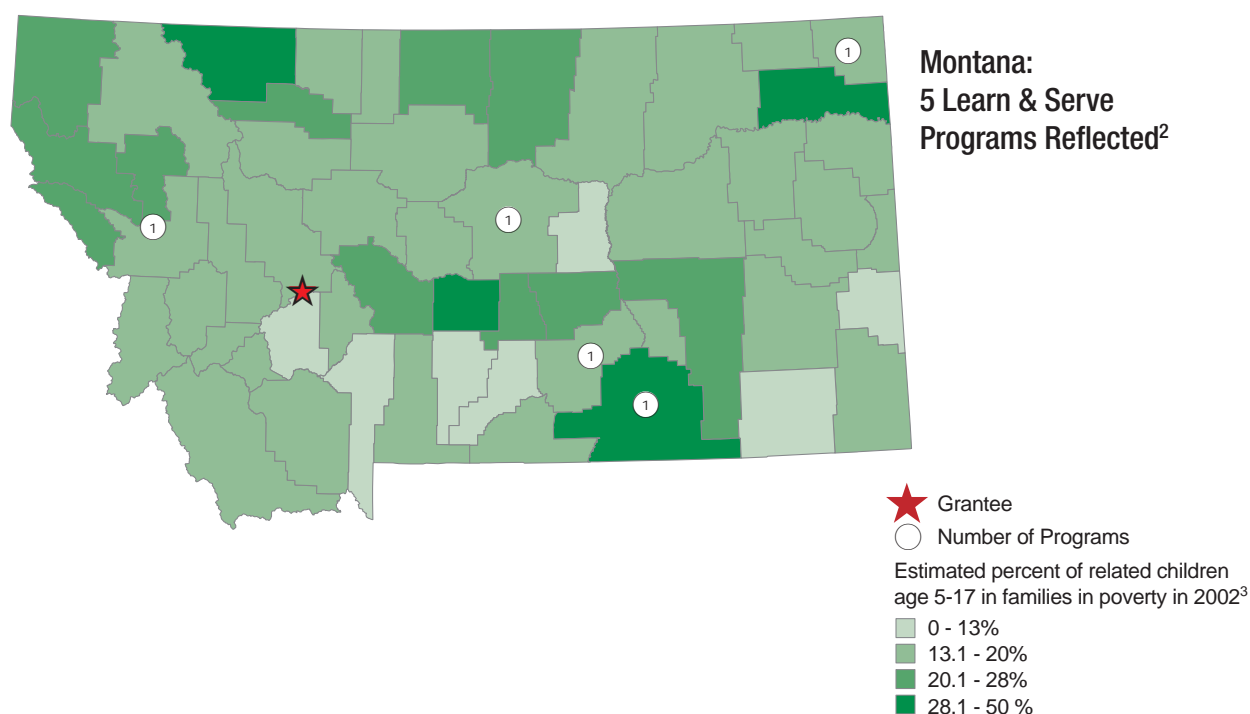
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Montana, 2004-2005: \$65,347**

<b>LSA Student and Adult Participants</b>		
	<b>Montana</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	1,533	6,014
Median number of student participants per program	65	205
Total number of service hours	6,762	132,863
Number of teachers/staff involved with LSA	116	398
Median number of teachers/staff per program	5	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Montana; data tables however, are based on the number of programs that submitted reports through LASSIE. For Montana, 5 of 5 (100.0%) programs are represented in the data tables.

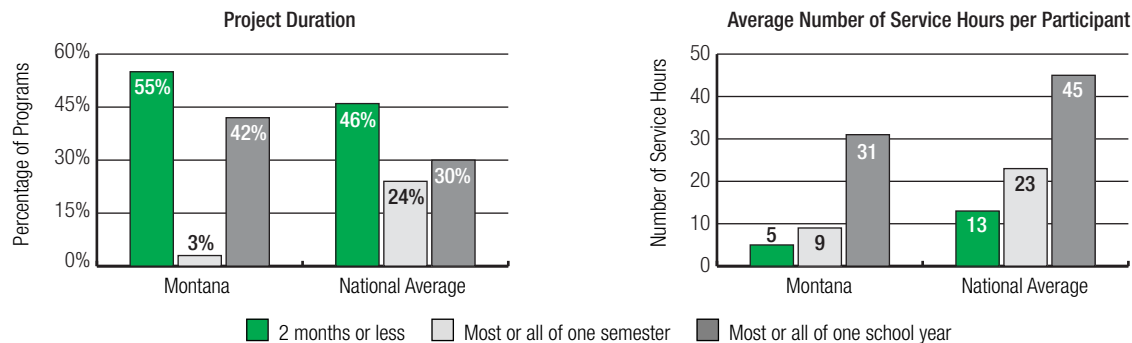
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Montana	Percent School Age (5-17 years old) <sup>2</sup> Population in Montana
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.2% / 96.8%	3.4% / 96.6%
<b>Race</b> Native American/Alaskan Native	15.2%	9.7%
Asian American	0.3%	0.6%
Black or African American	0.6%	0.5%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	83.9%	86.5%
Two or More Races	0.0%	2.8%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Montana	National Average	Montana	National Average
Has a Service-Learning Advisory Board	40%	47%	0.4	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	60%	77%	0.6	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	20%	57%	0.2	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	60%	53%	0.6	0.5
Institutionalization Index Score Total			2.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Montana, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

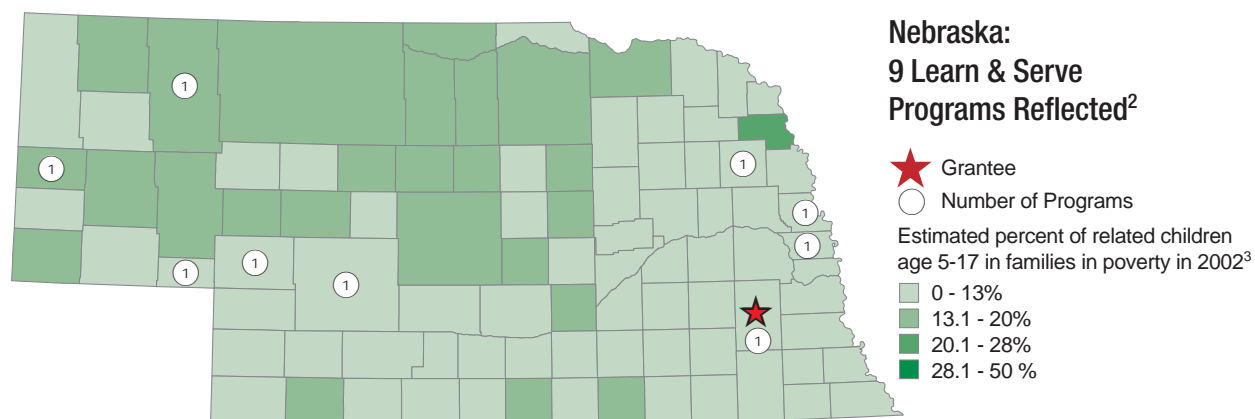
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Nebraska, 2004-2005: \$103,552**

<b>LSA Student and Adult Participants</b>		
	<b>Nebraska</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	434	6,014
Median number of student participants per program	76	205
Total number of service hours	4,135	132,863
Number of teachers/staff involved with LSA	32	398
Median number of teachers/staff per program	4	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Nebraska; data tables however, are based on the number of programs that submitted reports through LASSIE. For Nebraska, 9 of 9 (100.0%) programs are represented in the data tables.

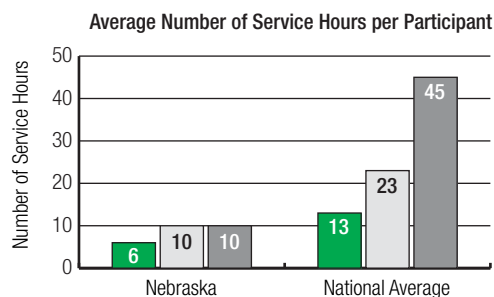
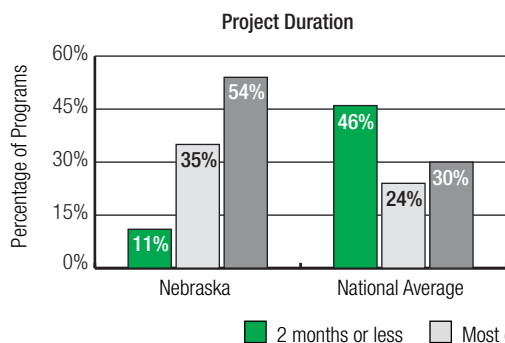
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Nebraska	Percent School Age (5-17 years old) <sup>2</sup> Population in Nebraska
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	10.7% / 89.3%	9.7% / 90.3%
<b>Race</b> Native American/Alaskan Native	0.0%	1.4%
Asian American	0.3%	1.4%
Black or African American	10.2%	5.8%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	80.6%	89.0%
Two or More Races	8.9%	2.2%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Nebraska	National Average	Nebraska	National Average
Has a Service-Learning Advisory Board	0%	47%	0.0	0.5
Has a Service-Learning Coordinator <sup>4</sup>	17%	71%	0.2	0.7
Service-Learning is part of the Strategic Plan	33%	77%	0.3	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	67%	57%	0.7	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	53%	0.5	0.5
Institutionalization Index Score Total			1.7	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Nebraska, 3.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

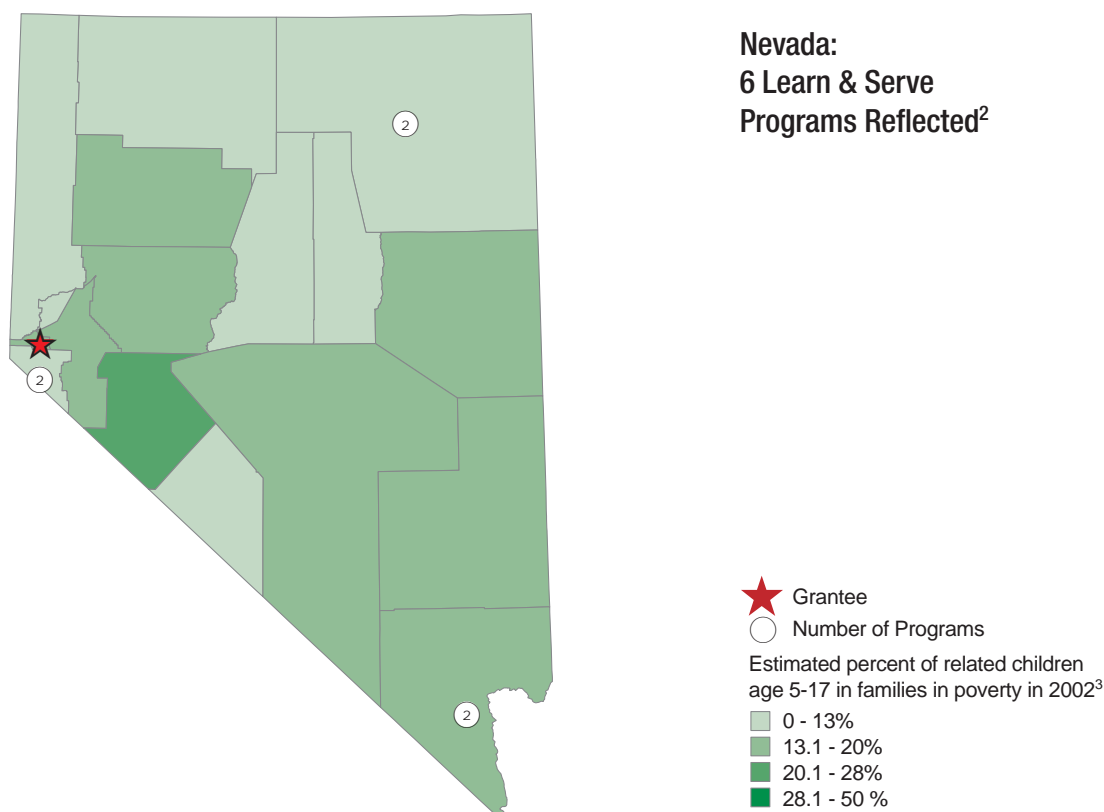
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Nevada, 2004-2005: \$120,860**

<b>LSA Student and Adult Participants</b>		
	<b>Nevada</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	920	6,014
Median number of student participants per program	311	205
Total number of service hours	33,900	132,863
Number of teachers/staff involved with LSA	46	398
Median number of teachers/staff per program	9	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Nevada; data tables however, are based on the number of programs that submitted reports through LASSIE. For Nevada, 6 of 6 (100.0%) programs are represented in the data tables.

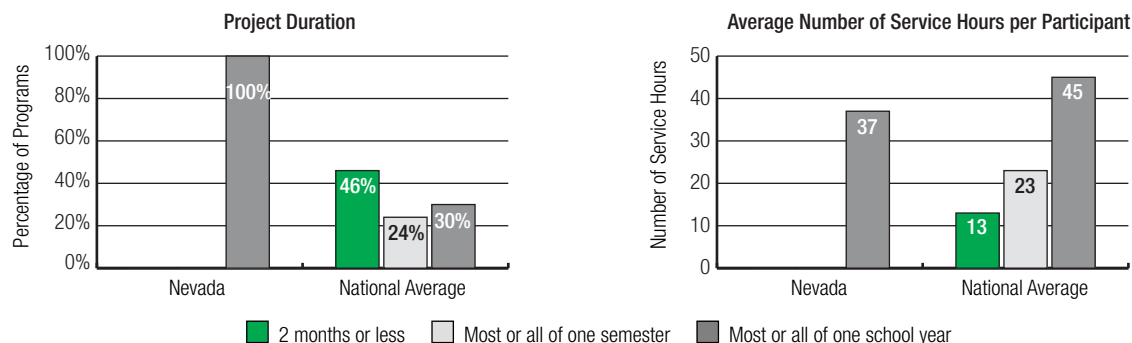
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Nevada	Percent School Age (5-17 years old) <sup>2</sup> Population in Nevada
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	16.9% / 83.1%	31.0% / 69.0%
<b>Race</b> Native American/Alaskan Native	3.8%	1.7%
Asian American	1.3%	4.5%
Black or African American	7.5%	9.4%
Native Hawaiian/Pacific Islander	0.7%	0.6%
White	82.1%	79.5%
Two or More Races	4.5%	4.4%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Nevada	National Average	Nevada	National Average
Has a Service-Learning Advisory Board	100%	47%	1.0	0.5
Has a Service-Learning Coordinator <sup>4</sup>	0%	71%	0.0	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	57%	1.0	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	67%	53%	0.7	0.5
Institutionalization Index Score Total			3.7	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Nevada, 17.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

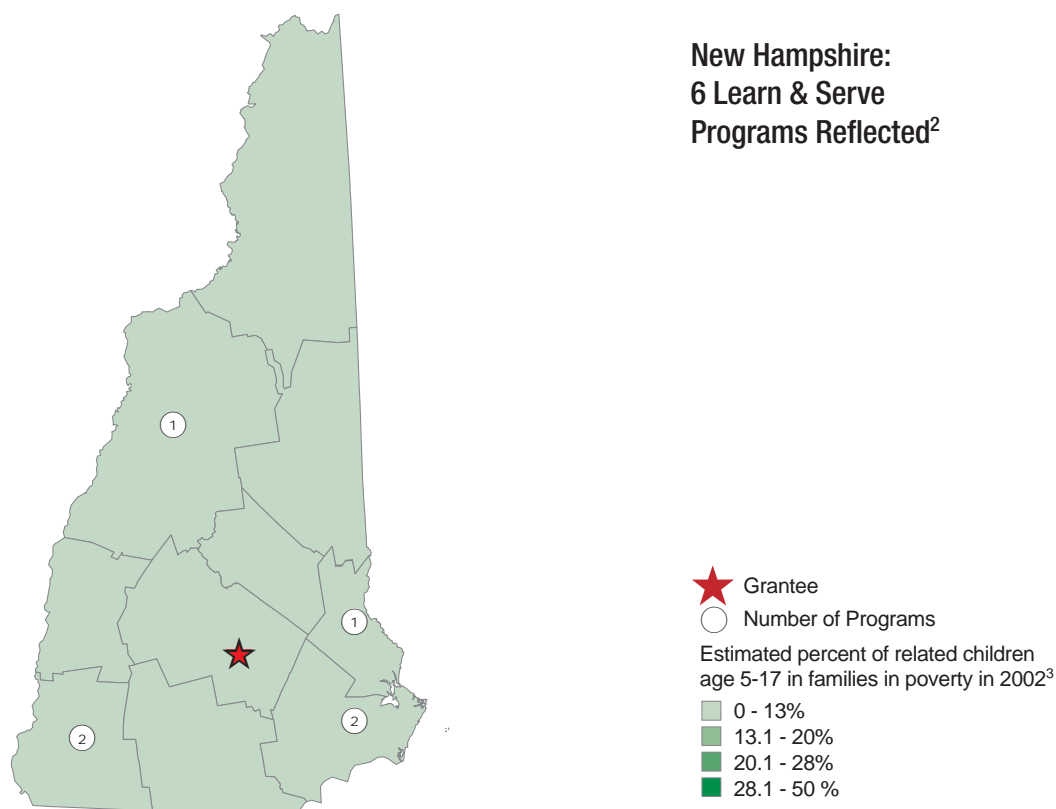
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for New Hampshire, 2004-2005: \$69,319**

<b>LSA Student and Adult Participants</b>		
	<b>New Hampshire</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	1,927	6,014
Median number of student participants per program	205	205
Total number of service hours	10,522	132,863
Number of teachers/staff involved with LSA	124	398
Median number of teachers/staff per program	23	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Hampshire; data tables however, are based on the number of programs that submitted reports through LASSIE. For New Hampshire, 6 of 6 (100.0%) programs are represented in the data tables.

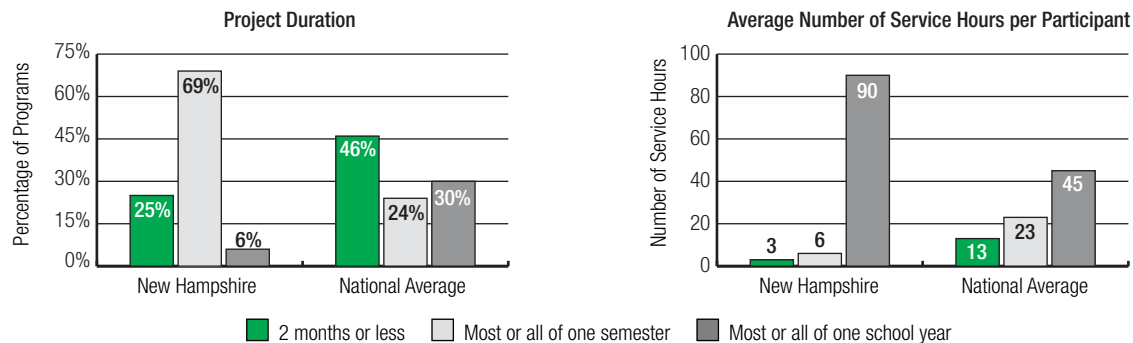
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in New Hampshire	Percent School Age (5-17 years old) <sup>2</sup> Population in New Hampshire
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.4% / 97.6%	2.9% / 97.1%
<b>Race</b> Native American/Alaskan Native	0.0%	0.3%
Asian American	2.4%	1.5%
Black or African American	1.4%	1.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	95.6%	95.5%
Two or More Races	0.5%	1.6%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	New Hampshire	National Average	New Hampshire	National Average
Has a Service-Learning Advisory Board	67%	47%	0.7	0.5
Has a Service-Learning Coordinator <sup>4</sup>	40%	71%	0.4	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	60%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	53%	0.5	0.5
Institutionalization Index Score Total			3.2	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For New Hampshire, 0.5% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

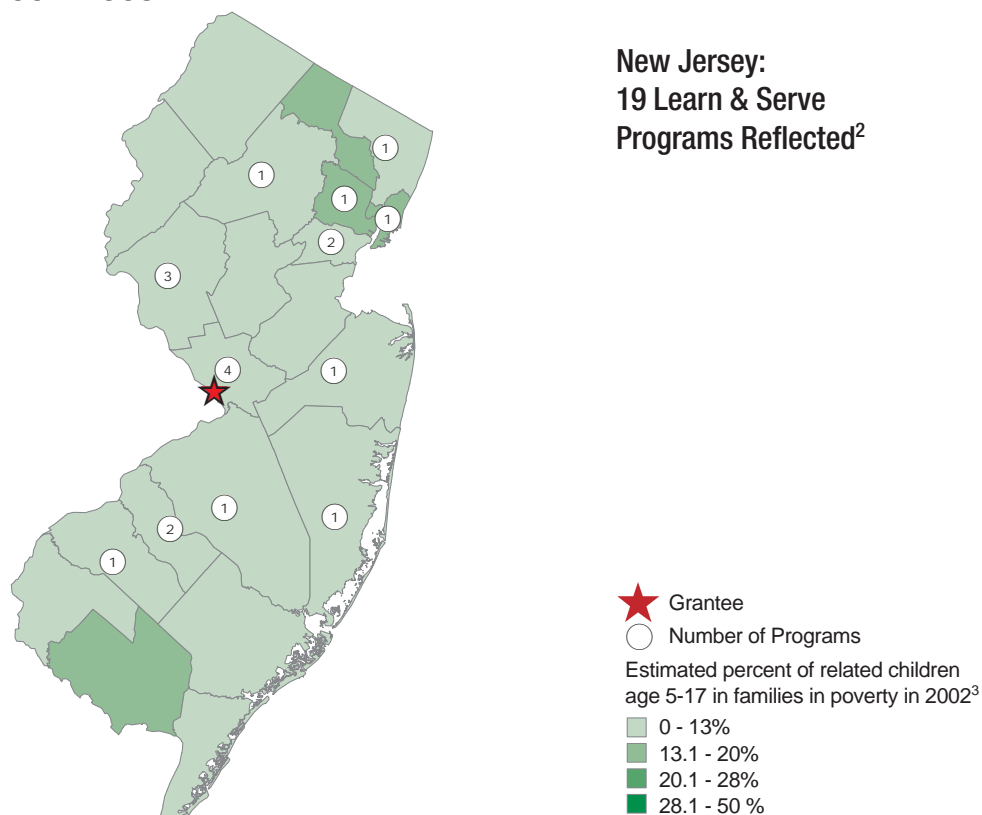
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for New Jersey, 2004-2005: \$546,252**

<b>LSA Student and Adult Participants</b>		
	<b>New Jersey</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	13,573	6,014
Median number of student participants per program	500	205
Total number of service hours	177,121	132,863
Number of teachers/staff involved with LSA	1,164	398
Median number of teachers/staff per program	25	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Jersey; data tables however, are based on the number of programs that submitted reports through LASSIE. For New Jersey, 19 of 19 (100.0%) programs are represented in the data tables.

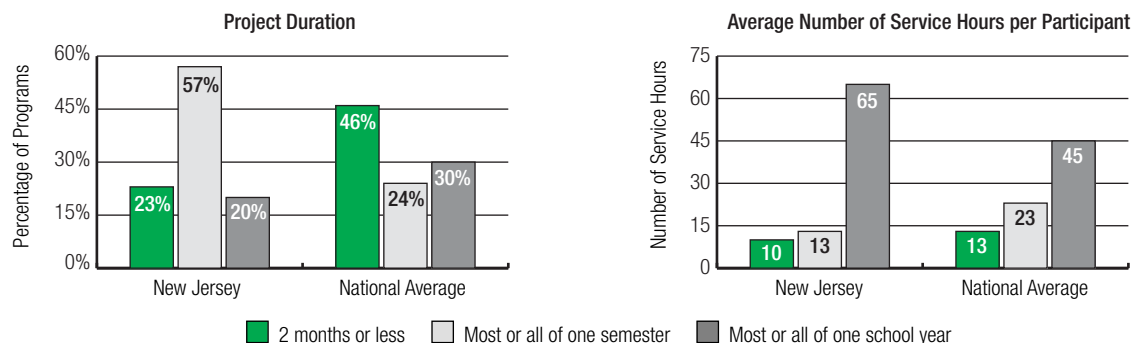
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in New Jersey	Percent School Age (5-17 years old) <sup>2</sup> Population in New Jersey
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	10.9% / 89.1%	16.8% / 83.2%
<b>Race</b> Native American/Alaskan Native	0.1%	0.3%
Asian American	4.3%	6.8%
Black or African American	11.5%	17.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	83.5%	73.5%
Two or More Races	0.7%	2.0%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	New Jersey	National Average	New Jersey	National Average
Has a Service-Learning Advisory Board	90%	47%	0.9	0.5
Has a Service-Learning Coordinator <sup>4</sup>	61%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	73%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	93%	57%	0.9	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	72%	53%	0.7	0.5
Institutionalization Index Score Total			3.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For New Jersey, 0.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

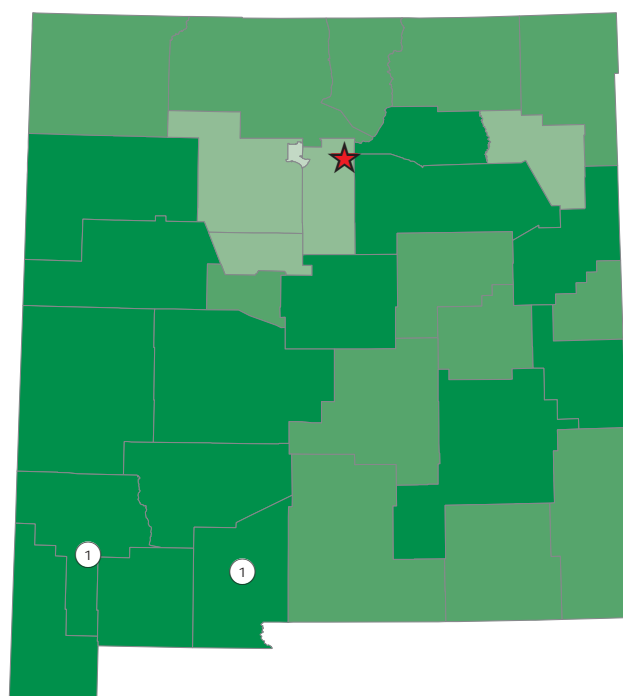
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

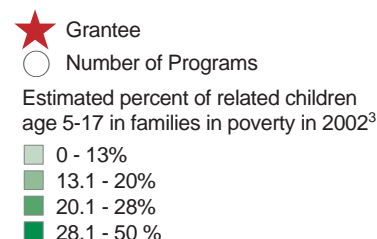
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**New Mexico:  
2 Learn & Serve  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for New Mexico, 2004-2005: \$154,602**

<b>LSA Student and Adult Participants</b>		
	<b>New Mexico</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	394	6,014
Median number of student participants per program	197	205
Total number of service hours	17,850	132,863
Number of teachers/staff involved with LSA	7	398
Median number of teachers/staff per program	4	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for New Mexico; data tables however, are based on the number of programs that submitted reports through LASSIE. For New Mexico, 2 of 2 (100.0%) programs are represented in the data tables.

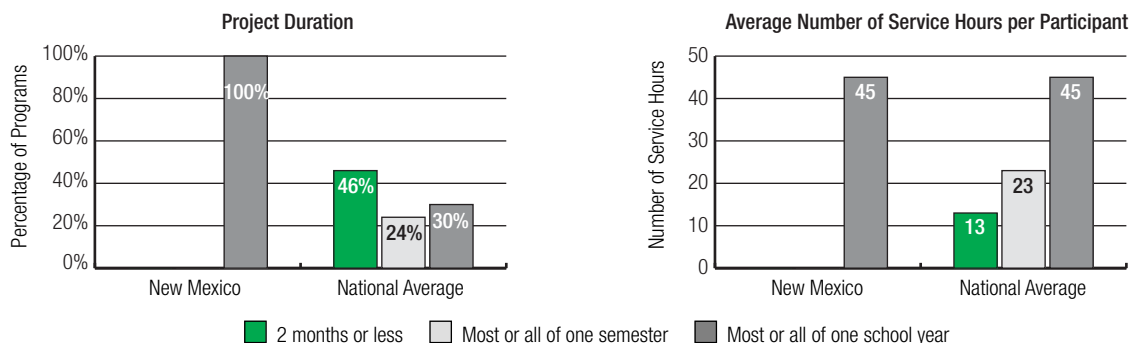
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in New Mexico	Percent School Age (5-17 years old) <sup>2</sup> Population in New Mexico
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	82.4% / 17.6%	51.3% / 48.7%
<b>Race</b> Native American/Alaskan Native	0.0%	13.6%
Asian American	0.0%	1.1%
Black or African American	0.0%	2.8%
Native Hawaiian/Pacific Islander	0.0%	0.2%
White	59.8%	80.0%
Two or More Races	40.2%	2.5%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	New Mexico	National Average	New Mexico	National Average
Has a Service-Learning Advisory Board	50%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	50%	71%	0.5	0.7
Service-Learning is part of the Strategic Plan	50%	77%	0.5	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	53%	0.5	0.5
Institutionalization Index Score Total			2.5	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For New Mexico, 51.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

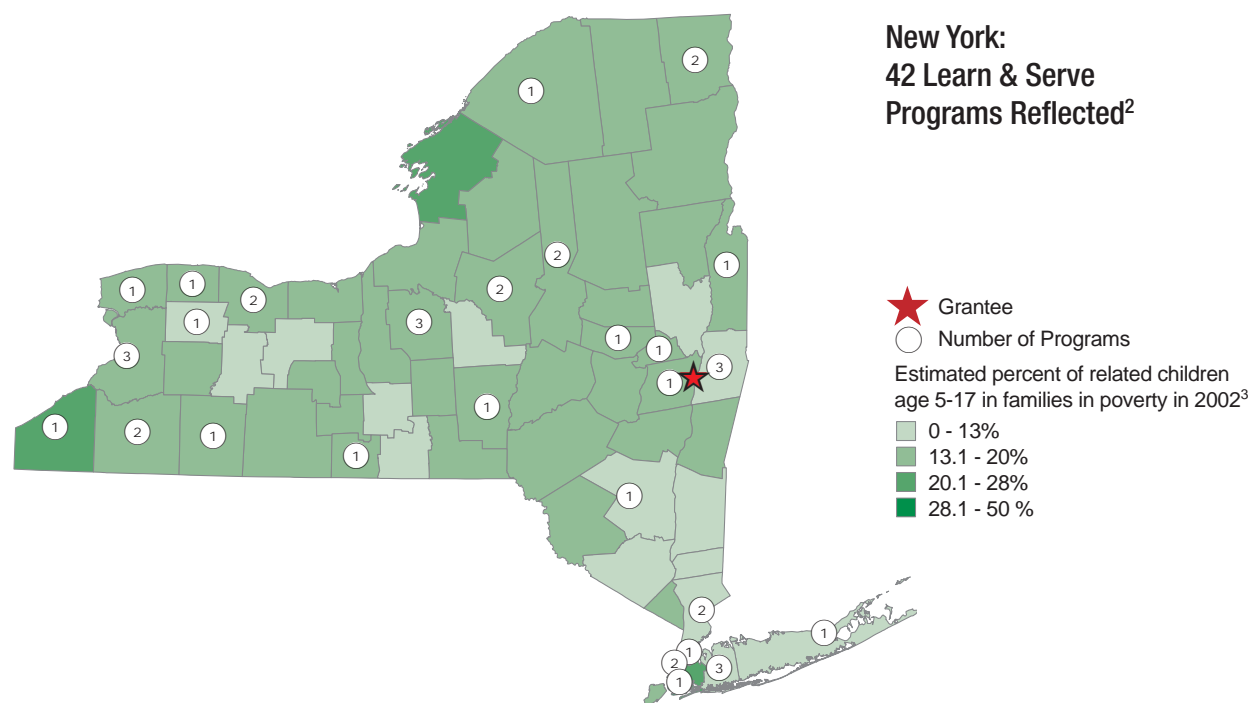
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for New York, 2004-2005: \$1,620,845**

<b>LSA Student and Adult Participants</b>		
	<b>New York</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	35,158	6,014
Median number of student participants per program	637	205
Total number of service hours	956,646	132,863
Number of teachers/staff involved with LSA	2,088	398
Median number of teachers/staff per program	27	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

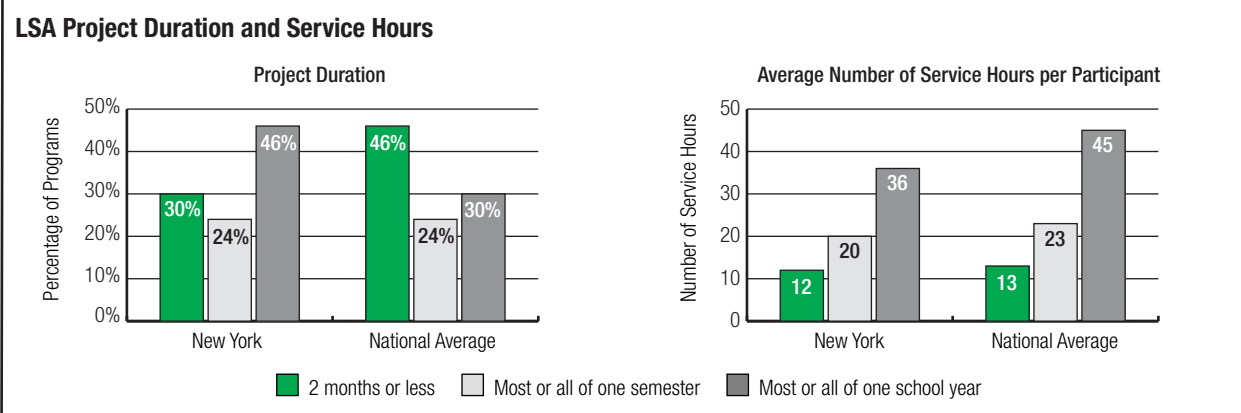
1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New York; data tables however, are based on the number of programs that submitted reports through LASSIE. For New York, 42 of 42 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in LSA Programs in New York	Percent School Age (5-17 years old) <sup>2</sup> Population in New York
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	15.0% / 85.0%	19.2% / 80.8%
<b>Race</b> Native American/Alaskan Native	0.7%	0.7%
Asian American	3.0%	5.8%
Black or African American	20.8%	21.1%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	70.7%	70.0%
Two or More Races	4.6%	2.2%



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	New York	National Average	New York	National Average
Has a Service-Learning Advisory Board	43%	47%	0.4	0.5
Has a Service-Learning Coordinator <sup>4</sup>	79%	71%	0.8	0.7
Service-Learning is part of the Strategic Plan	88%	77%	0.9	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	69%	57%	0.7	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	44%	53%	0.4	0.5
Institutionalization Index Score Total			3.2	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For New York, 4.0% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

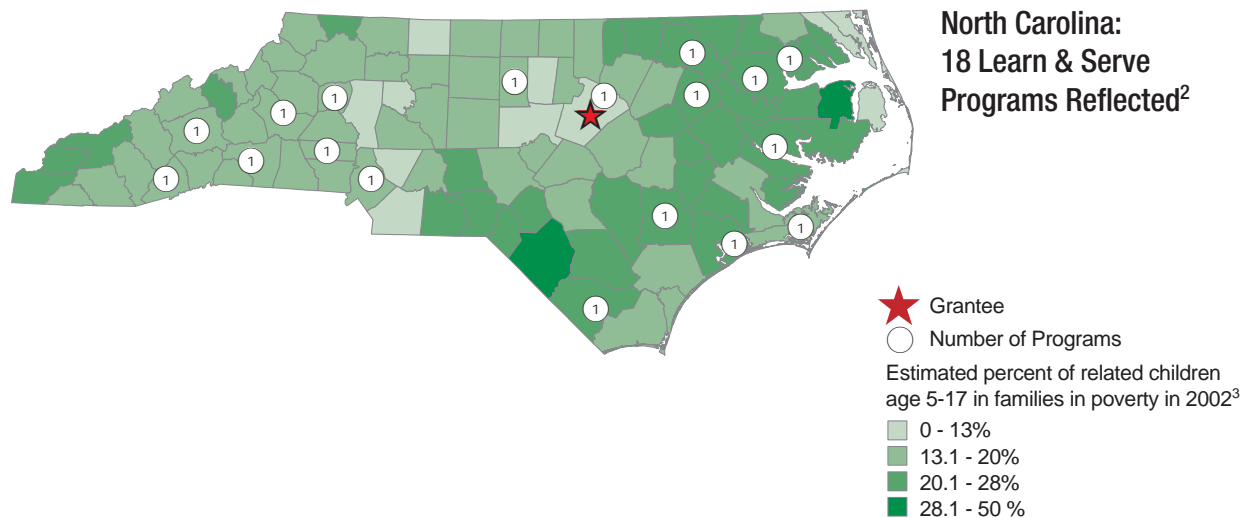
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for North Carolina, 2004-2005: \$504,899**

<b>LSA Student and Adult Participants</b>		
	<b>North Carolina</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	7,733	6,014
Median number of student participants per program	481	205
Total number of service hours	157,615	132,863
Number of teachers/staff involved with LSA	377	398
Median number of teachers/staff per program	18	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for North Carolina; data tables however, are based on the number of programs that submitted reports through LASSIE. For North Carolina, 18 of 18 (100.0%) programs are represented in the data tables.

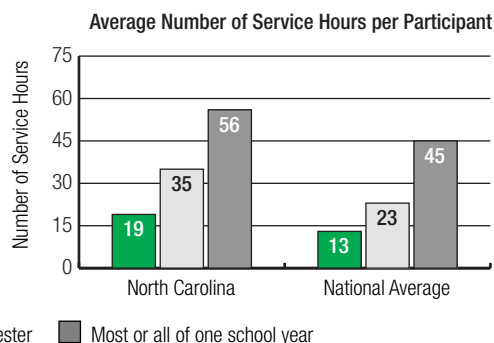
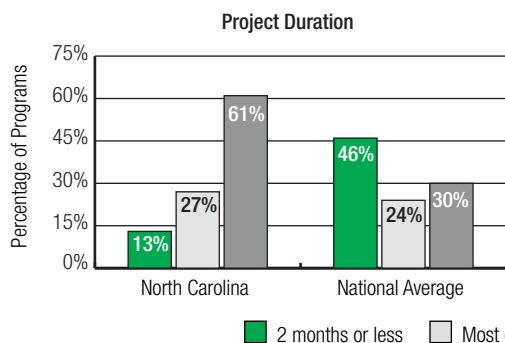
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in North Carolina	Percent School Age (5-17 years old) <sup>2</sup> Population in North Carolina
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	5.5% / 94.5%	7.1% / 92.9%
<b>Race</b> Native American/Alaskan Native	0.2%	1.6%
Asian American	2.2%	1.8%
Black or African American	26.6%	26.6%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	69.3%	68.2%
Two or More Races	1.7%	1.7%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	North Carolina	National Average	North Carolina	National Average
Has a Service-Learning Advisory Board	20%	47%	0.2	0.5
Has a Service-Learning Coordinator <sup>4</sup>	60%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	75%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	62%	53%	0.6	0.5
Institutionalization Index Score Total			2.7	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For North Carolina, 1.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

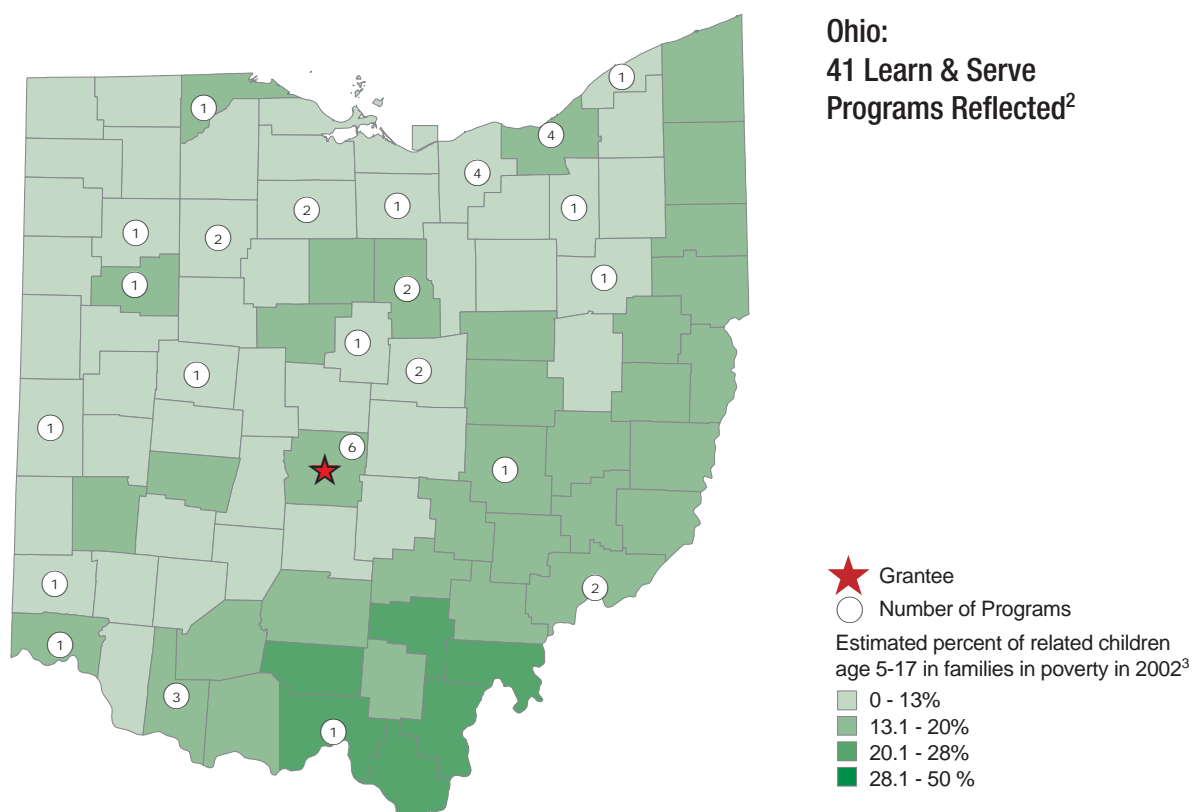
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Ohio, 2004-2005: \$756,074**

<b>LSA Student and Adult Participants</b>		
	<b>Ohio</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	17,333	6,014
Median number of student participants per program	294	205
Total number of service hours	236,891	132,863
Number of teachers/staff involved with LSA	782	398
Median number of teachers/staff per program	12	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Ohio; data tables however, are based on the number of programs that submitted reports through LASSIE. For Ohio, 41 of 41 (100.0%) programs are represented in the data tables.

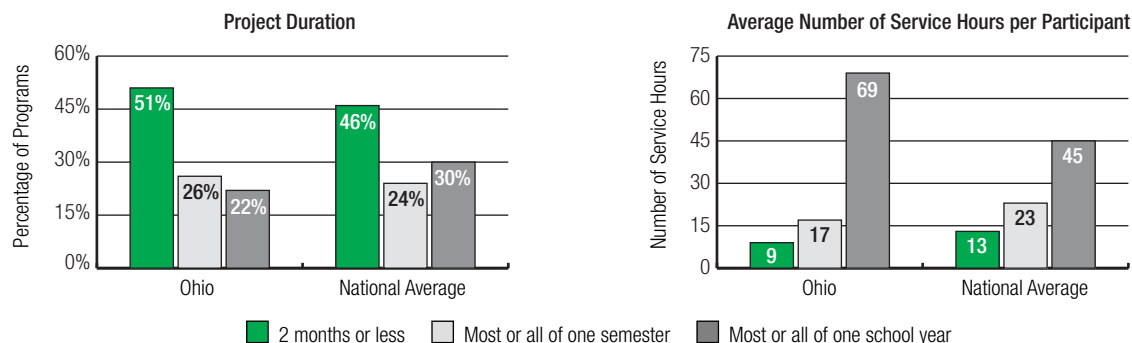
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Ohio	Percent School Age (5-17 years old) <sup>2</sup> Population in Ohio
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	5.5% / 94.5%	3.0% / 97.0%
<b>Race</b> Native American/Alaskan Native	0.7%	0.2%
Asian American	1.2%	1.2%
Black or African American	10.8%	15.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	79.2%	81.1%
Two or More Races	8.1%	2.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Ohio	National Average	Ohio	National Average
Has a Service-Learning Advisory Board	81%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	62%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	82%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	65%	57%	0.7	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	72%	53%	0.7	0.5
Institutionalization Index Score Total			3.6	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Ohio, 0.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

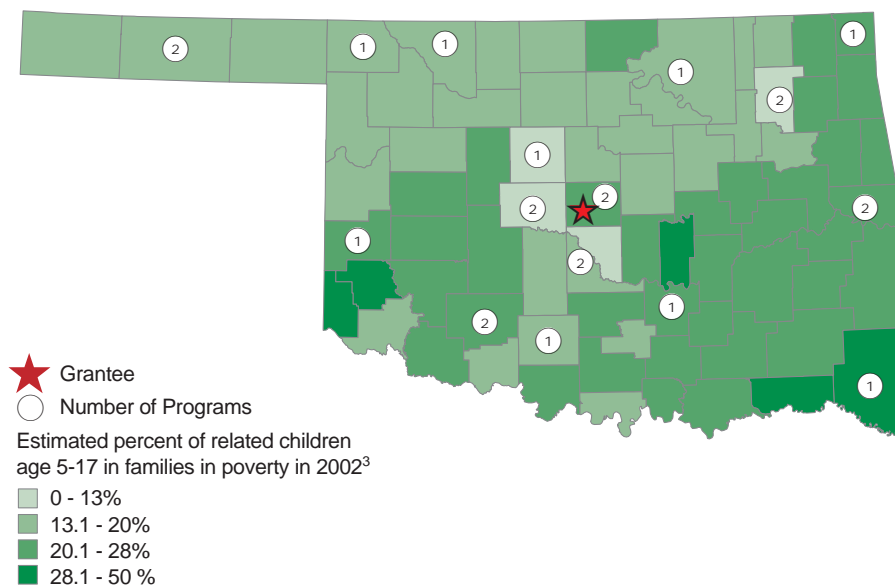
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Oklahoma:**  
23 Learn & Serve  
Programs Reflected<sup>2</sup>

**K-12 Formula Funding for Oklahoma, 2004-2005: \$233,893**

<b>LSA Student and Adult Participants</b>		
	<b>Oklahoma</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	3,696	6,014
Median number of student participants per program	50	205
Total number of service hours	64,048	132,863
Number of teachers/staff involved with LSA	232	398
Median number of teachers/staff per program	5	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Oklahoma; data tables however, are based on the number of programs that submitted reports through LASSIE. For Oklahoma, 23 of 23 (100.0%) programs are represented in the data tables.

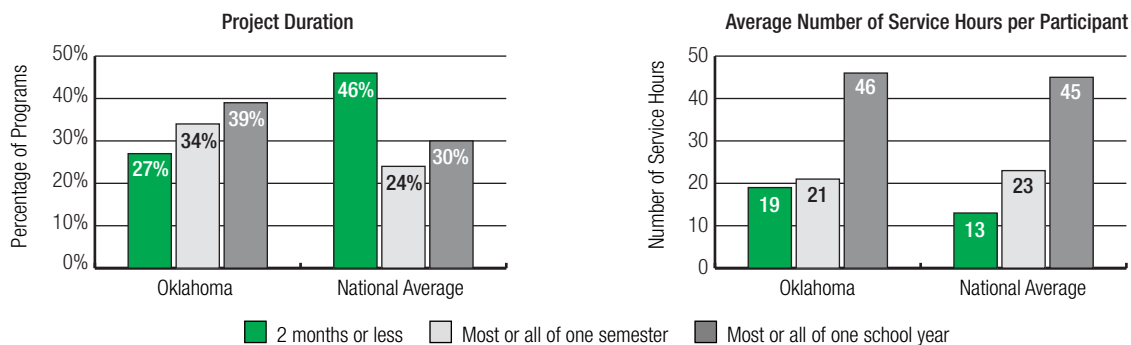
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Oklahoma	Percent School Age (5-17 years old) <sup>2</sup> Population in Oklahoma
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.3% / 87.7%	8.9% / 91.1%
<b>Race</b> Native American/Alaskan Native	13.1%	10.8%
Asian American	0.9%	1.3%
Black or African American	8.7%	9.8%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	73.6%	71.7%
Two or More Races	3.6%	6.2%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Oklahoma	National Average	Oklahoma	National Average
Has a Service-Learning Advisory Board	87%	47%	0.9	0.5
Has a Service-Learning Coordinator <sup>4</sup>	96%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	67%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	30%	57%	0.3	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	29%	53%	0.3	0.5
Institutionalization Index Score Total			3.1	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Oklahoma, 3.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

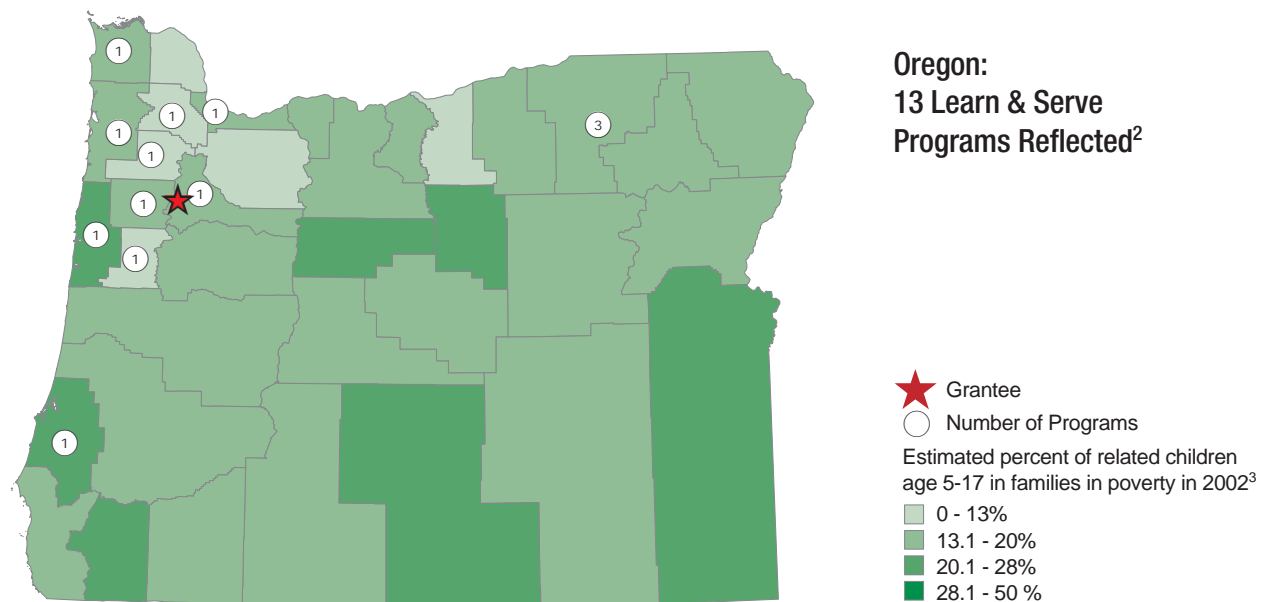
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Oregon, 2004-2005: \$222,162**

<b>LSA Student and Adult Participants</b>		
	<b>Oregon</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	14,790	6,014
Median number of student participants per program	187	205
Total number of service hours	92,916	132,863
Number of teachers/staff involved with LSA	794	398
Median number of teachers/staff per program	14	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Oregon; data tables however, are based on the number of programs that submitted reports through LASSIE. For Oregon, 13 of 13 (100.0%) programs are represented in the data tables.

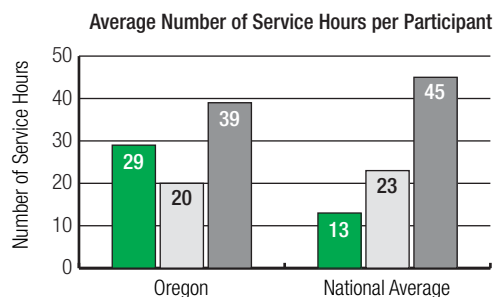
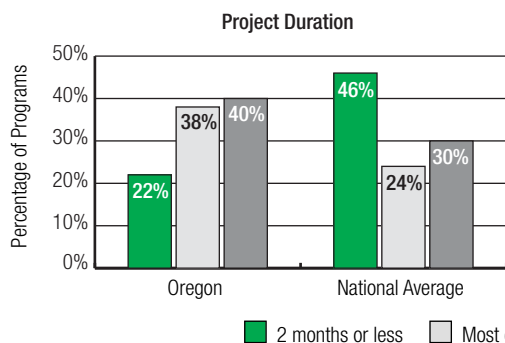
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Oregon	Percent School Age (5-17 years old) <sup>2</sup> Population in Oregon
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	9.8% / 90.2%	14.0% / 86.0%
<b>Race</b> Native American/Alaskan Native	8.3%	1.7%
Asian American	2.5%	3.2%
Black or African American	0.8%	2.3%
Native Hawaiian/Pacific Islander	0.5%	0.3%
White	84.0%	88.1%
Two or More Races	3.9%	4.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Oregon	National Average	Oregon	National Average
Has a Service-Learning Advisory Board	17%	47%	0.2	0.5
Has a Service-Learning Coordinator <sup>4</sup>	67%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	90%	57%	0.9	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	67%	53%	0.7	0.5
Institutionalization Index Score Total			3.4	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Oregon, 3.7% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

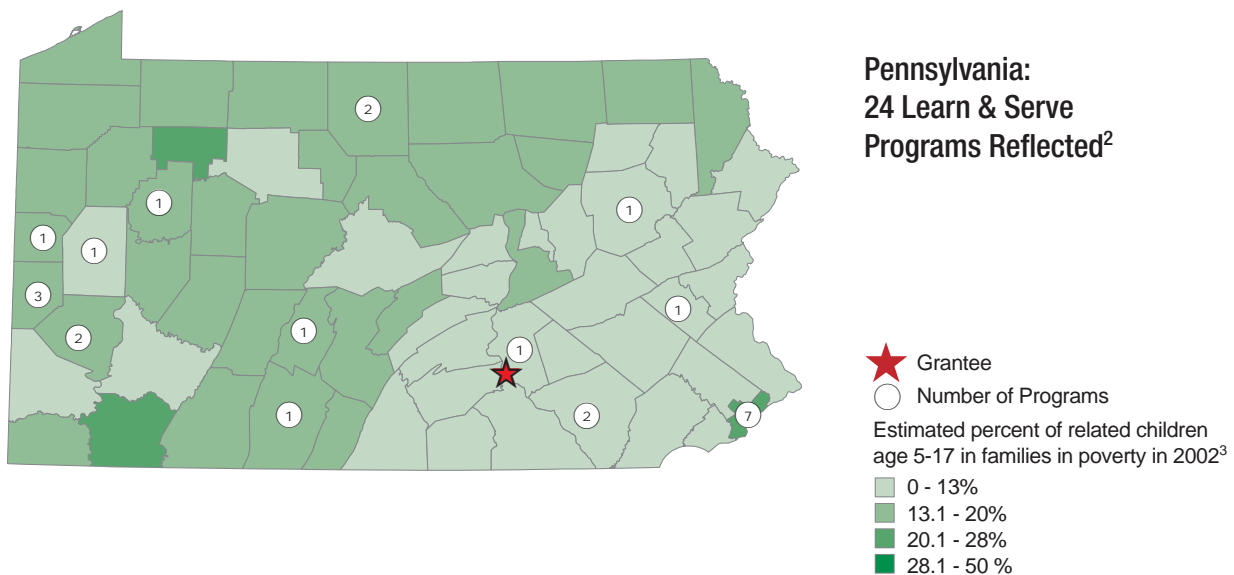
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Pennsylvania, 2004-2005: \$793,404**

<b>LSA Student and Adult Participants</b>		
	<b>Pennsylvania</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	16,163	6,014
Median number of student participants per program	390	205
Total number of service hours	255,967	132,863
Number of teachers/staff involved with LSA	781	398
Median number of teachers/staff per program	18	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Pennsylvania; data tables however, are based on the number of programs that submitted reports through LASSIE. For Pennsylvania, 24 of 25 (96.0%) programs are represented in the data tables.

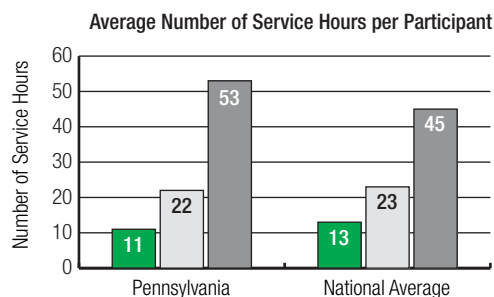
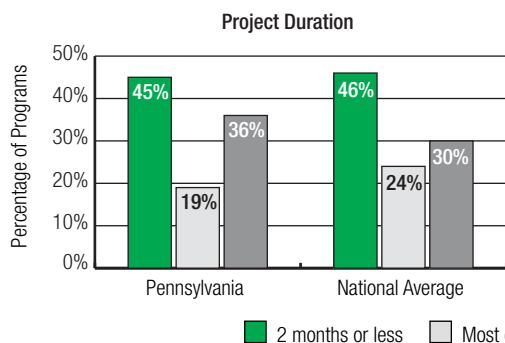
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Pennsylvania	Percent School Age (5-17 years old) <sup>2</sup> Population in Pennsylvania
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.4% / 95.6%	5.6% / 94.4%
<b>Race</b> Native American/Alaskan Native	0.1%	0.2%
Asian American	2.5%	2.1%
Black or African American	28.3%	13.9%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	66.3%	81.9%
Two or More Races	2.7%	1.8%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Pennsylvania	National Average	Pennsylvania	National Average
Has a Service-Learning Advisory Board	44%	47%	0.4	0.5
Has a Service-Learning Coordinator <sup>4</sup>	86%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	82%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	76%	57%	0.8	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	57%	53%	0.6	0.5
Institutionalization Index Score Total			3.5	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Pennsylvania, 0.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

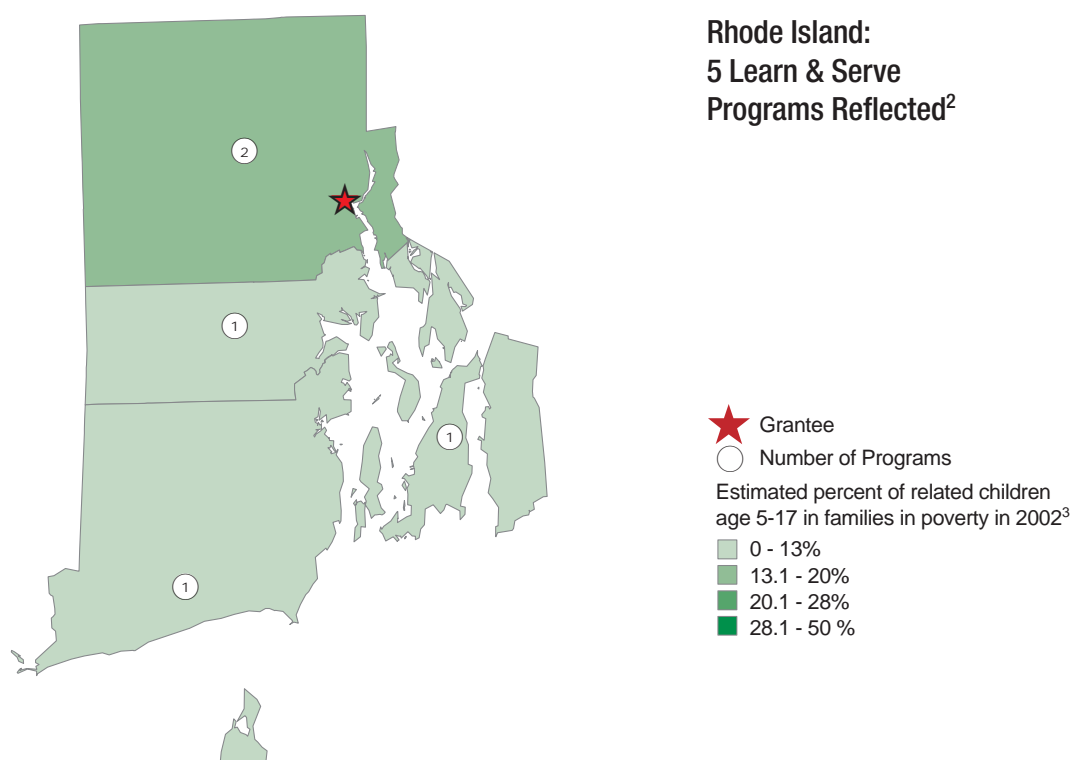
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Rhode Island, 2004-2005: \$71,794**

<b>LSA Student and Adult Participants</b>		
	<b>Rhode Island</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	740	6,014
Median number of student participants per program	130	205
Total number of service hours	15,135	132,863
Number of teachers/staff involved with LSA	122	398
Median number of teachers/staff per program	12	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Rhode Island; data tables however, are based on the number of programs that submitted reports through LASSIE. For Rhode Island, 5 of 5 (100.0%) programs are represented in the data tables.

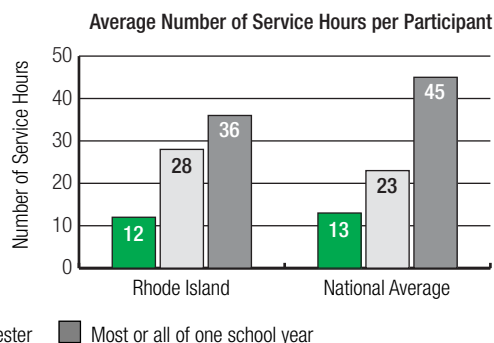
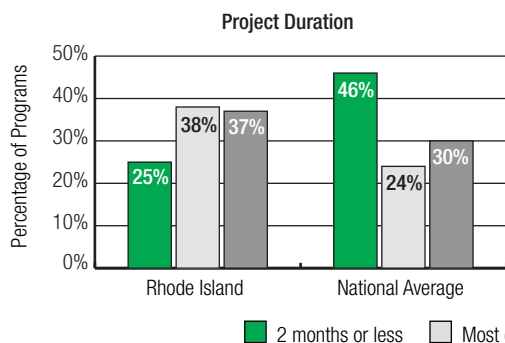
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Rhode Island	Percent School Age (5-17 years old) <sup>2</sup> Population in Rhode Island
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	14.7% / 85.3%	15.7% / 84.3%
<b>Race</b> Native American/Alaskan Native	0.0%	0.9%
Asian American	1.9%	2.9%
Black or African American	5.8%	8.5%
Native Hawaiian/Pacific Islander	0.3%	0.2%
White	89.8%	84.8%
Two or More Races	2.2%	2.7%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Rhode Island	National Average	Rhode Island	National Average
Has a Service-Learning Advisory Board	60%	47%	0.6	0.5
Has a Service-Learning Coordinator <sup>4</sup>	100%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	40%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	60%	53%	0.6	0.5
Institutionalization Index Score Total			3.6	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Rhode Island, 2.6% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

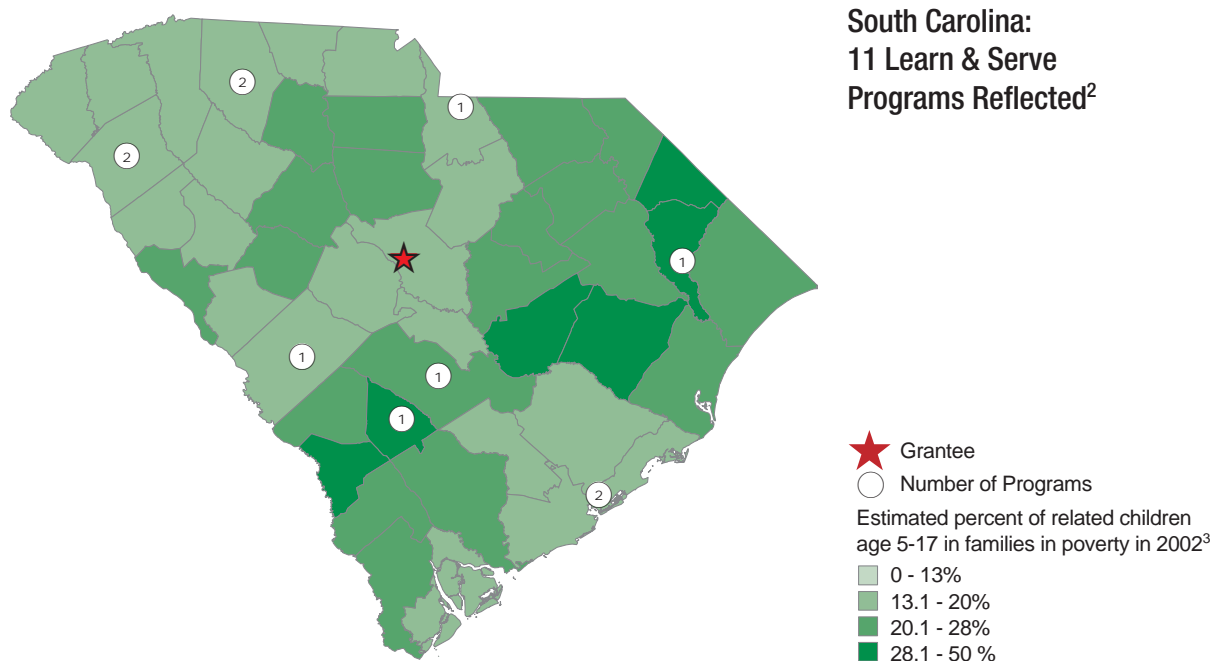
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for South Carolina, 2004-2005: \$270,326**

LSA Student and Adult Participants		
	South Carolina	National Median <sup>4</sup>
Number of LSA student participants	26,268	6,014
Median number of student participants per program	1,341	205
Total number of service hours	259,198	132,863
Number of teachers/staff involved with LSA	1,793	398
Median number of teachers/staff per program	75	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for South Carolina; data tables however, are based on the number of programs that submitted reports through LASSIE. For South Carolina, 11 of 11 (100.0%) programs are represented in the data tables.

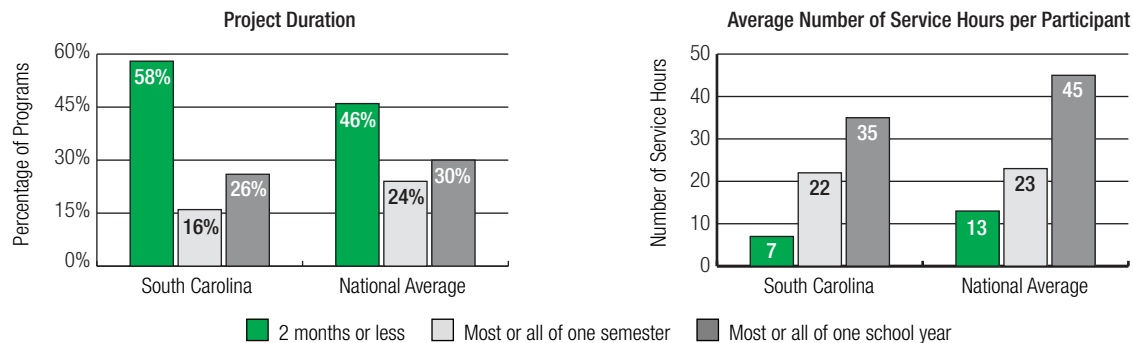
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in South Carolina	Percent School Age (5-17 years old) <sup>2</sup> Population in South Carolina
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.3% / 97.7%	3.3% / 96.7%
<b>Race</b> Native American/Alaskan Native	0.5%	0.4%
Asian American	1.9%	1.0%
Black or African American	41.5%	35.9%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	55.1%	61.2%
Two or More Races	0.9%	1.4%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	South Carolina	National Average	South Carolina	National Average
Has a Service-Learning Advisory Board	64%	47%	0.6	0.5
Has a Service-Learning Coordinator <sup>4</sup>	73%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	57%	77%	0.6	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	56%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	55%	53%	0.5	0.5
Institutionalization Index Score Total			3.0	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For South Carolina, 0.8% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

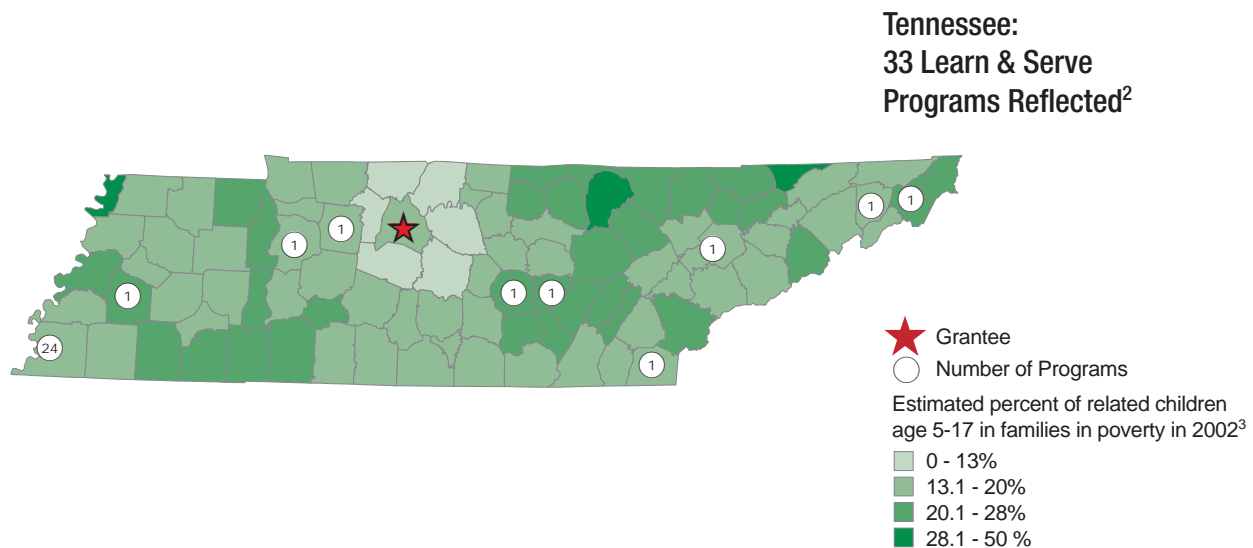
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Tennessee, 2004-2005: \$351,716**

<b>LSA Student and Adult Participants</b>		
	<b>Tennessee</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	2,087	6,014
Median number of student participants per program	38	205
Total number of service hours	97,412	132,863
Number of teachers/staff involved with LSA	152	398
Median number of teachers/staff per program	4	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Tennessee; data tables however, are based on the number of programs that submitted reports through LASSIE. For Tennessee, 33 of 33 (100.0%) programs are represented in the data tables.

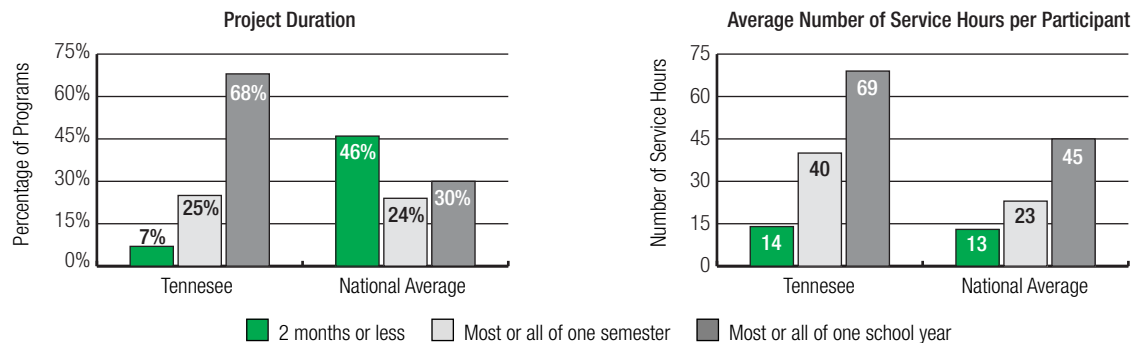
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Tennessee	Percent School Age (5-17 years old) <sup>2</sup> Population in Tennessee
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.8% / 98.2%	3.3% / 96.7%
<b>Race</b> Native American/Alaskan Native	0.0%	0.3%
Asian American	0.2%	1.2%
Black or African American	74.9%	21.7%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	24.0%	75.3%
Two or More Races	0.9%	1.6%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Tennessee	National Average	Tennessee	National Average
Has a Service-Learning Advisory Board	16%	47%	0.2	0.5
Has a Service-Learning Coordinator <sup>4</sup>	38%	71%	0.4	0.7
Service-Learning is part of the Strategic Plan	45%	77%	0.4	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	38%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	61%	53%	0.6	0.5
Institutionalization Index Score Total			2.0	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Tennessee, 1.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

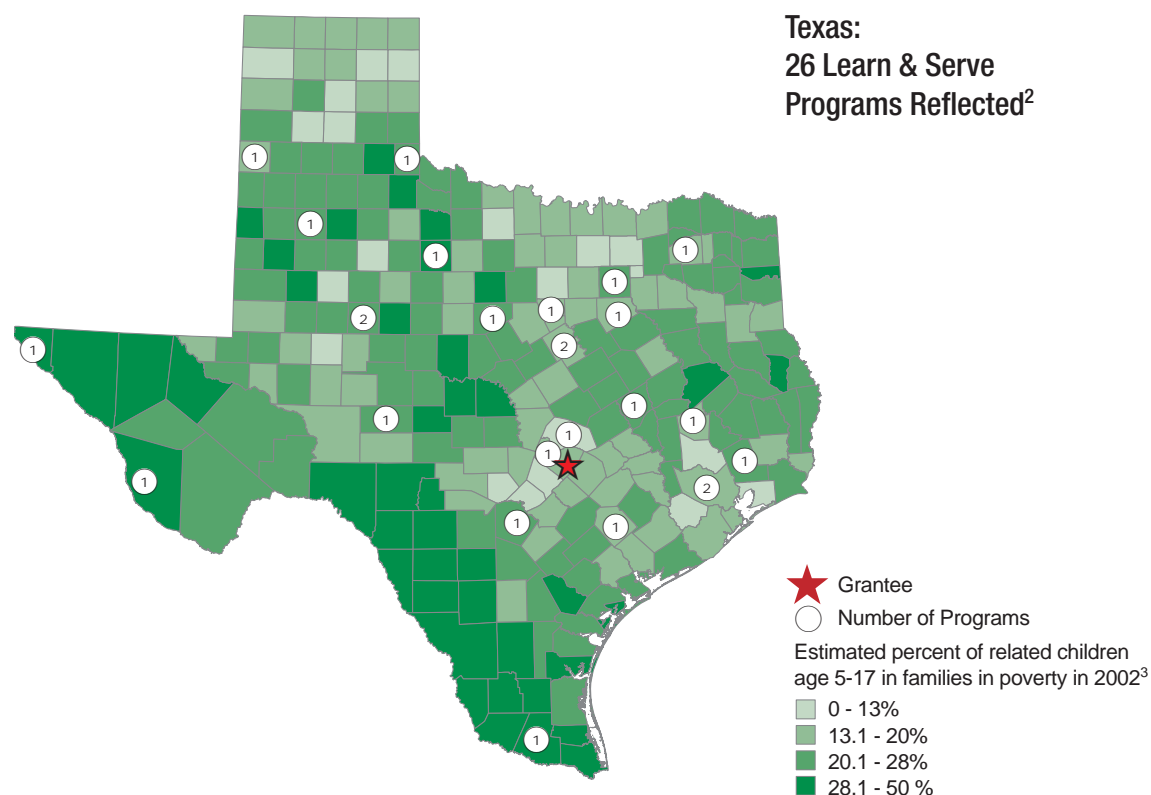
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Texas, 2004-2005: \$1,696,999**

<b>LSA Student and Adult Participants</b>		
	<b>Texas</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	30,920	6,014
Median number of student participants per program	483	205
Total number of service hours	425,461	132,863
Number of teachers/staff involved with LSA	1,666	398
Median number of teachers/staff per program	44	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Texas; data tables however, are based on the number of programs that submitted reports through LASSIE. For Texas, 26 of 26 (100.0%) programs are represented in the data tables.

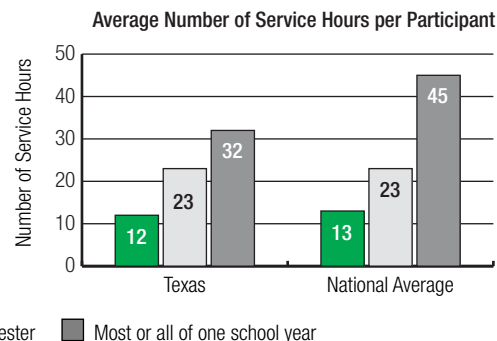
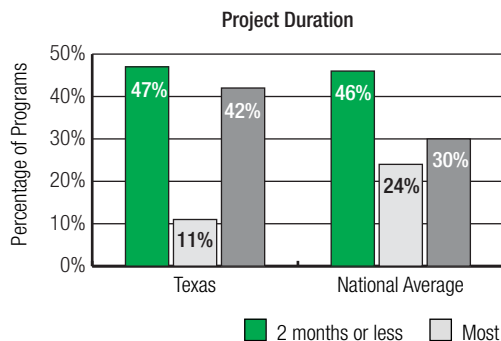
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Texas	Percent School Age (5-17 years old) <sup>2</sup> Population in Texas
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	42.9% / 57.1%	41.8% / 58.2%
<b>Race</b> Native American/Alaskan Native	0.3%	0.8%
Asian American	1.0%	2.8%
Black or African American	9.1%	13.2%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	73.1%	81.5%
Two or More Races	16.4%	1.5%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Texas	National Average	Texas	National Average
Has a Service-Learning Advisory Board	77%	47%	0.8	0.5
Has a Service-Learning Coordinator <sup>4</sup>	96%	71%	1.0	0.7
Service-Learning is part of the Strategic Plan	84%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	48%	57%	0.5	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	85%	53%	0.8	0.5
Institutionalization Index Score Total			3.9	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Texas, 18.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

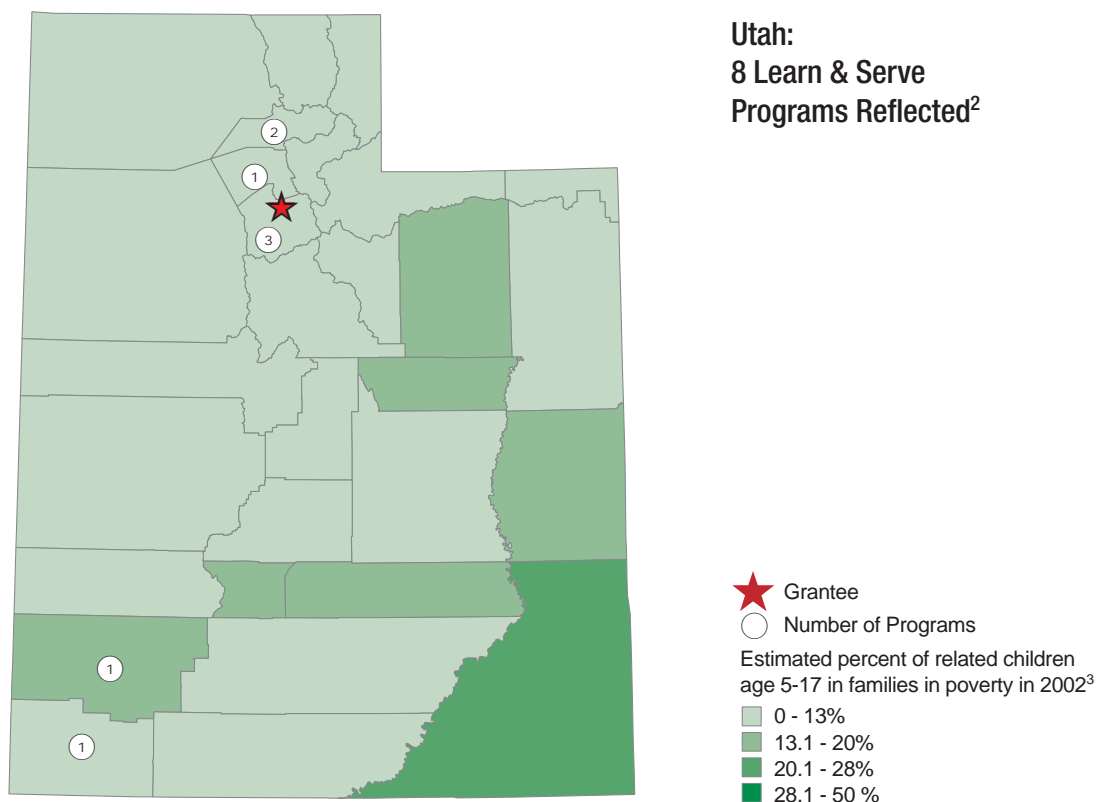
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Utah, 2004-2005: \$134,145**

<b>LSA Student and Adult Participants</b>		
	<b>Utah</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	38,165	6,014
Median number of student participants per program	4,545	205
Total number of service hours	1,068,156	132,863
Number of teachers/staff involved with LSA	789	398
Median number of teachers/staff per program	58	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Utah; data tables however, are based on the number of programs that submitted reports through LASSIE. For Utah, 8 of 9 (88.9%) programs are represented in the data tables.

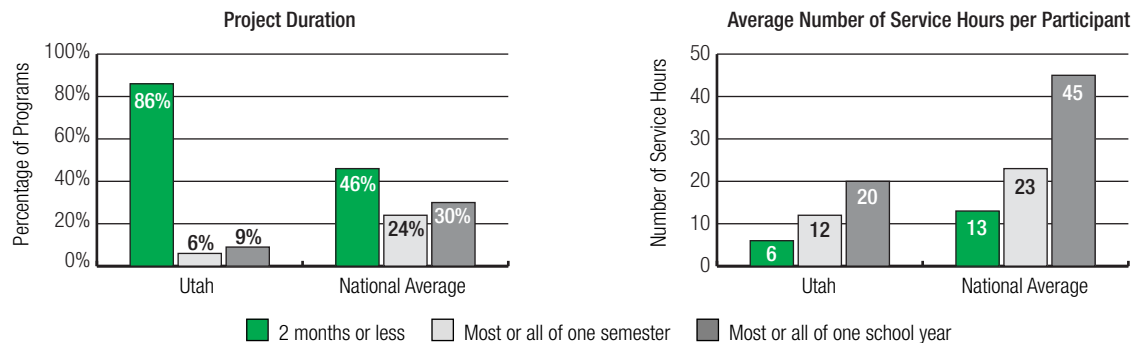
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Utah	Percent School Age (5-17 years old) <sup>2</sup> Population in Utah
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	19.4% / 80.6%	12.3% / 87.7%
<b>Race</b> Native American/Alaskan Native	1.5%	1.7%
Asian American	1.0%	1.4%
Black or African American	0.8%	1.1%
Native Hawaiian/Pacific Islander	1.0%	1.0%
White	87.9%	92.5%
Two or More Races	7.8%	2.3%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Utah	National Average	Utah	National Average
Has a Service-Learning Advisory Board	13%	47%	0.1	0.5
Has a Service-Learning Coordinator <sup>4</sup>	88%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	63%	77%	0.6	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	67%	57%	0.7	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	53%	0.5	0.5
Institutionalization Index Score Total			2.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Utah, 7.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

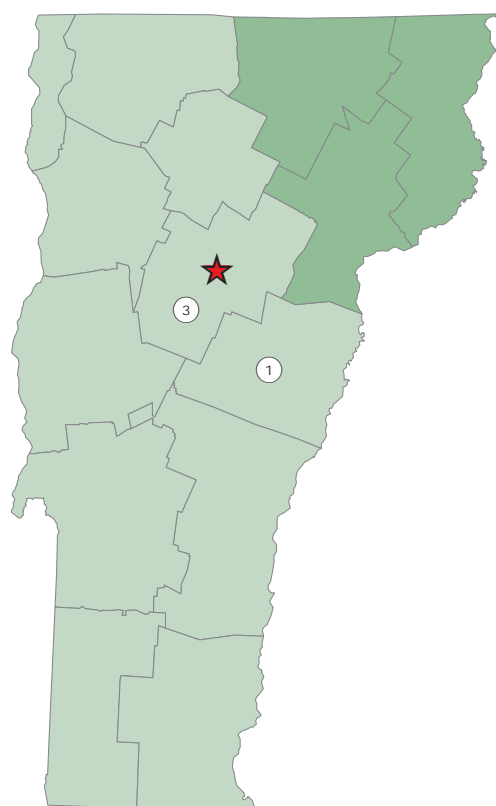
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

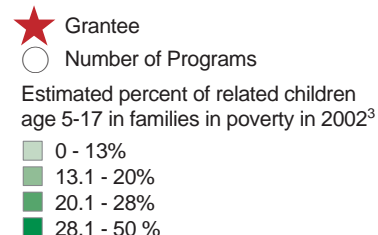
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Vermont:**  
**4 Learn & Serve**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Vermont, 2004-2005: \$42,908**

<b>LSA Student and Adult Participants</b>		
	<b>Vermont</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	2,220	6,014
Median number of student participants per program	575	205
Total number of service hours	61,115	132,863
Number of teachers/staff involved with LSA	141	398
Median number of teachers/staff per program	22	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Vermont; data tables however, are based on the number of programs that submitted reports through LASSIE. For Vermont, 4 of 4 (100.0%) programs are represented in the data tables.

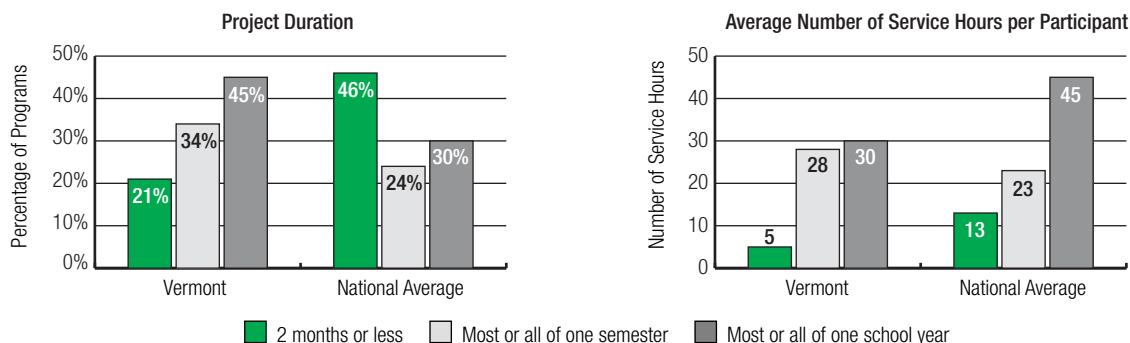
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Vermont	Percent School Age (5-17 years old) <sup>2</sup> Population in Vermont
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	0.0% / 100.0%	1.4% / 98.6%
<b>Race</b> Native American/Alaskan Native	0.0%	0.4%
Asian American	0.2%	1.1%
Black or African American	1.0%	0.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	94.8%	95.8%
Two or More Races	4.0%	1.8%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Vermont	National Average	Vermont	National Average
Has a Service-Learning Advisory Board	50%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	75%	71%	0.8	0.7
Service-Learning is part of the Strategic Plan	100%	77%	1.0	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	57%	1.0	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	75%	53%	0.8	0.5
Institutionalization Index Score Total			4.0	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Vermont, 1.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

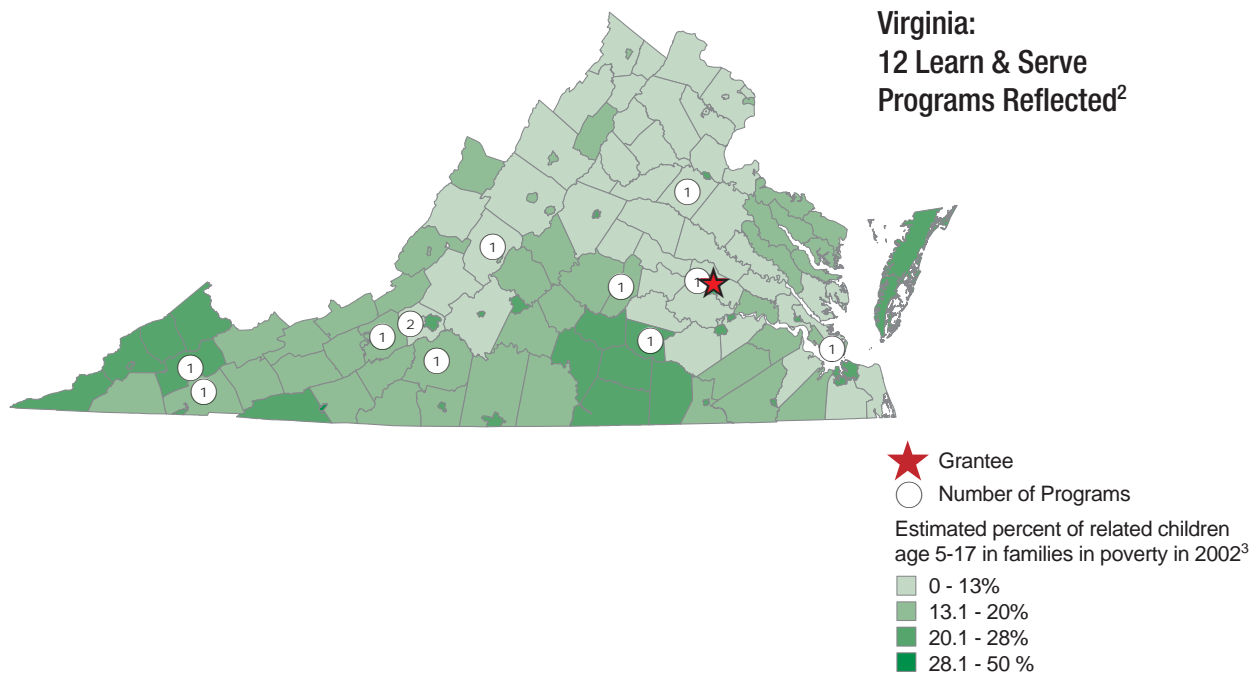
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Virginia, 2004-2005: \$407,491**

<b>LSA Student and Adult Participants</b>		
	<b>Virginia</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	2,092	6,014
Median number of student participants per program	150	205
Total number of service hours	47,616	132,863
Number of teachers/staff involved with LSA	191	398
Median number of teachers/staff per program	11	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

<sup>1</sup> A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

<sup>2</sup> This map depicts the number of programs reported for Virginia; data tables however, are based on the number of programs that submitted reports through LASSIE. For Virginia, 12 of 12 (100.0%) programs are represented in the data tables.

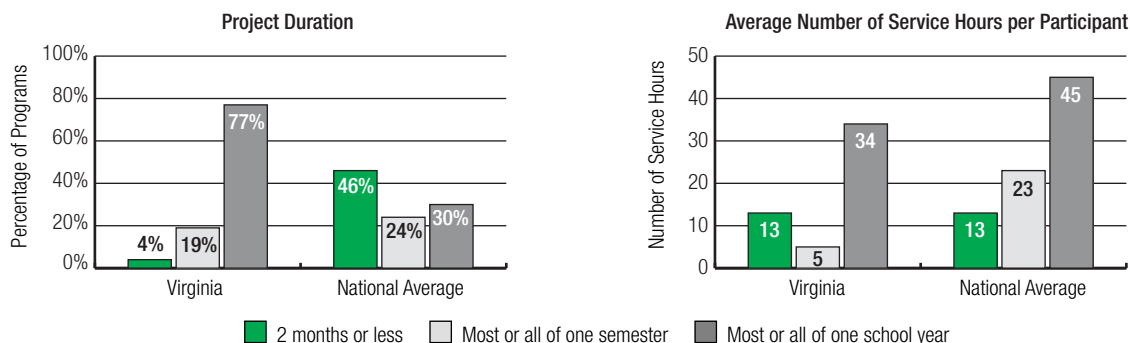
<sup>3</sup> Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

<sup>4</sup> Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Virginia	Percent School Age (5-17 years old) <sup>2</sup> Population in Virginia
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.2% / 98.8%	6.6% / 93.4%
<b>Race</b> Native American/Alaskan Native	0.3%	0.3%
Asian American	0.3%	4.0%
Black or African American	22.7%	23.6%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	76.4%	69.2%
Two or More Races	0.2%	2.8%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Virginia	National Average	Virginia	National Average
Has a Service-Learning Advisory Board	50%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>4</sup>	67%	71%	0.7	0.7
Service-Learning is part of the Strategic Plan	60%	77%	0.6	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	57%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	18%	53%	0.2	0.5
Institutionalization Index Score Total			2.5	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Virginia, 0.2% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

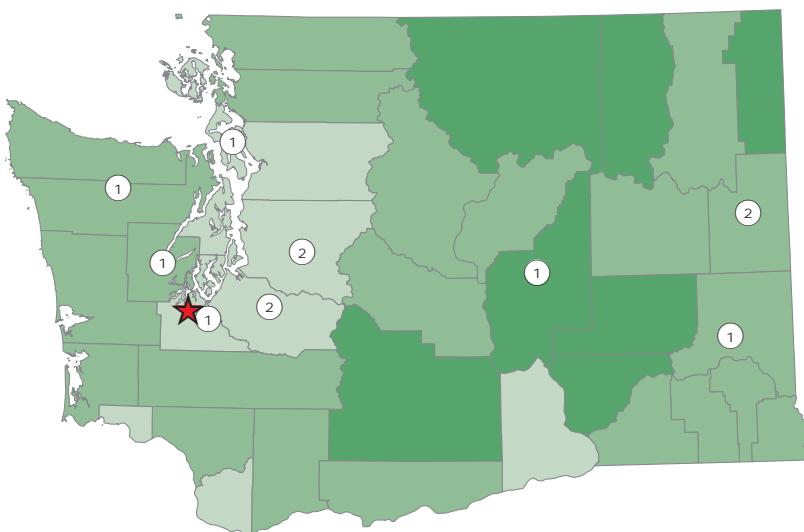
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

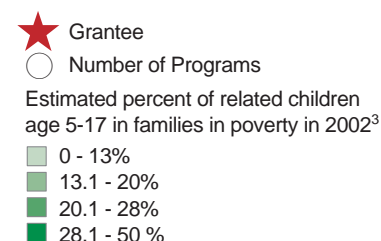
6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.



**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**Washington:  
12 Learn & Serve  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Washington, 2004-2005: \$353,960**

<b>LSA Student and Adult Participants</b>		
	<b>Washington</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	5,241	6,014
Median number of student participants per program	300	205
Total number of service hours	124,388	132,863
Number of teachers/staff involved with LSA	419	398
Median number of teachers/staff per program	19	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Washington; data tables however, are based on the number of programs that submitted reports through LASSIE. For Washington, 12 of 12 (100.0%) programs are represented in the data tables.

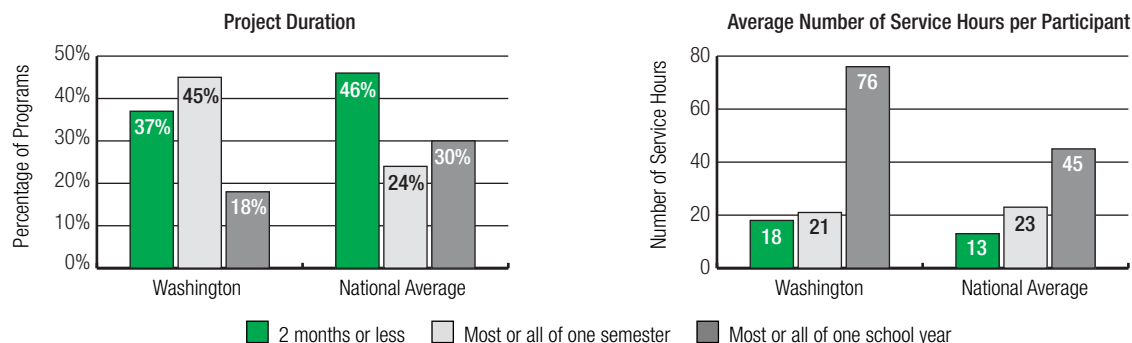
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Washington	Percent School Age (5-17 years old) <sup>2</sup> Population in Washington
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	16.2% / 83.8%	12.4% / 87.6%
<b>Race</b> Native American/Alaskan Native	2.4%	2.1%
Asian American	4.1%	5.5%
Black or African American	4.0%	4.3%
Native Hawaiian/Pacific Islander	2.8%	0.6%
White	84.8%	81.9%
Two or More Races	1.9%	5.6%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Washington	National Average	Washington	National Average
Has a Service-Learning Advisory Board	25%	47%	0.3	0.5
Has a Service-Learning Coordinator <sup>4</sup>	58%	71%	0.6	0.7
Service-Learning is part of the Strategic Plan	67%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	36%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	53%	0.5	0.5
Institutionalization Index Score Total			2.4	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Washington, 2.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

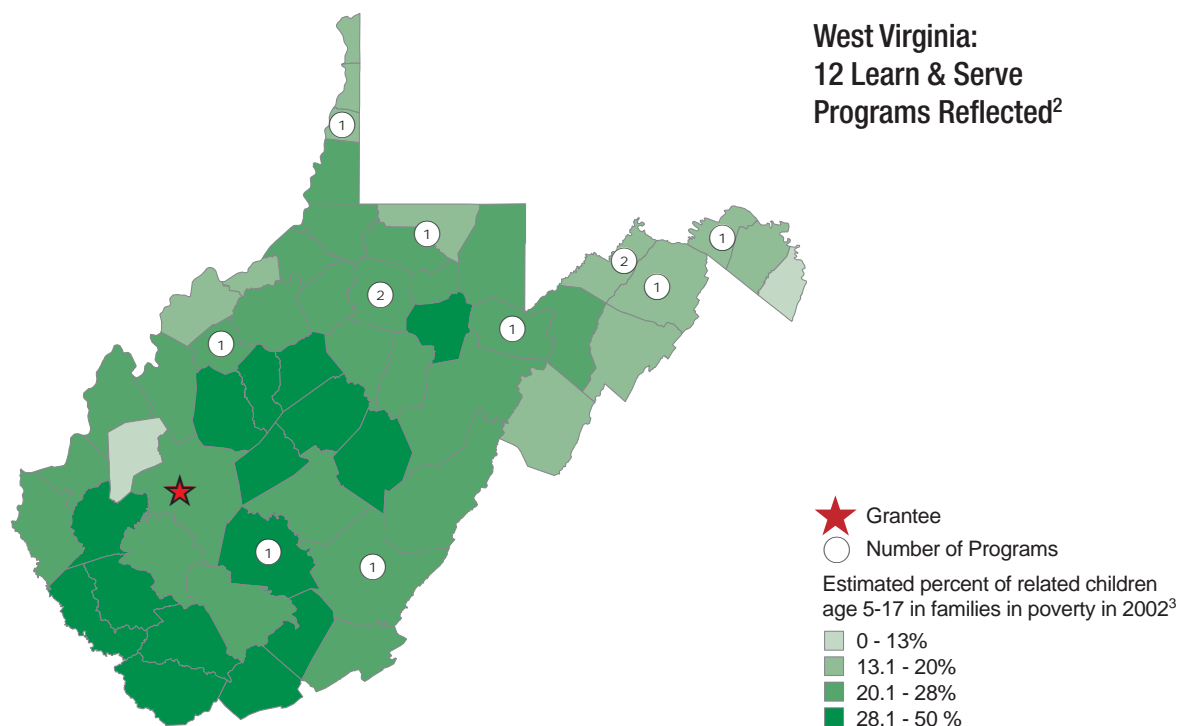
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for West Virginia, 2004-2005: \$136,665**

<b>LSA Student and Adult Participants</b>		
	<b>West Virginia</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	2,050	6,014
Median number of student participants per program	68	205
Total number of service hours	57,003	132,863
Number of teachers/staff involved with LSA	126	398
Median number of teachers/staff per program	5	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for West Virginia; data tables however, are based on the number of programs that submitted reports through LASSIE. For West Virginia, 12 of 12 (100.0%) programs are represented in the data tables.

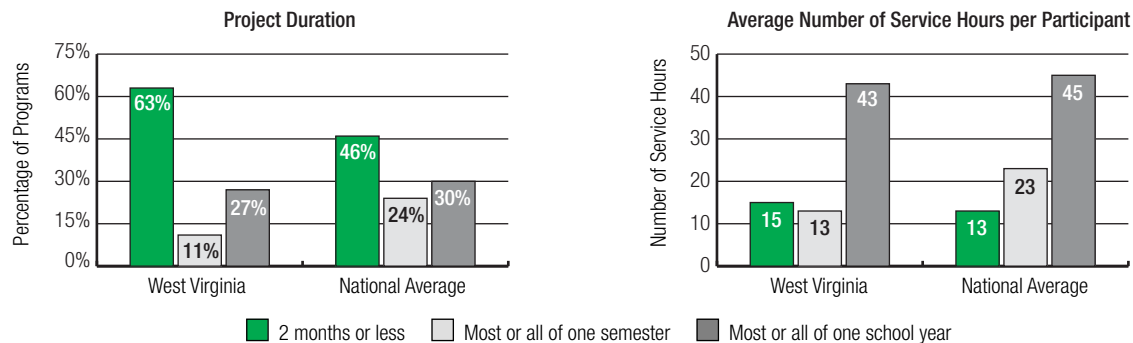
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in West Virginia	Percent School Age (5-17 years old) <sup>2</sup> Population in West Virginia
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.8% / 97.2%	1.1% / 98.9%
<b>Race</b> Native American/Alaskan Native	0.1%	0.2%
Asian American	3.0%	0.5%
Black or African American	6.9%	3.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	84.9%	93.9%
Two or More Races	5.0%	1.5%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	West Virginia	National Average	West Virginia	National Average
Has a Service-Learning Advisory Board	17%	47%	0.2	0.5
Has a Service-Learning Coordinator <sup>4</sup>	91%	71%	0.9	0.7
Service-Learning is part of the Strategic Plan	75%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	29%	57%	0.3	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	73%	53%	0.7	0.5
Institutionalization Index Score Total			2.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For West Virginia, 2.4% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

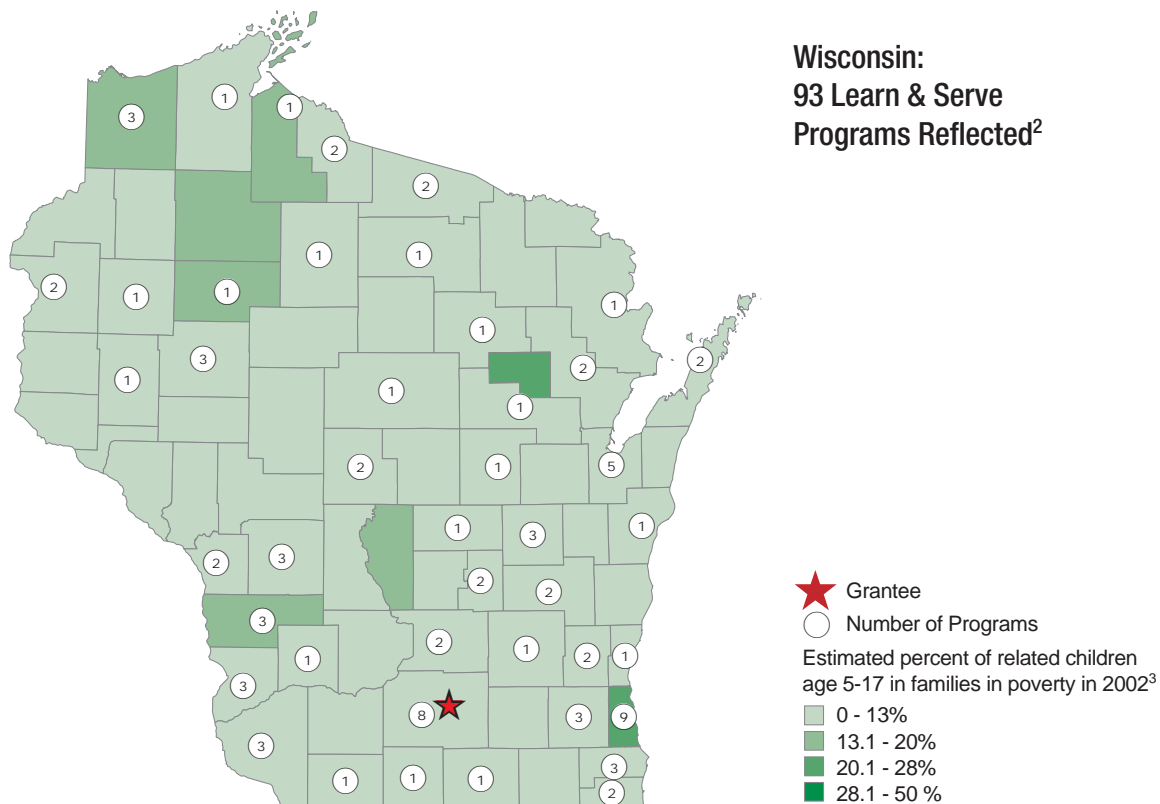
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

**LSA Formula-Funded K-12 Programs<sup>1</sup> by County Poverty Rates:  
Program Year 2004-2005\***



**K-12 Formula Funding for Wisconsin, 2004-2005: \$331,732**

<b>LSA Student and Adult Participants</b>		
	<b>Wisconsin</b>	<b>National Median<sup>4</sup></b>
Number of LSA student participants	18,002	6,014
Median number of student participants per program	100	205
Total number of service hours	236,615	132,863
Number of teachers/staff involved with LSA	1,273	398
Median number of teachers/staff per program	8	14

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 A program in LSA is defined as any entity, e.g., school or community organization, that receives LSA funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Wisconsin; data tables however, are based on the number of programs that submitted reports through LASSIE. For Wisconsin, 93 of 93 (100.0%) programs are represented in the data tables.

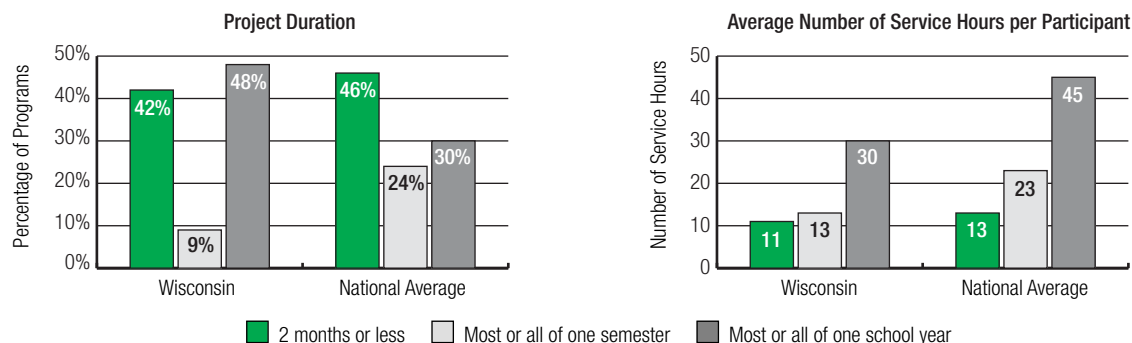
3 Estimate of related children age 5-17 in families in poverty for 2002, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/stcty/sc03layout.html> – accessed December 2005.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. Data do not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Nationally, of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

### Student Participation by Ethnicity and Race<sup>1</sup>

	Percent Participating in LSA Programs in Wisconsin	Percent School Age (5-17 years old) <sup>2</sup> Population in Wisconsin
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	5.8% / 94.2%	6.0% / 94.0%
<b>Race</b> Native American/Alaskan Native	1.5%	1.3%
Asian American	2.5%	2.8%
Black or African American	3.0%	8.8%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	89.6%	85.1%
Two or More Races	3.3%	2.0%

### LSA Project Duration and Service Hours



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Wisconsin	National Average	Wisconsin	National Average
Has a Service-Learning Advisory Board	22%	47%	0.2	0.5
Has a Service-Learning Coordinator <sup>4</sup>	32%	71%	0.3	0.7
Service-Learning is part of the Strategic Plan	73%	77%	0.7	0.8
Service-Learning is part of the Core Curriculum <sup>5</sup>	38%	57%	0.4	0.6
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	18%	53%	0.2	0.5
Institutionalization Index Score Total			1.8	3.1

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Wisconsin, 3.3% of student participants were categorized as Race Unknown.

2 Source: U.S. Census Bureau, Population Division, Population Estimates Program.

3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within the state is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

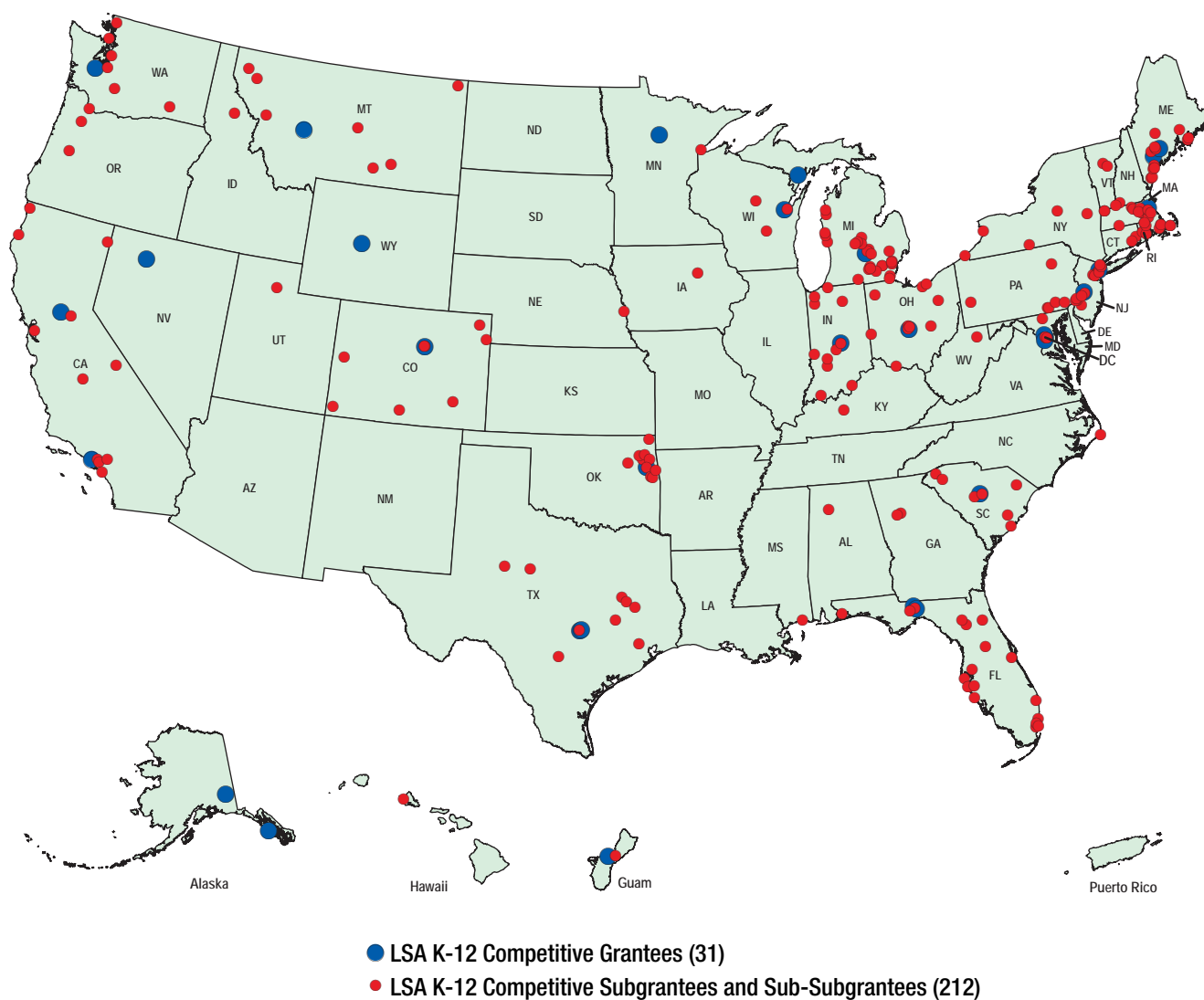
6 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

## *LSA K-12 Competitive Grants*

# Learn and Serve America

## LSA K-12 Competitive Grants

### Distribution of K-12 Competitive Awards to Learn and Serve America Grantees: Program Year 2004-2005\*



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.



# Learn and Serve America

## LSA K-12 Competitive Grants

31 Grants Awarded, 2004-2005\*

Median Grant Award: \$348,996

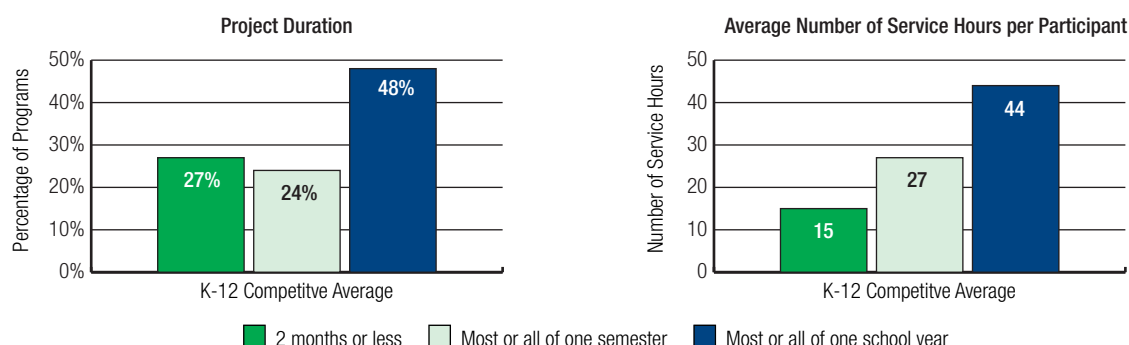
### LSA Distribution of Funding Amount for the Typical Grantee<sup>1</sup>

	Percentage
Subgrantees receiving less than \$5,000	16%
Subgrantees receiving \$5,000 to \$9,999	17%
Subgrantees receiving \$10,000 to \$19,999	14%
Subgrantees receiving \$20,000 or more	52%
Number of subgrantee awards for the typical K-12 Competitive grantee – 7	

### LSA Student and Adult Participation<sup>2</sup>

Total number of LSA student participants	173,153
Total number of LSA student participants for the typical grantee	2,003
Median number of student participants per program	200
Total number of teachers/staff involved with LSA	6,790
Number of teachers/staff involved with LSA for the typical grantee	61
Median number of teachers/staff per program	14
Total number of service hours for the typical grantee	33,008

### LSA Project Duration and Service Hours for the Typical Grantee



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

- This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical K-12 Competitive grantee. There were 31 Learn and Serve K-12 Competitive grantees for the 2004-05 program year. Values were calculated for each of these 31 grantees based on data reported by their subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 31 grants is calculated and then the median number of participants for all grants is reported.
- Data include those K-12 Competitive subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 96.7% completed and submitted the survey for the 2004-05 program year.

# Learn and Serve America

## LSA K-12 Competitive Grants

Student and Adult Participation by Ethnicity and Race for the Typical K-12 Competitive Grantee <sup>1</sup>		
	Percent Participating in LSA Programs	Percent School Age (5-17 years old) National Population
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	10.5% / 89.5%	18.2% / 81.8%
<b>Race</b> Native American/Alaska Native	24.4%	1.2%
Asian American	1.8%	3.8%
Black or African American	16.2%	15.7%
Native Hawaiian/Pacific Islander	4.7%	0.2%
White	46.7%	76.5%
Two or More Races	6.1%	2.6%

Service-Learning Institutionalization Index <sup>2</sup>	Percentage of Programs		Institutionalization Index Score	
	Typical K-12 Competitive Grantee	K-12 Formula National Average	Typical K-12 Competitive Grantee	K-12 Formula National Average
Has a Service-Learning Advisory Board	49%	47%	0.5	0.5
Has a Service-Learning Coordinator <sup>3</sup>	75%	71%	0.8	0.7
Service-Learning is part of the Strategic Plan	80%	77%	0.8	0.8
Service-Learning is part of the Core Curriculum <sup>4</sup>	59%	57%	0.6	0.6
Technical Assistance is provided for Service-Learning Activities <sup>5</sup>	62%	53%	0.6	0.5
Institutionalization Index Score Total			3.3	3.1

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For K-12 Competitive data reported, 4.8% of student participants were categorized as Race Unknown.

2 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of the index scores for all Learn and Serve America formula programs within this grant program is reported for each indicator. The Index Score Total is a sum of the average scores for all five indicators.

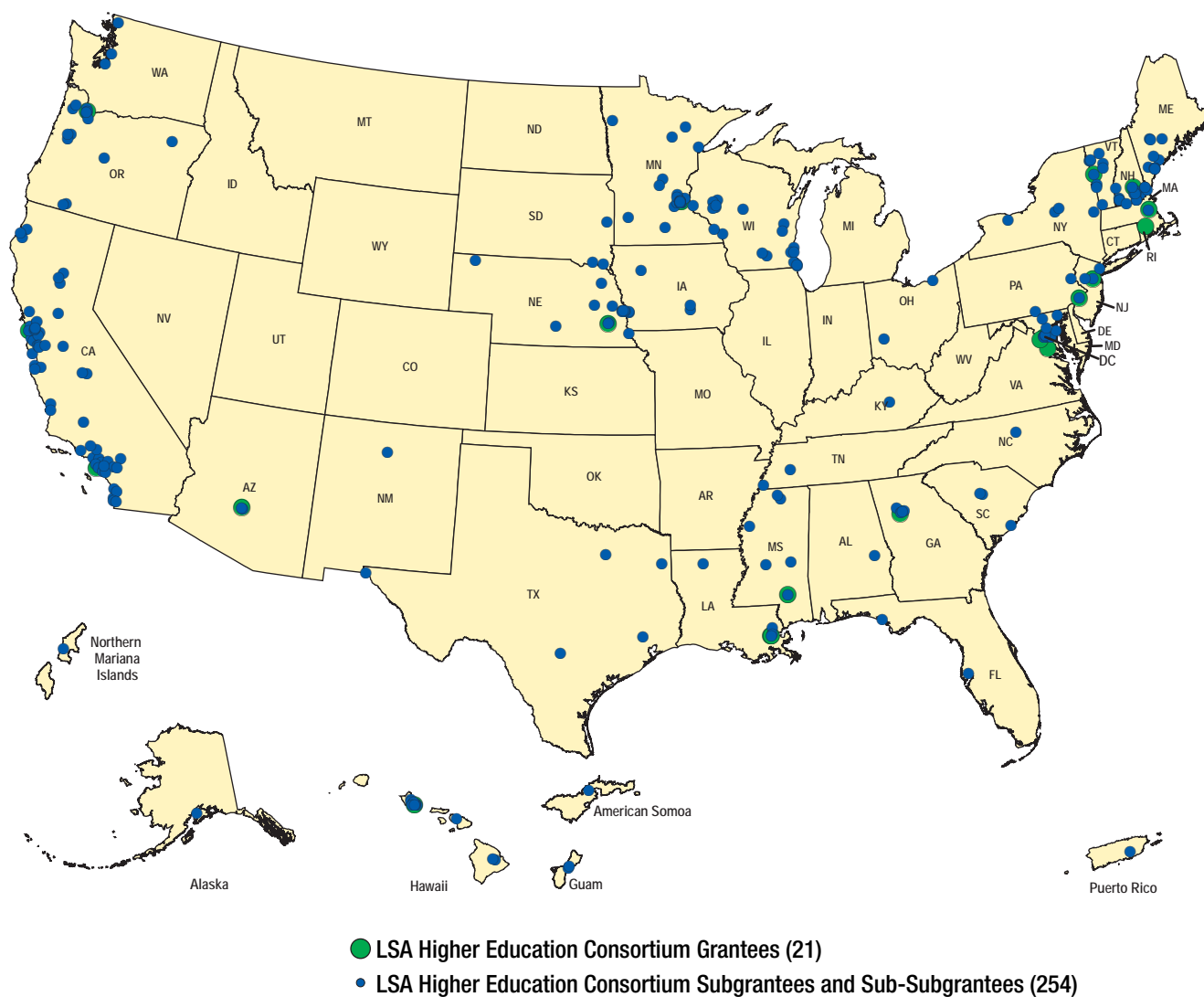
3 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

4 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

5 The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

***LSA Higher Education  
Consortium Grants***

## Distribution of Higher Education Consortium Awards to Learn and Serve America Grantees: Program Year 2004-2005\*



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

21 Grants Awarded, 2004-2005	Median Grant Award: \$399,873
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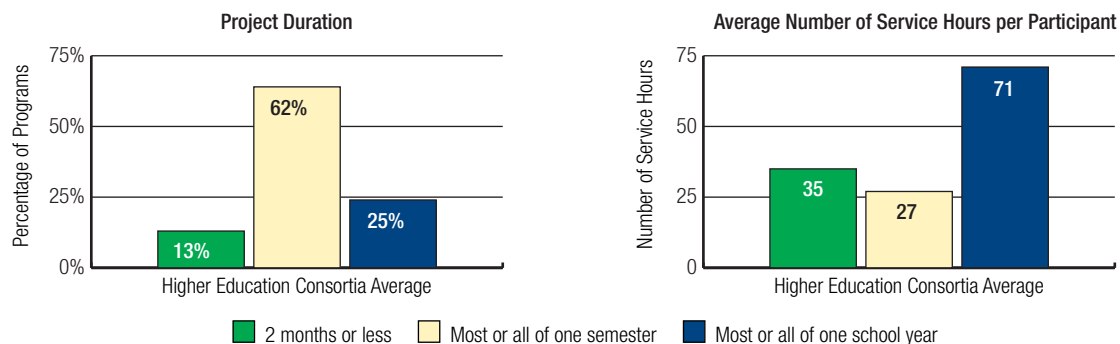
### LSA Distribution of Funding Amount for the Typical Grantee<sup>1</sup>

	Percentage
Subgrantees receiving less than \$5,000	22%
Subgrantees receiving \$5,000 to \$9,999	19%
Subgrantees receiving \$10,000 to \$19,999	31%
Subgrantees receiving \$20,000 or more	28%
Number of subgrantee awards for the typical LSA Higher Education Consortium grantee – 12	

### LSA Student and Adult Participation<sup>2,3</sup>

Total number of LSA participants	116,710
Total number of LSA participants for the typical grantee	3,227
Median number of LSA participants per program	172
Total number of Higher Education Service-Learners	73,667
Number of Higher Education Service-Learners for the typical grantee	1,965
Median number of Higher Education Service-Learners per program	95
Total number of faculty and staff	7,078
Number of faculty and staff for the typical grantee	249
Median number of faculty and staff per program	17
Total number of service hours for the typical grantee	32,757

### LSA Project Duration and Service Hours for the Typical Grantee<sup>4</sup>



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Higher Education Consortium grantee. There were 21 Learn and Serve Higher Education Consortium grantees for the 2004-05 program year. Values were calculated for each of these 21 grantees based on data reported by their subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 21 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those Higher Education Consortium subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 95% completed and submitted the survey for the 2004-05 program year.

3 Service-learning participants include undergraduate and graduate students, K-12 students, faculty, staff and community members.

4 "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race for the Typical LSA HED Consortium Grantee<sup>1</sup></b>		
	<b>Percent Participating in LSA Programs</b>	<b>Percent School Age (18-25 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.4% / 87.6%	17.6% / 82.4%
<b>Race</b> Native American/Alaska Native	1.4%	1.2%
Asian American	9.1%	4.3%
Black or African American	28.7%	14.7%
Native Hawaiian/Pacific Islander	2.5%	0.2%
White	53.9%	77.7%
Two or More Races	4.4%	1.8%

<b>Institutionalization of Service-Learning</b>	
<b>Indicators of Grantee's Institutionalization of Service-Learning</b>	<b>Percentage of programs that have indicators</b>
Has a Service-Learning Advisory Board	54%
Has a Service-Learning Coordinator <sup>2</sup>	91%
Service-Learning is part of the Strategic Plan	83%
Service-Learning is part of the Core Curriculum <sup>3</sup>	74%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	66%
Service-Learning is included in Professional Development <sup>5</sup>	52%
Students are involved in Decision-Making <sup>6</sup>	38%

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Higher Education Consortia data reported, 8.3% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as a faculty or staff member who coordinates or assists with service-learning activities for multiple courses or classrooms.

3 Service-learning is part of the core curriculum in at least one discipline or major at the institutions reporting.

4 Institutions frequently or always provide technical assistance for planning and/or implementing service-learning activities.

5 Institutions frequently or always include service-learning activities in their professional development plans.

6 Students are frequently or always involved in decision-making about the service-learning activities at the institutions, for example as members of advisory councils.

***LSA Higher Education  
Individual Institution Grants***

● LSA Higher Education Individual Grantees (25)

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.



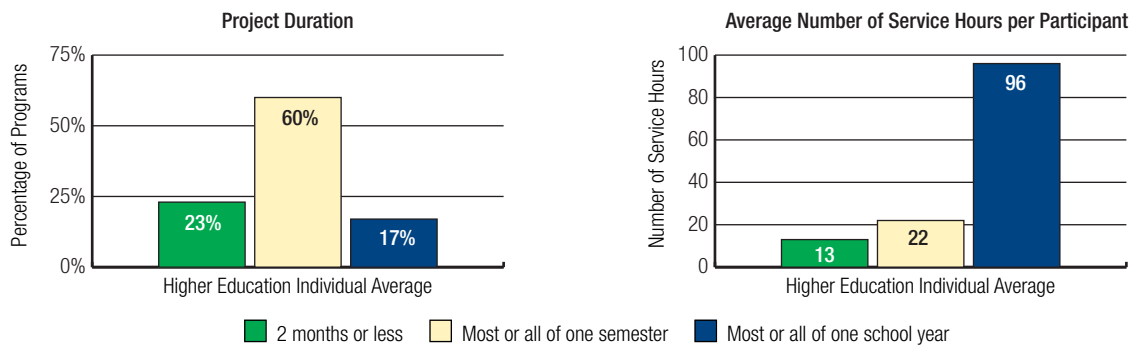
25 Grants Awarded, 2004-2005<sup>1</sup>

Median Grant Award: \$124,312

### LSA Student and Adult Participation<sup>2,3</sup>

Total number of LSA participants	19,538
Total number of LSA participants for the typical grantee	409
Total number of Higher Education Service-Learners	8,254
Number of Higher Education Service-Learners for the typical grantee	212
Total number of faculty and staff	975
Number of faculty and staff for the typical grantee	35
Total number of service hours for the typical grantee	8,580

### LSA Project Duration and Service Hours for the Typical Grantee<sup>4</sup>



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 The data presented here are based on grantee reporting for the typical Higher Education Individual grantee. There were 25 Learn and Serve Higher Education Individual grantees for the 2004-05 program year. Values were calculated for each of these 25 grantees based on data reported, and the median value is reported above.

2 Data include those Higher Education Individual subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those grantees that partially completed the survey or did not officially submit their survey. Of those grantees that were reported through LASSIE, 95.8% completed and submitted the survey for the 2004-05 program year.

3 Service-learning participants include undergraduate and graduate students, K-12 students, faculty, staff and community members.

4 "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race for the Typical Higher Education Individual Grantee<sup>1</sup></b>		
	<b>Percent Participating in LSA Programs</b>	<b>Percent College Age (18-25 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	19.3% / 80.7%	17.6% / 82.4%
<b>Race</b> Native American/Alaska Native	1.1%	1.2%
Asian American	5.8%	4.3%
Black or African American	24.3%	14.7%
Native Hawaiian/Pacific Islander	1.2%	0.2%
White	64.7%	77.7%
Two or More Races	3.0%	1.8%

<b>Institutionalization of Service-Learning</b>	
<b>Indicators of Grantee's Institutionalization of Service-Learning</b>	<b>Percentage of programs that have indicators</b>
Has a Service-Learning Advisory Board	54%
Has a Service-Learning Coordinator <sup>2</sup>	88%
Service-Learning is part of the Strategic Plan	77%
Service-Learning is part of the Core Curriculum <sup>3</sup>	71%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	75%
Service-Learning is included in Professional Development <sup>5</sup>	33%
Students are involved in Decision-Making <sup>6</sup>	29%

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Higher Education Individual data reported, 15.5% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

3 Service-learning is part of the core curriculum in at least one subject in at least one discipline or major at the institution reporting.

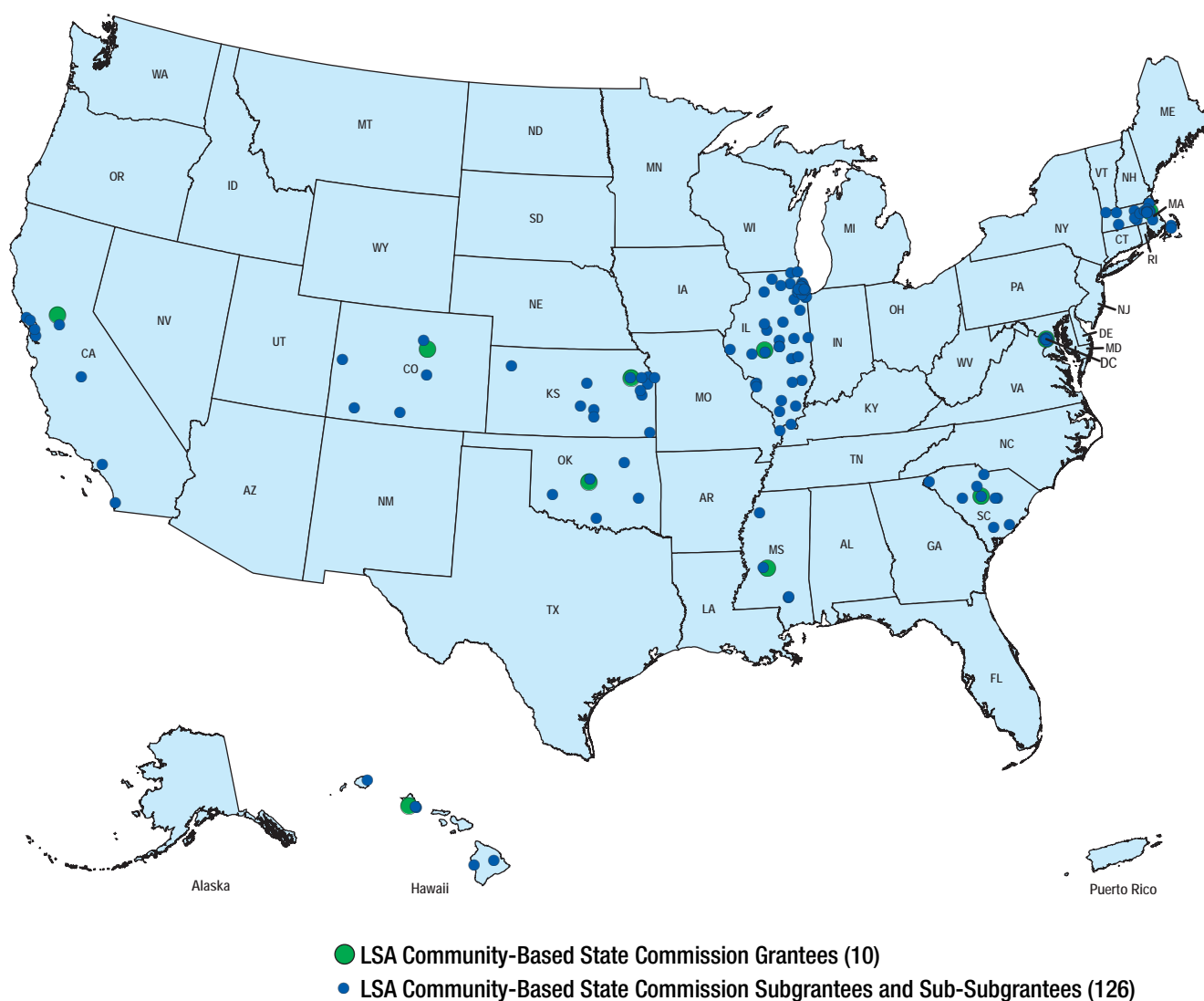
4 The institution frequently or always provides technical assistance for planning and/or implementing service-learning activities.

5 Institutions frequently or always include service-learning activities in their professional development plans.

6 Students are frequently or always involved in decision-making about the service-learning activities at the institution, for example as members of an advisory council.

***LSA Community-Based  
State Commission Grants***

**Distribution of Community-Based State Commission Awards to Learn and Serve America Grantees: Program Year 2004-2005\***



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005. Includes local subgrants and sub-subgrants.

10 Grants Awarded, 2004-2005

Median Grant Award: \$322,614

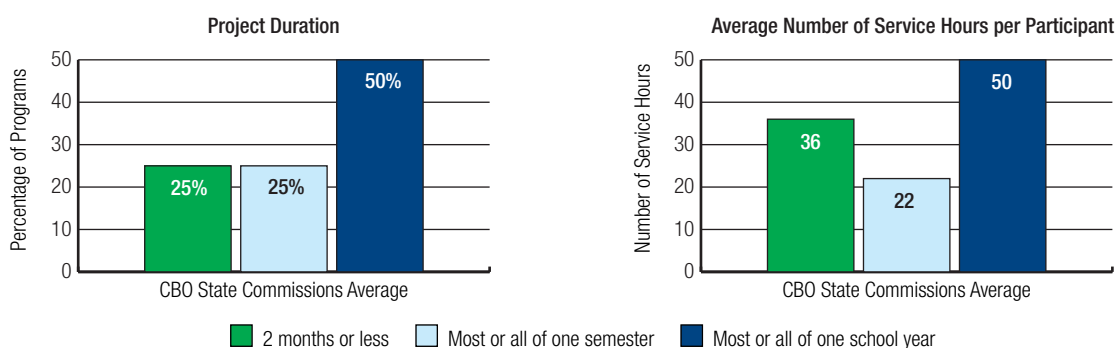
### LSA Distribution of Funding Amount for the Typical Grantee<sup>1</sup>

	Percentage
Subgrantees receiving less than \$5,000	1%
Subgrantees receiving \$5,000 to \$9,999	40%
Subgrantees receiving \$10,000 to \$19,999	35%
Subgrantees receiving \$20,000 or more	24%
Number of subgrantee awards for the typical Community-Based State Commissions grantee – 13	

### LSA Student and Adult Participation<sup>2</sup>

Total number of LSA student participants	12,212
Total number of LSA student participants for the typical grantee	657
Median number of student participants per program	40
Total number of teachers/staff involved with LSA	814
Number of teachers/staff involved with LSA for the typical grantee	34
Median number of teachers/staff per program	4
Total number of service hours for the typical grantee	20,941

### LSA Project Duration and Service Hours for the Typical Grantee<sup>3</sup>



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Community-Based State Commission grantee. There were 10 Learn and Serve Community-Based State Commission grantees for the 2004-05 program year. Values were calculated for each of these 10 grantees based on data reported by subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 10 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those Community-Based State Commission subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 95.6% completed and submitted the survey for the 2004-05 program year.

3 "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race for the Typical CBO State Commissions Grantee<sup>1</sup></b>		
	<b>Percent Participating in LSA Programs</b>	<b>Percent School Age (5-17 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	25.5% / 74.5%	18.2% / 81.8%
<b>Race</b> Native American/Alaska Native	2.5%	1.2%
Asian American	6.1%	3.8%
Black or African American	35.5%	15.7%
Native Hawaiian/Pacific Islander	3.3%	0.2%
White	37.9%	76.5%
Two or More Races	14.6%	2.6%

<b>Institutionalization of Service-Learning</b>	
<b>Indicators of Grantee's Institutionalization of Service-Learning</b>	<b>Percentage of programs that have indicators</b>
Has a Service-Learning Advisory Board	55%
Has a Service-Learning Coordinator <sup>2</sup>	78%
Service-Learning is part of the Strategic Plan	76%
Service-Learning is part of the Core Curriculum <sup>3</sup>	92%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	50%
Service-Learning is included in Professional Development <sup>5</sup>	66%
Youth are involved in Decision-Making <sup>6</sup>	86%

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Community-Based State Commission data reported, 6.8% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as a staff member who coordinates or assists with service-learning activities for multiple programs or departments.

3 Service-learning is part of the activities for youth in at least one program or department in the organizations reporting.

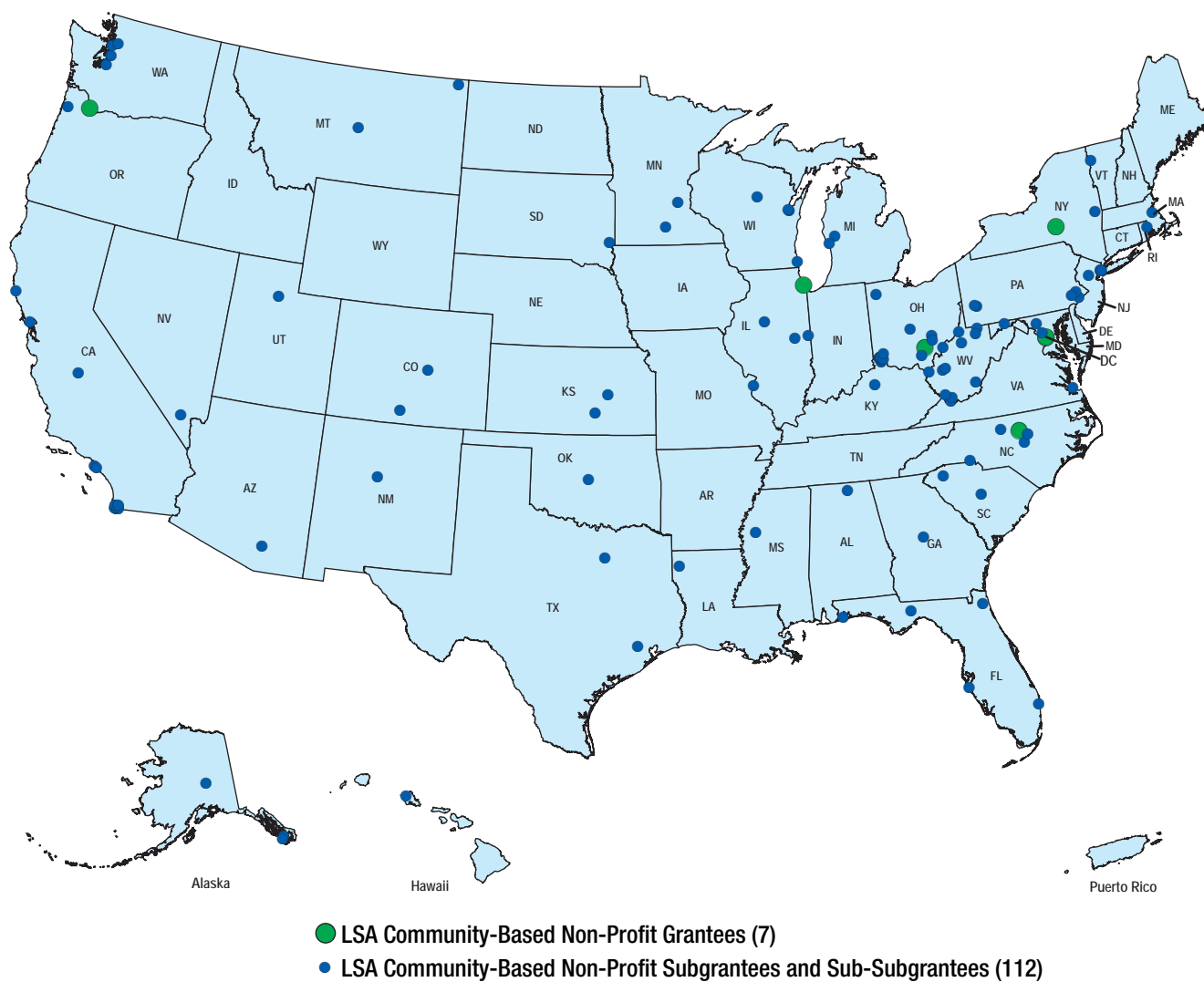
4 Organizations frequently or always provide technical assistance for planning and/or implementing service-learning activities.

5 Organizations frequently or always include service-learning activities in their professional development plans.

6 Youth are frequently or always involved in decision-making about the service-learning activities at the organizations, for example as members of advisory councils.

***LSA Community-Based  
Non-Profit Organization Grants***

**Distribution of Community-Based Non-Profit Awards to Learn and Serve America Grantees: Program Year 2004-2005\***



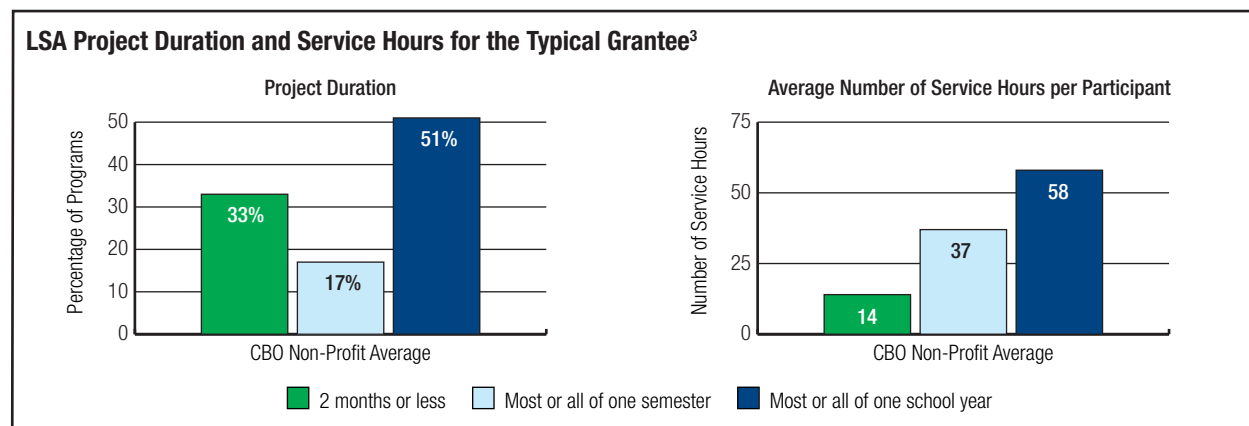
\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005. Includes local subgrants and sub-subgrants.



7 Grants Awarded, 2004-2005	Median Grant Award: \$293,799
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LSA Distribution of Funding Amount for the Typical Grantee <sup>1</sup>	
	Percentage
Subgrantees receiving less than \$5,000	18%
Subgrantees receiving \$5,000 to \$9,999	50%
Subgrantees receiving \$10,000 to \$19,999	16%
Subgrantees receiving \$20,000 or more	16%
Number of subgrantee awards for the typical Community-Based Non-Profit grantee – 16	

LSA Student and Adult Participation <sup>2</sup>	
Total number of LSA student participants	8,152
Total number of LSA student participants for the typical grantee	557
Median number of student participants per program	40
Total number of teachers/staff involved with LSA	532
Number of teachers/staff involved with LSA for the typical grantee	63
Median number of teachers/staff per program	4
Total number of service hours for the typical grantee	22,929



\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 This table includes subgrantees and sub-subgrantees. The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Community-Based Non-Profit grantee. There were 7 Learn and Serve Community-Based Non-Profit grantees for the 2004-05 program year. Values were calculated for each of these 7 grantees based on data reported by subgrantees and sub-subgrantees, and the median value is reported above. For example, the total number of participants reported for each of the 7 grants is calculated and then the median number of participants for all grants is reported.

2 Data include those Community-Based Non-Profit subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. Of those subgrantees and sub-subgrantees that were reported through LASSIE, 96% completed and submitted the survey for the 2004-05 program year.

3 "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race for the Typical CBO Non-Profit Grantee<sup>1</sup></b>		
	<b>Percent Participating in LSA Programs</b>	<b>Percent School Age (5-17 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	9.6% / 90.4%	18.2% / 81.8%
<b>Race</b> Native American/Alaska Native	4.4%	1.2%
Asian American	4.3%	3.8%
Black or African American	33.5%	15.7%
Native Hawaiian/Pacific Islander	3.2%	0.2%
White	47.1%	76.5%
Two or More Races	7.6%	2.6%

<b>Institutionalization of Service-Learning</b>	
<b>Indicators of Grantee's Institutionalization of Service-Learning</b>	<b>Percentage of programs that have indicators</b>
Has a Service-Learning Advisory Board	39%
Has a Service-Learning Coordinator <sup>2</sup>	70%
Service-Learning is part of the Strategic Plan	66%
Service-Learning is part of the Core Curriculum <sup>3</sup>	93%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	43%
Service-Learning is included in Professional Development <sup>5</sup>	54%
Youth are involved in Decision-Making <sup>6</sup>	66%

\* For reporting purposes in this document, program year 2004-2005 spans July 1, 2004 through June 30, 2005.

1 While both LSA and the US Census Bureau utilize the same categories for race and ethnicity, the two employ different methodologies, which affects comparisons. The Census collected individual level data through the 2000 Census and other administrative data; for those individuals who do not report on race, race is statistically imputed. In contrast, under the LASSIE survey, respondents provided estimated numbers of participants for each racial and ethnic category in their program. To account for non-response in the LASSIE survey, a Race Unknown category was given as a seventh category. This category was removed for LSA programs for comparison with Census state-level data. For Community-Based Non-Profit data reported, 3.5% of student participants were categorized as Race Unknown.

2 A service-learning coordinator is defined as a staff member who coordinates or assists with service-learning activities for multiple programs or departments.

3 Service-learning is part of the activities for youth in at least one program or department in the organizations reporting.

4 Organizations frequently or always provide technical assistance for planning and/or implementing service-learning activities.

5 Organizations frequently or always include service-learning activities in their professional development plans.

6 Youth are frequently or always involved in decision-making about the service-learning activities at the organizations, for example as members of advisory councils.

## *Appendix 1*

**LSA State Performance Data:  
K-12 Formula Grantees**

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	SUBGRANT AMOUNTS <sup>1</sup>				Number of subgrants reported <sup>2</sup>
	% less than \$5,000	% \$5,000-\$9,999	% \$10,000-\$19,999	% \$20,000 or more	
<b>National Average<sup>3</sup></b>	<b>30%</b>	<b>24%</b>	<b>25%</b>	<b>21%</b>	<b>1,178</b>
Alabama	7.7%	38.5%	38.5%	15.4%	13
Alaska	14.3%	14.3%	57.1%	14.3%	7
Arizona	4.4%	51.1%	44.4%	0.0%	45
Arkansas	7.7%	38.5%	53.8%	0.0%	13
California	0.0%	0.0%	5.1%	94.9%	39
Colorado	0.0%	30.0%	10.0%	60.0%	10
Connecticut	0.0%	0.0%	0.0%	100.0%	4
Delaware	66.7%	33.3%	0.0%	0.0%	9
D.C.	0.0%	0.0%	100.0%	0.0%	3
Florida	19.1%	39.7%	32.4%	8.8%	68
Georgia	15.8%	21.1%	21.1%	42.1%	38
Hawaii	85.7%	14.3%	0.0%	0.0%	7
Idaho	0.0%	0.0%	100.0%	0.0%	7
Illinois	38.9%	32.7%	18.5%	9.9%	162
Indiana	13.9%	55.6%	30.6%	0.0%	36
Iowa	30.4%	69.6%	0.0%	0.0%	23
Kansas	0.0%	0.0%	25.0%	75.0%	12
Kentucky	98.8%	1.2%	0.0%	0.0%	81
Louisiana	51.5%	27.3%	18.2%	3.0%	33
Maine	0.0%	50.0%	50.0%	0.0%	6
Maryland	4.5%	18.2%	77.3%	0.0%	22
Massachusetts	0.0%	9.5%	71.4%	19.0%	21
Michigan	0.0%	0.0%	45.2%	54.8%	31
Minnesota	0.0%	7.7%	92.3%	0.0%	13
Mississippi	0.0%	73.7%	26.3%	0.0%	19
Missouri	20.0%	46.7%	33.3%	0.0%	30
Montana	0.0%	100.0%	0.0%	0.0%	5

<sup>1</sup> Subgrant amounts are based on the subgrants and sub-subgrants reported by the granting institution through eGrants and the 2004-05 LASSIE survey. Those subgrantees who reported that they subgranted all of their Learn and Serve funds are not included. The chart includes the grant amounts for those subgrantees and sub-subgrantees who reported that they operated service-learning activities with their Learn and Serve funds, as well as those subgrantees and sub-subgrantees who did not report through LASSIE for the 2004-05 program year.

<sup>2</sup> Number of subgrants includes: (1) those subgrantees and sub-subgrantees that reported through LASSIE and operate service-learning programs; and (2) those subgrantees and sub-subgrantees that were reported by grantees but did not complete the 2004-05 LASSIE survey.

<sup>3</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	SUBGRANT AMOUNTS <sup>1</sup>				Number of subgrants reported <sup>2</sup>
	% less than \$5,000	% \$5,000-\$9,999	% \$10,000-\$19,999	% \$20,000 or more	
<b>National Average<sup>3</sup></b>	<b>30%</b>	<b>24%</b>	<b>25%</b>	<b>21%</b>	<b>1,178</b>
Nebraska	44.4%	44.4%	11.1%	0.0%	9
Nevada	0.0%	0.0%	0.0%	100.0%	6
New Hampshire	0.0%	83.3%	16.7%	0.0%	6
New Jersey	0.0%	0.0%	0.0%	100.0%	19
New Mexico	0.0%	0.0%	0.0%	100.0%	2
New York	4.8%	2.4%	38.1%	54.8%	42
North Carolina	0.0%	0.0%	22.2%	77.8%	18
Ohio	19.5%	0.0%	68.3%	12.2%	41
Oklahoma	100.0%	0.0%	0.0%	0.0%	23
Oregon	7.7%	46.2%	46.2%	0.0%	13
Pennsylvania	8.0%	24.0%	20.0%	48.0%	25
Rhode Island	0.0%	0.0%	100.0%	0.0%	5
South Carolina	0.0%	18.2%	54.5%	27.3%	11
Tennessee	45.5%	54.5%	0.0%	0.0%	33
Texas	0.0%	0.0%	0.0%	100.0%	26
Utah	0.0%	0.0%	88.9%	11.1%	9
Vermont	25.0%	25.0%	50.0%	0.0%	4
Virginia	8.3%	0.0%	25.0%	66.7%	12
Washington	0.0%	0.0%	25.0%	75.0%	12
West Virginia	0.0%	91.7%	8.3%	0.0%	12
Wisconsin	86.0%	10.8%	0.0%	3.2%	93

<sup>1</sup> Subgrant amounts are based on the subgrants and sub-subgrants reported by the granting institution through eGrants and the 2004-05 LASSIE survey. Those subgrantees who reported that they subgranted all of their Learn and Serve funds are not included. The chart includes the grant amounts for those subgrantees and sub-subgrantees who reported that they operated service-learning activities with their Learn and Serve funds, as well as those subgrantees and sub-subgrantees who did not report through LASSIE for the 2004-05 program year.

<sup>2</sup> Number of subgrants includes: (1) those subgrantees and sub-subgrantees that reported through LASSIE and operate service-learning programs; and (2) those subgrantees and sub-subgrantees that were reported by grantees but did not complete the 2004-05 LASSIE survey.

<sup>3</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Formula Grant Amount <sup>1</sup>	Number of schools Reporting <sup>2</sup>	Number of districts Reporting <sup>2</sup>	Total Number of Respondents <sup>3</sup>	Total Number of Service-Learners			Median Number of Service-Learners		
					School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All
<b>National Median or Average<sup>4</sup></b>	<b>\$270,242</b>	<b>11</b>	<b>9</b>	<b>20</b>	<b>1,797</b>	<b>3,776</b>	<b>6,014</b>	<b>148</b>	<b>327</b>	<b>205</b>
Alabama	\$305,447	6	7	13	1,071	3,705	4,776	131	395	212
Alaska	\$52,150	4	2	6	378	203	581	84	102	84
Arizona	\$365,070	26	8	34	2,291	809	3,100	44	93	50
Arkansas	\$187,780	8	4	12	1,796	157	1,953	80	39	56
California	\$2,690,544	3	23	26	10,311	58,791	69,102	407	1,575	1,538
Colorado	\$248,425	1	9	10	315	25,608	25,923	315	798	749
Connecticut	\$223,383	1	3	4	871	3,216	4,087	871	1,088	980
Delaware	\$51,217	8	0	8	1,442		1,442	132		132
D.C.	\$50,118	3	0	3	189		189	55		55
Florida	\$959,817	50	8	58	21,197	24,305	45,502	87	1,021	100
Georgia	\$600,286	25	4	29	11,232	3,776	15,008	376	919	525
Hawaii	\$69,262	6	1	7	575	70	645	83	70	75

<sup>1</sup> Formula fund amounts are determined by a population-based formula. Reporting excludes formula funds for Puerto Rico (\$469,938) and North Dakota (\$45,992). South Dakota did not receive formula funds for the 2004-2005 program year.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The following information includes those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

<sup>4</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Formula Grant Amount <sup>1</sup>	Number of schools Reporting <sup>2</sup>	Number of districts Reporting <sup>2</sup>	Total Number of Respondents <sup>3</sup>	Total Number of Service-Learners			Median Number of Service-Learners		
					School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All
<b>National Median or Average<sup>4</sup></b>	<b>\$270,242</b>	<b>11</b>	<b>9</b>	<b>20</b>	<b>1,797</b>	<b>3,776</b>	<b>6,014</b>	<b>148</b>	<b>327</b>	<b>205</b>
Idaho	\$85,749	4	2	6	590	376	966	147	188	147
Illinois	\$861,925	9	23	32	21,527	20,797	42,324	200	182	191
Indiana	\$366,772	27	8	35	6,665	6,353	13,018	85	264	175
Iowa	\$156,864	5	15	20	1,588	6,025	7,613	300	364	342
Kansas	\$173,727	8	4	12	1,451	294	1,745	129	47	93
Kentucky	\$270,157	23	54	77	11,582	25,388	36,970	88	268	204
Louisiana	\$375,282	30	2	32	4,015	267	4,282	96	134	96
Maine	\$83,204	1	5	6	500	1,455	1,955	500	202	251
Maryland	\$322,700	3	19	22	39,118	291,860	330,978	2,143	8,628	8,314
Massachusetts	\$435,376	6	15	21	1,797	23,551	25,348	148	717	521
Michigan	\$742,446	10	21	31	4,263	53,244	57,507	151	1,575	1,135
Minnesota	\$287,333	4	9	13	2,485	13,605	16,090	685	920	830
Mississippi	\$242,447	9	10	19	4,448	2,338	6,786	448	93	200
Missouri	\$369,405	8	17	25	2,915	22,871	25,786	228	503	450
Montana	\$65,347	2	3	5	105	1,428	1,533	53	325	65

<sup>1</sup> Formula fund amounts are determined by a population-based formula. Reporting excludes formula funds for Puerto Rico (\$469,938) and North Dakota (\$45,992). South Dakota did not receive formula funds for the 2004-2005 program year.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The following information includes those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

<sup>4</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Formula Grant Amount <sup>1</sup>	Number of schools Reporting <sup>2</sup>	Number of districts Reporting <sup>2</sup>	Total Number of Respondents <sup>3</sup>	Total Number of Service-Learners			Median Number of Service-Learners		
					School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All
<b>National Median or Average<sup>4</sup></b>	<b>\$270,242</b>	<b>11</b>	<b>9</b>	<b>20</b>	<b>1,797</b>	<b>3,776</b>	<b>6,014</b>	<b>148</b>	<b>327</b>	<b>205</b>
Nebraska	\$103,552	4	2	6	281	153	434	76	77	76
Nevada	\$120,860	1	2	3	295	625	920	295	313	311
New Hampshire	\$69,319	4	2	6	1,017	910	1,927	175	455	205
New Jersey	\$546,252	7	12	19	2,741	10,832	13,573	267	870	500
New Mexico	\$154,602	1	1	2	199	195	394	199	195	197
New York	\$1,620,845	20	20	40	9,085	26,073	35,158	315	1,175	637
North Carolina	\$504,899	4	11	15	555	7,178	7,733	73	678	481
Ohio	\$756,074	17	19	36	4,469	12,864	17,333	96	428	294
Oklahoma	\$233,893	14	9	23	2,801	895	3,696	75	40	50
Oregon	\$222,162	2	10	12	225	14,565	14,790	113	327	187
Pennsylvania	\$793,404	13	10	23	5,360	10,803	16,163	330	838	390
Rhode Island	\$71,794	5	0	5	740		740	130		130
South Carolina	\$270,326	0	11	11		26,268	26,268		1,341	1,341
Tennessee	\$351,716	30	1	31	2,047	40	2,087	36	40	38
Texas	\$1,696,999	9	17	26	3,674	27,246	30,920	450	866	483

<sup>1</sup> Formula fund amounts are determined by a population-based formula. Reporting excludes formula funds for Puerto Rico (\$469,938) and North Dakota (\$45,992). South Dakota did not receive formula funds for the 2004-2005 program year.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The following information includes those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

<sup>4</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.



## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Formula Grant Amount <sup>1</sup>	Number of schools Reporting <sup>2</sup>	Number of districts Reporting <sup>2</sup>	Total Number of Respondents <sup>3</sup>	Total Number of Service-Learners			Median Number of Service-Learners		
					School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All
<b>National Median or Average<sup>4</sup></b>	<b>\$270,242</b>	<b>11</b>	<b>9</b>	<b>20</b>	<b>1,797</b>	<b>3,776</b>	<b>6,014</b>	<b>148</b>	<b>327</b>	<b>205</b>
Utah	\$134,145	0	8	8		38,165	38,165		4,545	4,545
Vermont	\$42,908	3	1	4	1,500	700	2,220	449	700	575
Virginia	\$407,491	6	6	12	1,164	928	2,092	174	135	150
Washington	\$353,960	7	5	12	3,472	1,769	5,241	487	275	300
West Virginia	\$136,665	6	6	12	442	1,608	2,050	60	100	68
Wisconsin	\$331,732	65	16	81	11,593	6,409	18,002	84	237	100

<sup>1</sup> Formula fund amounts are determined by a population-based formula. Reporting excludes formula funds for Puerto Rico (\$469,938) and North Dakota (\$45,992). South Dakota did not receive formula funds for the 2004-2005 program year.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The following information includes those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees that partially completed the survey or did not officially submit their survey. Of those K-12 Formula subgrantees and sub-subgrantees that were reported through LASSIE, 82.3% completed and submitted the survey for the 2004-05 program year.

<sup>4</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Total Number of Teachers and Staff			Median Number of Teachers and Staff			Total Number of Service Hours <sup>3</sup>	Average Number of Service Hours per Participant
	School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All		
<b>National Median or Average<sup>1</sup></b>	<b>127</b>	<b>288</b>	<b>398</b>	<b>10</b>	<b>20</b>	<b>14</b>	<b>132,863</b>	<b>26.1</b>
Alabama	88	132	220	5	11	10	95,009	25.0
Alaska	18	19	37	4	10	5	8,985	19.9
Arizona	241	54	295	5	7	5	109,761	26.3
Arkansas	111	45	156	13	9	13	173,240	82.6
California	299	3,495	3,794	58	80	75	594,987	28.1
Colorado	4	804	808	4	45	44	59,010	16.5
Connecticut	34	249	283	34	50	48	176,421	55.3
Delaware	77		77	8		8	61,095	28.8
D.C.	7		7	3		3	1,300	8.3
Florida	626	655	1,281	6	45	7	1,767,321	49.8
Georgia	980	69	1,049	27	18	27	227,909	24.2
Hawaii	39	6	45	6	6	6	43,538	54.2

<sup>1</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting the race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The average number of hours is calculated based on the number of participants and the average number of hours in programs of three durations: programs that last for two months or less, programs that last for one semester, and programs that last for a year. The number of participants reported through program duration may or may not total the number of service-learning participants reported above.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Total Number of Teachers and Staff			Median Number of Teachers and Staff			Total Number of Service Hours <sup>3</sup>	Average Number of Service Hours per Participant
	School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All		
<b>National Median or Average<sup>1</sup></b>	<b>127</b>	<b>288</b>	<b>398</b>	<b>10</b>	<b>20</b>	<b>14</b>	<b>132,863</b>	<b>26.1</b>
Idaho	46	8	54	10	4	6	27,300	48.1
Illinois	805	1,154	1,959	35	20	20	520,766	29.8
Indiana	414	290	704	8	30	13	229,827	34.7
Iowa	152	414	566	25	30	28	90,612	14.6
Kansas	108	45	153	12	11	12	55,152	56.9
Kentucky	579	1,738	2,317	11	16	15	740,372	18.6
Louisiana	237	18	255	5	9	5	141,337	47.6
Maine	25	94	119	25	15	15	37,027	10.0
Maryland	2,337	4,427	6,764	75	84	80	8,049,399	32.3
Massachusetts	123	765	888	13	25	20	456,517	18.3
Michigan	230	2,305	2,535	15	54	44	516,112	21.9
Minnesota	132	883	1,015	30	32	32	220,893	42.1
Mississippi	267	193	460	15	6	14	161,964	20.8
Missouri	172	1,169	1,341	11	30	20	351,438	18.8
Montana	8	108	116	4	28	5	6,762	11.9

<sup>1</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting the race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The average number of hours is calculated based on the number of participants and the average number of hours in programs of three durations: programs that last for two months or less, programs that last for one semester, and programs that last for a year. The number of participants reported through program duration may or may not total the number of service-learning participants reported above.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Total Number of Teachers and Staff			Median Number of Teachers and Staff			Total Number of Service Hours <sup>3</sup>	Average Number of Service Hours per Participant
	School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All		
<b>National Median or Average<sup>1</sup></b>	<b>127</b>	<b>288</b>	<b>398</b>	<b>10</b>	<b>20</b>	<b>14</b>	<b>132,863</b>	<b>26.1</b>
Nebraska	24	8	32	4	4	4	4,135	9.5
Nevada	2	44	46	2	22	9	33,900	36.7
New Hampshire	55	69	124	10	35	23	10,522	20.6
New Jersey	289	875	1,164	36	23	25	177,121	29.8
New Mexico	5	2	7	5	2	4	17,850	45.0
New York	685	1,403	2,088	14	52	27	956,646	26.0
North Carolina	31	346	377	6	22	18	157,615	31.2
Ohio	285	497	782	5	16	12	236,891	24.8
Oklahoma	156	76	232	6	4	5	64,048	29.1
Oregon	30	764	794	15	14	14	92,916	19.1
Pennsylvania	227	554	781	12	21	18	255,967	31.7
Rhode Island	122		122	12		12	15,135	21.2
South Carolina		1,793	1,793		75	75	259,198	18.2
Tennessee	145	7	152	4	7	4	97,412	49.2
Texas	260	1,406	1,666	33	56	44	425,461	19.1

<sup>1</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting the race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The average number of hours is calculated based on the number of participants and the average number of hours in programs of three durations: programs that last for two months or less, programs that last for one semester, and programs that last for a year. The number of participants reported through program duration may or may not total the number of service-learning participants reported above.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	Total Number of Teachers and Staff			Median Number of Teachers and Staff			Total Number of Service Hours <sup>3</sup>	Average Number of Service Hours per Participant
	School <sup>2</sup>	District <sup>2</sup>	All	School <sup>2</sup>	District <sup>2</sup>	All		
<b>National Median or Average<sup>1</sup></b>	<b>127</b>	<b>288</b>	<b>398</b>	<b>10</b>	<b>20</b>	<b>14</b>	<b>132,863</b>	<b>26.1</b>
Utah		789	789		58	58	1,068,156	11.6
Vermont	121	20	141	23	20	22	61,115	19.3
Virginia	96	95	191	9	12	11	47,616	27.6
Washington	131	288	419	18	20	19	124,388	27.1
West Virginia	38	88	126	5	12	5	57,003	30.8
Wisconsin	790	483	1,273	7	11	8	236,615	19.9

<sup>1</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting the race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

<sup>2</sup> Respondents indicate whether they are reporting on activities for an individual school or a school district. This, however, does not mean that service-learning activities occur in the entire school or school district. If no schools or districts report within a state, a 0 is given for the number of schools or districts reporting. Cells shaded in gray indicate that the state did not grant funds at the school or the district level.

<sup>3</sup> The average number of hours is calculated based on the number of participants and the average number of hours in programs of three durations: programs that last for two months or less, programs that last for one semester, and programs that last for a year. The number of participants reported through program duration may or may not total the number of service-learning participants reported above.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	% of Participants by Race <sup>1</sup>							% of participants of Hispanic/Latino ethnicity <sup>1</sup>
	% American Indian or Alaska Native	% Asian	% Black or African American	% Native Hawaiian or Other Pacific Islander	% White	% Two or more races	% Race Unknown	
<b>National Median or Average<sup>2</sup></b>	<b>2.4%</b>	<b>2.0%</b>	<b>16.3%</b>	<b>1.1%</b>	<b>68.9%</b>	<b>4.6%</b>	<b>4.6%</b>	<b>11.6%</b>
Alabama	0.8%	0.6%	50.6%	0.4%	40.7%	4.8%	2.3%	3.4%
Alaska	24.0%	1.7%	1.1%	0.0%	71.7%	0.4%	1.1%	1.7%
Arizona	9.5%	0.9%	4.6%	1.9%	59.2%	7.1%	16.7%	40.1%
Arkansas	0.6%	7.2%	21.1%	0.3%	67.6%	2.0%	1.3%	3.8%
California	7.0%	5.8%	4.9%	0.5%	58.5%	7.7%	15.5%	40.6%
Colorado	8.2%	2.2%	9.5%	0.2%	46.8%	18.6%	14.6%	43.7%
Connecticut	1.0%	2.4%	16.1%	0.9%	65.1%	14.5%	0.0%	19.1%
Delaware	0.3%	1.4%	30.5%	0.0%	64.5%	3.3%	0.0%	4.9%
D.C.	0.0%	4.6%	77.3%	0.0%	0.0%	4.6%	13.6%	13.6%
Florida	0.5%	1.8%	23.7%	0.2%	59.6%	8.7%	5.5%	17.4%
Georgia	0.1%	0.9%	31.8%	0.0%	60.8%	3.1%	3.2%	9.3%
Hawaii	0.1%	8.6%	0.2%	39.4%	13.8%	37.1%	0.8%	1.2%
Idaho	4.0%	1.1%	0.1%	0.3%	92.3%	0.3%	1.9%	5.4%
Illinois	0.1%	2.0%	17.5%	0.1%	77.0%	2.6%	0.8%	15.3%
Indiana	0.1%	0.7%	12.9%	0.1%	81.5%	1.4%	3.3%	8.9%
Iowa	0.1%	0.5%	3.4%	0.1%	95.0%	0.5%	0.6%	1.6%
Kansas	0.3%	1.3%	6.9%	0.1%	89.1%	1.0%	1.3%	10.6%
Kentucky	0.0%	0.7%	6.0%	0.1%	90.9%	0.7%	1.7%	4.0%
Louisiana	2.3%	1.4%	39.2%	2.9%	52.4%	0.9%	0.9%	3.9%
Maine	0.3%	0.4%	0.7%	0.0%	97.4%	0.0%	1.3%	0.0%
Maryland	0.4%	3.0%	23.9%	0.0%	71.1%	0.2%	1.4%	3.2%
Massachusetts	0.2%	3.9%	4.2%	0.0%	88.6%	0.8%	2.4%	8.4%
Michigan	4.7%	1.2%	7.8%	0.1%	80.7%	3.6%	2.0%	4.2%
Minnesota	2.0%	5.4%	13.5%	0.0%	76.4%	0.6%	2.1%	5.5%
Mississippi	0.1%	0.4%	70.9%	0.0%	27.5%	0.7%	0.4%	0.7%
Missouri	1.0%	0.4%	15.9%	0.1%	79.7%	1.9%	1.0%	2.3%
Montana	15.2%	0.3%	0.6%	0.0%	83.9%	0.0%	0.0%	3.2%

<sup>1</sup> Race and ethnicity of participants are reported in the aggregate by programs. In the tables on race contained in the State Reports, 'Race Unknown' was removed as a category for comparison purposes with the U.S. Census.

<sup>2</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

## State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

STATE	% of Participants by Race <sup>1</sup>							% of participants of Hispanic/Latino ethnicity <sup>1</sup>
	% American Indian or Alaska Native	% Asian	% Black or African American	% Native Hawaiian or Other Pacific Islander	% White	% Two or more races	% Race Unknown	
<b>National Median or Average<sup>2</sup></b>	<b>2.4%</b>	<b>2.0%</b>	<b>16.3%</b>	<b>1.1%</b>	<b>68.9%</b>	<b>4.6%</b>	<b>4.6%</b>	<b>11.6%</b>
Nebraska	0.0%	0.3%	9.8%	0.0%	77.6%	8.6%	3.7%	10.7%
Nevada	3.2%	1.1%	6.2%	0.6%	67.9%	3.8%	17.4%	16.9%
New Hampshire	0.0%	2.4%	1.4%	0.0%	95.2%	0.5%	0.5%	2.4%
New Jersey	0.1%	4.3%	11.5%	0.0%	83.5%	0.7%	0.0%	10.9%
New Mexico	0.0%	0.0%	0.0%	0.0%	29.2%	19.6%	51.3%	82.4%
New York	0.6%	2.9%	20.0%	0.2%	67.8%	4.4%	4.0%	15.0%
North Carolina	0.2%	2.2%	26.2%	0.0%	68.3%	1.7%	1.4%	5.5%
Ohio	0.7%	1.2%	10.8%	0.0%	78.9%	8.1%	0.3%	5.5%
Oklahoma	12.6%	0.9%	8.3%	0.2%	70.8%	3.4%	3.8%	12.3%
Oregon	8.0%	2.4%	0.7%	0.5%	80.9%	3.8%	3.7%	9.8%
Pennsylvania	0.1%	2.5%	28.2%	0.1%	66.0%	2.7%	0.3%	4.4%
Rhode Island	0.0%	1.9%	5.6%	0.3%	87.4%	2.2%	2.6%	14.7%
South Carolina	0.5%	1.9%	41.2%	0.2%	54.7%	0.9%	0.8%	2.3%
Tennessee	0.0%	0.2%	74.0%	0.0%	23.8%	0.9%	1.2%	1.8%
Texas	0.2%	0.8%	7.5%	0.1%	59.8%	13.4%	18.2%	42.9%
Utah	1.4%	0.9%	0.8%	0.9%	81.4%	7.3%	7.4%	19.4%
Vermont	0.0%	0.2%	1.0%	0.0%	93.5%	4.0%	1.3%	0.0%
Virginia	0.3%	0.3%	22.7%	0.0%	76.3%	0.2%	0.2%	1.2%
Washington	2.4%	4.0%	3.9%	2.7%	82.8%	1.8%	2.4%	16.2%
West Virginia	0.1%	2.9%	6.8%	0.0%	82.9%	4.9%	2.4%	2.8%
Wisconsin	1.4%	2.5%	2.9%	0.1%	86.6%	3.2%	3.3%	5.8%

<sup>1</sup> Race and ethnicity of participants are reported in the aggregate by programs. In the tables on race contained in the State Reports, 'Race Unknown' was removed as a category for comparison purposes with the U.S. Census.

<sup>2</sup> National medians (calculated at the state level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers and staff, median number of teachers and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.

# State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

## Duration of Service–Learning Activities<sup>1</sup>

STATE	% of participants serving in projects that last 2 months or less	% of participants serving in projects that last most or all of one semester	% of participants serving in projects that last most or all of one school year	Average service hours for participants in projects lasting 2 months or less	Average service hours for participants in project lasting most or all of one semester	Average service hours for participants in projects lasting most or all of one school year
<b>National Average</b>	46%	24%	30%	<b>13</b>	<b>23</b>	<b>45</b>
Alabama	30%	45%	25%	13	21	41
Alaska	26%	9%	64%	10	31	34
Arizona	17%	24%	59%	19	21	36
Arkansas	19%	47%	34%	27	53	118
California	55%	32%	13%	14	28	44
Colorado	46%	23%	31%	9	22	29
Connecticut	24%	46%	30%	28	15	75
Delaware	17%	37%	46%	17	18	37
D.C.	0%	0%	100%			13
Florida	9%	11%	80%	10	30	35
Georgia	12%	22%	67%	7	21	29
Hawaii	12%	20%	68%	8	29	95
Idaho	38%	9%	53%	5	14	65
Illinois	33%	30%	36%	12	19	44
Indiana	50%	21%	29%	10	26	49
Iowa	43%	10%	47%	7	4	24
Kansas	50%	15%	35%	14	51	65
Kentucky	52%	30%	17%	15	15	25
Louisiana	6%	20%	74%	7	27	56
Maine	52%	30%	18%	5	14	25
Maryland	52%	30%	19%	24	37	57
Massachusetts	52%	35%	14%	10	21	38
Michigan	41%	23%	36%	11	20	52
Minnesota	57%	23%	20%	16	28	111
Mississippi	9%	14%	77%	5	12	26
Missouri	40%	23%	37%	7	14	46
Montana	55%	3%	42%	5	9	31
Nebraska	11%	35%	54%	6	10	10
Nevada	0%	0%	100%			37
New Hampshire	25%	69%	6%	3	6	90
New Jersey	23%	57%	20%	10	13	65
New Mexico	0%	0%	100%			45
New York	30%	24%	46%	12	20	36
North Carolina	13%	27%	61%	19	35	56



# State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

## Duration of Service–Learning Activities

STATE	% of participants serving in projects that last 2 months or less	% of participants serving in projects that last most or all of one semester	% of participants serving in projects that last most or all of one school year	Average service hours for participants in projects lasting 2 months or less	Average service hours for participants in project lasting most or all of one semester	Average service hours for participants in projects lasting most or all of one school year
<b>National Average</b>	46%	24%	30%	<b>13</b>	<b>23</b>	<b>45</b>
Ohio	51%	26%	22%	9	17	69
Oklahoma	27%	34%	39%	19	21	46
Oregon	22%	38%	40%	29	20	39
Pennsylvania	45%	19%	36%	11	22	53
Rhode Island	25%	38%	37%	12	28	36
South Carolina	58%	16%	26%	7	22	35
Tennessee	7%	25%	68%	14	40	69
Texas	47%	11%	42%	12	23	32
Utah	86%	6%	9%	6	12	20
Vermont	21%	34%	45%	5	28	30
Virginia	4%	19%	77%	13	5	34
Washington	37%	45%	18%	18	21	76
West Virginia	63%	11%	27%	15	13	43
Wisconsin	42%	9%	48%	11	13	30

<sup>1</sup> The average number of hours is calculated based on the number of participants and the average number of hours in programs of three durations: programs that last for two months or less, programs that last for one semester, and programs that last for a year. The number of participants reported through program duration may or may not total the number of service-learning participants reported above.

# State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

## Institutionalization Indicators<sup>1</sup>

STATE	Advisory Board <sup>2</sup>			Strategic Plan <sup>3</sup>			Core Curriculum <sup>4</sup>			Technical Support <sup>5</sup>			Service-Learning Coordinator <sup>6</sup>		
	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)
<b>National Median or Average<sup>3</sup></b>	<b>47</b>			<b>77</b>			<b>57</b>			<b>53</b>			<b>71</b>		
Alabama	39	17	57	88	100	75	44	60	25	46	33	57	69	50	86
Alaska	33	50	N/A	100	100	N/A	100	100	N/A	33	0	N/A	100	100	N/A
Arizona	29	27	38	68	73	50	56	55	60	29	38	0	74	73	75
Arkansas	8	13	N/A	80	67	100	60	57	67	27	29	25	50	25	100
California	81	100	78	90	100	89	64	67	63	76	100	73	96	100	95
Colorado	70	N/A	67	86	N/A	86	33	N/A	33	80	N/A	78	88	N/A	86
Connecticut	50	100	33	75	100	67	25	100	0	100	100	100	100	100	100
Delaware	0	0		88	88		50	50		38	38		38	38	
D.C.	0	0		100	100		100	100		33	33		100	100	
Florida	76	74	88	67	68	63	47	44	63	45	38	100	56	48	100
Georgia	69	80	0	80	82	67	37	41	0	45	40	75	62	57	100
Hawaii	29	33	0	60	75	0	33	50	0	14	17	0	50	60	0

<sup>1</sup> The Institutionalization Index includes only those cases where responses were provided for all five questions related to the five indicators that make up the index. By excluding those cases with missing responses, the index is based on a 72.5% response rate.

<sup>2</sup> The school or district has an advisory board for its service-learning activities.

<sup>3</sup> Service learning is recognized by the school or district as an improvement strategy in its strategic plan or improvement plan.

<sup>4</sup> Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

<sup>5</sup> The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

<sup>6</sup> A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

# State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

## Institutionalization Indicators<sup>1</sup>

STATE	Advisory Board <sup>2</sup>			Strategic Plan <sup>3</sup>			Core Curriculum <sup>4</sup>			Technical Support <sup>5</sup>			Service-Learning Coordinator <sup>6</sup>		
	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)
<b>National Median or Average<sup>3</sup></b>	<b>47</b>			<b>77</b>			<b>57</b>			<b>53</b>			<b>71</b>		
Idaho	33	25	N/A	67	67	N/A	100	100	N/A	0	0	0	100	100	100
Illinois	28	33	26	83	78	86	61	44	68	37	38	36	68	78	64
Indiana	46	33	88	52	50	57	58	58	60	62	65	50	60	52	88
Iowa	30	20	33	83	100	79	45	60	40	25	40	20	75	60	80
Kansas	67	75	50	60	71	33	64	75	33	58	63	50	92	100	75
Kentucky	49	35	56	70	76	67	20	32	14	53	55	53	73	59	78
Louisiana	3	0	50	67	73	0	25	27	0	25	27	0	24	25	0
Maine	83	100	80	67	100	50	40	100	25	100	100	100	100	100	100
Maryland	46	33	47	88	100	86	96	100	95	48	33	50	100	100	100
Massachusetts	81	83	80	81	83	80	86	100	80	76	83	73	76	50	87
Michigan	87	90	86	90	100	85	52	70	42	100	100	100	87	90	86
Minnesota	92	100	89	69	50	78	69	50	78	39	0	56	77	100	67
Mississippi	32	22	40	100	100	100	11	11	11	47	56	40	71	88	56
Missouri	80	88	76	90	86	93	83	75	87	60	75	53	88	88	88
Montana	40	50	3	60	50	67	20	0	33	60	0	100	100	100	100

<sup>1</sup> The Institutionalization Index includes only those cases where responses were provided for all five questions related to the five indicators that make up the index. By excluding those cases with missing responses, the index is based on a 72.5% response rate.

<sup>2</sup> The school or district has an advisory board for its service-learning activities.

<sup>3</sup> Service learning is recognized by the school or district as an improvement strategy in its strategic plan or improvement plan.

<sup>4</sup> Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

<sup>5</sup> The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

<sup>6</sup> A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

# State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

## Institutionalization Indicators<sup>1</sup>

STATE	Advisory Board <sup>2</sup>			Strategic Plan <sup>3</sup>			Core Curriculum <sup>4</sup>			Technical Support <sup>5</sup>			Service-Learning Coordinator <sup>6</sup>		
	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)
<b>National Median or Average<sup>3</sup></b>	<b>47</b>			<b>77</b>			<b>57</b>			<b>53</b>			<b>71</b>		
Nebraska	0	0	0	33	50	0	67	75	50	50	50	50	17	0	50
Nevada	100	N/A	100	100	N/A	100	100	N/A	100	67	N/A	100	0	N/A	0
New Hampshire	67	50	100	100	100	100	60	75	0	50	75	0	40	25	100
New Jersey	90	86	92	73	83	67	93	100	86	72	71	73	61	57	64
New Mexico	50	100	0	50	100	0	50	100	0	50	100	0	50	0	100
New York	43	25	60	88	94	80	69	63	76	44	30	58	79	63	95
North Carolina	20	0	27	75	100	67	50	100	25	62	50	67	60	0	82
Ohio	81	71	89	82	93	72	65	62	69	72	53	89	62	67	58
Oklahoma	87	86	89	67	58	83	30	31	29	29	29	44	96	93	100
Oregon	17	0	20	100	100	100	90	100	88	67	50	70	67	50	70
Pennsylvania	44	31	60	82	82	83	76	83	67	57	62	50	86	83	90
Rhode Island	60	60		100	100		40	40		60	60		100	100	
South Carolina	64		64	57		57	56		56	55		55	73		73
Tennessee	16	13	100	45	43	100	38	36	100	61	63	0	38	36	100
Texas	77	67	82	84	89	81	48	57	43	85	67	94	96	89	100

<sup>1</sup> The Institutionalization Index includes only those cases where responses were provided for all five questions related to the five indicators that make up the index. By excluding those cases with missing responses, the index is based on a 72.5% response rate.

<sup>2</sup> The school or district has an advisory board for its service-learning activities.

<sup>3</sup> Service learning is recognized by the school or district as an improvement strategy in its strategic plan or improvement plan.

<sup>4</sup> Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

<sup>5</sup> The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

<sup>6</sup> A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

# State Performance Data for 2004-2005 Learn and Serve America K-12 Formula Grantees

## Institutionalization Indicators<sup>1</sup>

STATE	Advisory Board <sup>2</sup>			Strategic Plan <sup>3</sup>			Core Curriculum <sup>4</sup>			Technical Support <sup>5</sup>			Service-Learning Coordinator <sup>6</sup>		
	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)	All (%)	School (%)	District (%)
<b>National Median or Average<sup>3</sup></b>	<b>47</b>			<b>77</b>			<b>57</b>			<b>53</b>			<b>71</b>		
Utah	13		13	63		63	67		67	50		50	88		88
Vermont	50	33	100	100	100	100	100	100	100	75	100	0	75	67	100
Virginia	50	33	67	60	60	60	57	33	75	18	0	40	67	50	83
Washington	25	29	20	67	71	60	36	50	20	50	57	40	58	71	40
West Virginia	17	33	0	75	80	67	29	50	0	73	60	83	91	100	80
Wisconsin	22	18	38	73	72	79	38	40	33	18	15	29	32	30	38

<sup>1</sup> The Institutionalization Index includes only those cases where responses were provided for all five questions related to the five indicators that make up the index. By excluding those cases with missing responses, the index is based on a 72.5% response rate.

<sup>2</sup> The school or district has an advisory board for its service-learning activities.

<sup>3</sup> Service learning is recognized by the school or district as an improvement strategy in its strategic plan or improvement plan.

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<sup>5</sup> The school or district frequently or always provides technical assistance for planning and/or implementing service-learning activities.

<sup>6</sup> A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

## *Appendix 2*

**LSA Performance Data:  
K-12 Competitive, Higher Education, and  
Community-Based Organization Grantees**

## Performance Data for 2004-2005 Learn and Serve America K-12 Competitive, Higher Education and Community-Based Organization Grantees

AVERAGE SUBGRANT AMOUNTS <sup>1</sup>	K12 Competitive	HED Consortium	HED Individual	CBO State Commission	CBO Nonprofit
% less than \$5,000	16%	22%	N/A	1%	18%
% \$5,000 - \$9,999	17%	19%	N/A	40%	50%
% \$10,000 - \$19,999	14%	31%	N/A	35%	16%
% \$20,000 or more	52%	28%	N/A	24%	16%
Number of Subgrants Reported	212	254	N/A	126	112

<sup>1</sup> Subgrant amounts are based on the subgrants and sub-subgrants reported by the granting institution through eGrants and the 2004-05 LASSIE survey. Those subgrantees who reported that they subgranted all of their Learn and Serve funds are not included. The chart includes the grant amounts for those subgrantees and sub-subgrantees who reported that they operated service-learning activities with their Learn and Serve funds and those subgrantees and sub-subgrantees who did not report through LASSIE for the 2004-05 program year. 22 of 31 K12 competitive grantees reported subgrants. 20 of 21 HED consortia reported subgrants. 10 of 10 CBO state commissions reported subgrants. 7 of 7 CBO nonprofits reported subgrants. Individual Higher Education grantees do not subgrant their funds to other institutions.

## Performance Data for 2004-2005 Learn and Serve America K-12 Competitive, Higher Education and Community-Based Organization Grantees

	K-12 Competitive	HED Consortium	HED Individual	CBO State Commission	CBO Non-Profit
Number of grantees <sup>1</sup>	31	21	25	10	7
Median <sup>2</sup> Grant Amount	\$348,996	\$399,873	\$124,312	\$322,614	\$293,799
Total Number of Service-Learning Participants	173,153	116,710	19,538	12,212	8,152
Number of Service-Learning Participants for the Typical Grant	2,003	3,227	409	657	557
Median Number of Service-Learning Participants per Program	200	172	N/A	40	40

<sup>1</sup> The following information includes those K12 Competitive, Higher Education Consortia, Higher Education Individual, Community-Based State Commission, Community-Based Nonprofit grantees, subgrantees and sub-subgrantees that completed and submitted the 2004-05 LASSIE survey. It does not include those subgrantees and sub-subgrantees who partially completed the survey or did not officially submit their survey. The percentages of grantees, subgrantees, and sub-subgrantees that completed and submitted a survey for the 2004-2005 program year are as follows: K12 Competitive (96.7%); Higher Education Consortia (95.0%); Higher Education Individual (96.0%); Community-Based State Commission (95.6%); and Community-Based Nonprofit (90.8%).

<sup>2</sup> National medians (calculated at the grantee level, not by program) are used when reporting grant amount, total number of service-learners, median number of service-learners, total number of teachers or faculty and staff, median number of teachers or faculty and staff, total number of service hours, and average number of service hours per participant. National averages are used when reporting race and ethnicity, all aspects of the institutionalization index, and categories of grant amounts.



# **Performance Data for 2004-2005 Learn and Serve America K-12 Competitive, Higher Education and Community-Based Organization Grantees**

	<b>K-12 Competitive</b>	<b>HED Consortium</b>	<b>HED Individual</b>	<b>CBO State Commission</b>	<b>CBO Non-Profit</b>
<b>PARTICIPANTS AND FACULTY/STAFF</b>					
Total Number of Higher Education Service-Learners	N/A	73,667	8,254	N/A	N/A
Number of Higher Education Service-Learners for the Typical Grant	N/A	1,965	212	N/A	N/A
Median Number of Higher Education Service-Learners per Program	N/A	95	N/A	N/A	N/A
Total Number of Teachers, Faculty and/or Staff	6,790	7,078	975	814	532
Number of Teachers, Faculty and/or Staff for the Typical Grant	61	249	35	34	63
Median Number of Teachers, Faculty and/or Staff per Program	14	17	N/A	4	4
Total Number of Service Hours for the Typical Grant	33,008	32,757	8,580	20,941	22,929
<b>% OF PARTICIPANTS BY RACE<sup>1</sup></b>					
% American Indian or Alaska Native	23.2%	1.3%	0.9%	2.3%	4.2%
% Asian	1.7%	8.3%	4.9%	5.7%	4.1%
% Black or African American	15.4%	26.3%	20.6%	33.1%	32.3%
% Native Hawaiian or Other Pacific Islander	4.5%	2.3%	1.0%	3.1%	3.0%
% White	44.5%	49.4%	54.7%	35.3%	45.5%
% Two or more races	5.8%	4.0%	2.5%	13.6%	7.3%
% Race Unknown	4.8%	8.3%	15.5%	6.8%	3.5%
<b>% OF PARTICIPANTS OF HISPANIC/LATINO ETHNICITY</b>	10.5%	12.4%	19.3%	25.5%	9.6%

<sup>1</sup> Race and ethnicity are reported in the aggregate by programs. In the tables on race contained in the Grant Reports, 'Race Unknown' was removed as a category for comparison purposes with the U.S. Census.

# **Performance Data for 2004-2005 Learn and Serve America K-12 Competitive, Higher Education and Community-Based Organization Grantees**

	K-12 Competitive	HED Consortium	HED Individual	CBO State Commission	CBO Non-Profit
<b>DURATION OF SERVICE-LEARNING ACTIVITIES<sup>1</sup></b>					
% of participants serving in projects that last 2 months or less	27%	13%	23%	25%	33%
% of participants serving in projects that last most or all of one semester	24%	62%	60%	25%	17%
% of participants serving in projects that last most or all of one school year	48%	25%	17%	50%	51%
Average service hours for participants in projects lasting 2 months or less	15	35	13	36	14
Average service hours for participants in projects lasting most or all of one semester	27	27	22	22	37
Average service hours for participants in projects lasting most or all of one school year	44	71	96	50	58

<sup>1</sup> The average number of hours is calculated based on the number of participants and the average number of hours in programs of three durations: programs that last for two months or less, programs that last for one semester, and programs that last for a year. The number of participants reported through program duration may or may not total the number of service-learning participants reported above.

## Performance Data for 2004-2005 Learn and Serve America K-12 Competitive, Higher Education and Community-Based Organization Grantees

	K-12 Competitive	HED Consortium	HED Individual	CBO State Commission	CBO Non-Profit
<b>INDICATORS OF INSTITUTIONALIZATION</b>					
Institutionalization Index <sup>1</sup>	3.3	N/A	N/A	N/A	N/A
Advisory Board <sup>2</sup>	49%	54%	54%	55%	39%
Strategic Plan <sup>3</sup>	80%	83%	77%	76%	66%
Core Curriculum <sup>4</sup>	59%	74%	71%	92%	93%
Technical Support <sup>5</sup>	62%	66%	75%	50%	43%
Service-Learning Coordinator <sup>6</sup>	75%	91%	88%	78%	70%
Professional Development <sup>7</sup>		52%	33%	66%	54%
Youth in Decision Making <sup>8</sup>		38%	29%	86%	66%

<sup>1</sup> The Institutionalization Index includes only those cases where responses were provided for all five questions related to the five indicators that make up the index. By excluding those cases with missing responses, the index is based on a 72.5% response rate.

<sup>2</sup> The school, district, institution or organization has an advisory board for its service-learning activities.

<sup>3</sup> Service learning is recognized by the school, district, institution, or organization as an improvement strategy in its strategic plan or improvement plan.

<sup>4</sup> Service-learning is part of the core curriculum in at least one discipline or major at the schools, districts, organizations, or institutions reporting.

<sup>5</sup> Schools, districts, organizations, or institutions frequently or always provide technical assistance for planning and/or implementing service-learning activities.

<sup>6</sup> A service-learning coordinator is defined as a teacher, faculty, or staff member who coordinates or assists with service-learning activities for multiple courses or classrooms.

<sup>7</sup> Organizations or institutions frequently or always include service-learning activities in their professional development plans.

<sup>8</sup> Students are frequently or always involved in decision-making about the service-learning activities at the organization or institution, for example as members of advisory councils.