

# Learn and Serve America

Performance Report for  
Program Year 2006–2007

*April 2008*



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 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.

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

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This report was prepared for the Corporation for National and Community Service  
by Westat of Rockville, Maryland under Contact No. CNSHQCO3003.

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***Introduction and  
Terms and Definitions***

## Learn and Serve America Performance Report Program Year 2006-2007

This report, *Learn and Serve America Performance Report for Program Year 2006-2007*,<sup>1</sup> provides program data for organizations that received funds from Learn and Serve America for the 2006-2007 program year (spanning July 1, 2006, through June 30, 2007).<sup>2</sup> The report illustrates where Learn and Serve America funds are distributed, how many participants are being engaged in Learn and Serve America-funded activities, and the extent of institutionalization for organizations that receive support through Learn and Serve America. The data presented in the report are taken from the annual data collection system, Learn and Serve Systems Information Exchange (LASSIE).<sup>3</sup>

The report begins with an introduction to the Corporation for National and Community Service, the nation's largest grantmaker supporting service and volunteering. The mission and goals of Learn and Serve America are then summarized, followed by a description of the program's funding mechanisms. The introductory section concludes with terms and definitions that characterize Learn and Serve America. Following this introductory material is the body of the report, which consists of a comprehensive section depicting Learn and Serve America's *K-12 Formula* grant program in the form of state profiles, and sections that depict Learn and Serve America'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 Learn and Serve America. 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

Learn and Serve America 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, Learn and Serve America 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 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 Learn and Serve America programs are required to specify the ways in which they will foster the development of program participants' knowledge, skills, civic responsibility, and civic engagement.

<sup>1</sup> This report was prepared for the Corporation by Westat, Rockville, Maryland, under contract number CNSHQC03003.

<sup>2</sup> The 2006-2007 program year represents the first year in a new Learn and Serve America 3-year grant cycle. For more information on programs reported under the 2006-2007 program year, see page ix.

<sup>3</sup> Learn and Serve America's data collection system is a web-based system. Copies of the LASSIE survey instruments and a public-use dataset can be found on the LASSIE web site: [www.lsareports.org](http://www.lsareports.org).

Learn and Serve America resources are available in the form of grants to state education agencies (SEAs), 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 address critical community issues.

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

Learn and Serve America has three main categories of grants: *K-12 School-Based* grants, *Higher Education* grants, and grants to *Community-Based Organizations*. In the following sections, we describe the ways in which each category of funds is distributed and offer examples of how the grants affect local communities.

### ***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,<sup>4</sup> the District of Columbia, and Puerto Rico on the basis of a population-based funding structure. *Formula* grants are awarded to SEAs that, in turn, distribute these funds to schools and school districts within their states.<sup>5</sup> By contrast, *K-12 Competitive* funds are awarded on the basis of a competitive grant process. Grantees may include SEAs, as well as Indian Tribes and U.S. Territories, and nonprofit organizations.

Recipients of *K-12 School-Based* grants are required to provide subgrants to school districts and individual schools for the operation of service-learning programs. In addition, grantees provide training and technical assistance, evaluation, and administrative help to local programs. In some cases, the recipients of 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.

- Throughout Carroll County, Maryland, students participated in the Chestnut Project. As part of their microbiology classes, the students addressed the plight of the American chestnut tree by growing chestnut seedlings in mini-orchards on school grounds, tracking tree growth, and testing trees for blight resistance. With technical training provided by a community partner, MdBioLab, thousands of students in grades 7-12 learned about the growth and transplanting of trees and worked in microbiology labs to isolate the DNA of the fungus that kills chestnuts. The American Chestnut Foundation has used the students’ research in their efforts to preserve the tree in Maryland. Through the Chestnut Project, Carroll County students gain greater interest in science. While 30 percent of students nationwide take science electives, 90 percent of Carroll County school juniors and seniors elect to take science courses after completing the three science courses required for high school graduation.

<sup>4</sup> While funds are made available to all 50 states, South Dakota and Vermont did not apply for funding for the 2006-2007 program year.

<sup>5</sup> In this report, the Formula Award for each grantee represents the amount of formula funds awarded for the 2006 grant year, although 38 grantees awarded funds to subgrantees under no-cost extensions from the previous grant cycle. Those states providing no-cost-extension awards can be identified in Appendix 1.

## Learn and Serve America

- In Quaker Valley, Pennsylvania, students conducted the “Sit and Be Fit” project to help residents at Leetsdale Manor, a local low-income senior citizen apartment complex, to improve their quality of life. Through the school’s Service Learning Center, students received training from the local YMCA Physical Education Instructors to design exercise methods for seniors and organized a weekly exercise and wellness program for the residents of Leetsdale Manor. The weekly exercise classes were supplemented by healthy living presentations, which included a healthy snack prepared by students in Foods classes, and guest speakers who presented on health issues for senior citizens. At the end of the year, students wrote a recipe book of simple healthy meals and gave each Leetsdale Manor resident a copy. The project proved rewarding for both the students and the residents, who developed close relationships with one another.

**Indian Tribes and U.S. Territories Grants.** Up to three 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 or U.S. Territory 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, implement teacher training or program evaluation, or support service-learning coordinators.

- The Fort McDermitt Paiute/Shoshone Tribe in McDermitt, Nevada, which is located in a rural and remote section of the state, partnered with the McDermitt Combined School to involve students, along with adult volunteers, in service-learning projects focused on mentoring, community and economic development, and preservation of tribal culture. During the program, high school students mentored elementary school students and presented lessons to elementary classrooms on good citizenship. In collaboration with two other tribal communities—Owyhee and Pyramid Lake—the program also implemented Project Ignition, where students learned about safe driving techniques and designed ways to teach these techniques to other students. The program established the McDermitt Fire and Emergency Exploring Post, a service organization that offered young men and women ages 15 to 20 the chance to learn more about fire and emergency service career opportunities, and offered stargazing events where students shared what they had learned in astronomy class with community members and visiting tourists. Students also taught traditional dances, songs, chants, and stories and gave performances at local events and powwows.
- Students at John F. Kennedy High School in Guam were involved in service-learning projects that focused on school safety, a serious problem for the school, which serves 2,400 students in a building built for only 1,500. Through a school survey and extensive discussions, the students identified that the overcrowding led to a lack of space for breaks, lunch, and student activities as well as conflict and fighting. As part of student-driven service-learning projects, students built Peace Pavilions, where students could come together, work out their problems, and alleviate school congestion. They also erected a Peace Pole on which the message of peace was written in different languages. To showcase the school’s diversity as an asset, students created a student-owned radio station to broadcast music, public service announcements, commercials, skits, poems, and original songs to promote appreciation for diversity and tolerance.

## **Higher Education Grants**

*Higher Education* grants are awarded in two ways. First, funds may be awarded to institutions of higher education (colleges, universities) that operate service-learning programs within their individual institutions. These grants are referred to as *Higher Education Individual* grants. *Higher Education Consortia* grants provide funds to a lead organization, which may be a college, university, or nonprofit organization, for a consortium of higher education institutions. For example, and hypothetically, Atlantic State University might be the lead institution of a group of state universities 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 that subgrants to other colleges and universities within the consortium for the promotion of service-learning activities.

- Otterbein College's Creative Literacy Alliance is a service-learning partnership between Otterbein College and Genoa Middle School in Westerville, Ohio. Otterbein College students enrolled in a course on teaching creative writing in the community served as Poets-in-Residence at the middle school, teaching over 300 diverse and economically disadvantaged urban youth literacy habits and strategies. The Creative Literacy Alliance also connected children with nationally recognized artists-in-residence, poet Helen Frost and playwright Michael London. Otterbein College students collaborated with middle school students to write, direct, and act in social justice plays to raise awareness in their community about violence, bullying, and identity issues. The plays were performed throughout the city as a teen community awareness program. The middle school teachers and staff attributed their success in improving student proficiency scores in reading to the Creative Literacy Alliance.
- The Pilot Street Partnership is a joint program of the Virginia Tech Service-Learning Center in Blacksburg, Virginia, and Refugee and Immigration Services in Roanoke, Virginia. Service-learning students enrolled in communication, language, history, and international studies courses provided four Survival English as a Second or Other Language (Survival ESOL) classes providing basic and essential language skills for adults. The Virginia Tech students also offered after-school homework help for school-aged children, a writing class for youth and adults, and bi-monthly programming in science and art. Working with the Pilot Street Partnership helped the college students enhance their understanding of international cultures, knowledge of social and political issues, and their capacity for communication across cultures.

## **Community-Based Organization Grants**

Finally, *Community-Based Organization* grants are available to state service commissions and national and regional nonprofit organizations. 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 State Commission* grants, which provide funds to state commissions for service and volunteering, and *Community-Based Nonprofit* grants, which provide funds to other regional and national nonprofit organizations.

## Learn and Serve America

- Children for Children, a New York City-based nonprofit organization that supports programs that foster civic engagement among children, partnered with the After-School Corporation to engage youth from 15 different after-school programs across New York City under the “Building Healthy Communities” initiative. Through service-learning activities designed to combat childhood obesity, the program engaged fourth grade students from The Poe Cottage School (PS 246) in the Bronx in a “Healthy Smoothie and Cookbook Sale.” The students developed ways to introduce their peers, families, and community members to appealing healthy foods and recipes, which provided options to replace community members’ dependence on unhealthy snacks. The students also educated community members on diabetes and raised money to support the Juvenile Diabetes Research Foundation International. As part of the program, students developed their critical thinking skills through research on children’s health issues and created a cookbook that was based on benefits of different foods and nutritional guides. The students not only engaged peers, families, and members of the school and greater community, but raised awareness about health and provided resources to support healthy behavior.
- The Camp Fire USA Heartland Council in Kansas City, Kansas, is one of 13 Camp Fire councils participating in the *Prepare Today-Lead Tomorrow* initiative, an emergency preparedness service-learning program. In the 2006-07 program year, 71 Heartland Council teens participated in the initiative, which engages teens in intensive service-learning experiences; creates opportunities for youth to have key leadership roles in community preparedness efforts; and improves the level of preparedness in families, schools and communities. One group of service-learners, who elected to focus on fire safety, participated in a training with a local Fire Marshall and presented the fire safety preparedness information to their church congregation. One service-learner became an overnight hero when he was able to rescue his family from a fire in his home, thanks to his fire safety training. In addition, over the course of the program year, over 517 Camp Fire USA teens across the country participated in *Prepare Today-Lead Tomorrow*. These teens were able to teach emergency preparedness lessons to almost 12,000 youth and family members, better equipping their communities for emergencies.

### ***Grants and Subgrants During the 2006-2007 Program Year***

A new three-year grant cycle for Learn and Serve America funds began during the 2006-2007 program year. Under this new grant cycle, 50 *K-12 Formula* grants, 13 *K-12 Competitive* grants, 27 *Higher Education* grants, and 12 *Community-Based Organization* grants were awarded. In addition, 97 grantees from the previous grant cycle (including 27 *K-12 Formula*, 23 *K-12 Competitive*, 34 *Higher Education*, and 13 *Community-Based Organization*) applied for no-cost extensions in order to distribute unused funds. Data presented in this report include programs funded under both the new and previous grant cycles, unless otherwise noted. For a list of those *K-12 Formula* grantees that funded programs under both new and no-cost extension grant funds, see Appendix 1. For data representing programs funded only by 2006 *K-12 Competitive*, *Higher Education* and *Community-Based Organization* grants, see Appendix 3.



## Learn and Serve America

In addition, seven grantees from the previous grant cycle received supplemental funds to assist with service-learning activities that provide hurricane relief. Programs funded under this supplemental grant are included in the data reported. Grantees receiving these supplemental funds include: 1 *K-12 Formula* grantee [Mississippi (\$111,000)]; 1 *K-12 Competitive* grantee [Institute for Global Education and Service-Learning (\$90,000)]; 4 *Higher Education Consortia* grantees [University of Southern Mississippi (\$90,000); Brown University (\$90,000); United Negro College Fund Special Programs Corporation (\$90,000); and Tulane University (\$100,000)]; and 1 *Community-Based State Commission* grantee [Mississippi Commission for Volunteer Service (\$49,000)].

Finally, six *K-12 Formula* grantees received supplemental funds under the 2006 grant year through the *School-Based Competitive Small State Capacity* grants. These *Formula* grantees were given funds in addition to the amount awarded through the population-based formula to provide them with a total grant amount of \$225,000. These six states, with the breakdown of population-based funds/small state capacity funds, include: District of Columbia (\$49,442/\$175,558), Idaho (\$71,576/\$153,424), Maine (\$82,345/\$142,655), Montana (\$52,772/\$172,228), Rhode Island (\$61,402/\$163,598), and Utah (\$117,784/\$107,216).

## Terms and Definitions for Learn and Serve America

**Community-Based Organization 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 Organization* grants are used to build partnerships with K-12 schools and higher education institutions to engage school-age youth (ages 5 to 17) in service-learning activities. For the purposes of this report, Community-Based Organization grants have been broken out by those given to State Commissions and those given to other regional and nonprofit organizations.

- **Community-Based Organization – Nonprofit.** Community-based grants are made to regional and national nonprofit organizations on a competitive basis. A grantee organization may subgrant 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 local communities. 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 America higher education funds is 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 America 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 three 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 or U.S. Territory 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 from 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 subgranted 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 America funds were administered at either the school or the district level; however, in either case, activities or service-learning projects are carried out within classrooms. 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.** Learn and Serve America 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 America 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: each indicator was rounded to two significant digits; the Institutionalization Index score reflects the sum of the values for these five indicators.

**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 states. 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. In 2006, Learn and Serve America initiated the *School-Based Competitive Small State Capacity* grants, which are available to *Formula* grantees that receive less than \$225,000 through the population-based grant.

- **K-12 Formula.** *Formula* grants are distributed to SEAs according to a population-based formula. Learn and Serve America formula grants are available to all 50 U.S. states, the District of Columbia, and Puerto Rico (for the 2006-2007 program year, South Dakota and Vermont did not request *K-12 Formula* funds). SEAs must submit an application to Learn and Serve America in order to receive *Formula* funds. SEAs typically subgrant to local education agencies which, in turn, subgrant to schools and school districts that administer service-learning programs.
- **K-12 Competitive.** *Competitive* funds are available to SEAs, schools, state service commissions, nonprofit organizations, and Indian Tribes and U.S. 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.

- **School-Based Competitive Small State Capacity.** These competitive grants are available to states that receive less than \$225,000 through *K-12 Formula* funds. The grants provide funds for these small states to build the capacity of states to institutionalize and support service-learning activities. Six SEAs received *Small State Capacity* grants in Program Year 2006-2007, which brought the grant amount to a \$225,000 threshold. The breakdown between Formula grant/Small State Capacity grant for these six grantees is as follows: District of Columbia (\$49,442/\$175,558), Idaho (\$71,576/\$153,424), Maine (\$82,345/\$142,655), Montana (\$52,772/\$172,228), Rhode Island (\$61,402/\$163,598), and Utah (\$117,784/\$107,216).

**LASSIE (Learn and Serve Systems Information Exchange).** LASSIE is the annual data collection instrument for Learn and Serve America'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). Copies of the LASSIE survey instrument, as well as a public-use dataset, can be found on the web site.

**Learn and Serve America.** Learn and Serve America 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 the students' academic skills and teaching them the habits of good citizenship. These resources are available to SEAs, nonprofit organizations, colleges and universities, Indian Tribes, U.S. Territories, 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 America 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 America 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 America funds.

**Learn and Serve America Project.** For the purposes of this report, a Learn and Serve America *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 America funds. There may be multiple projects within a Learn and Serve America program; for example, a higher education program may distribute its Learn and Serve America funds to multiple classrooms, where the sets of activities that take place within each classroom would be considered separate projects.

**No-Cost Extension.** Learn and Serve America grantees are selected in three-year funding cycles, whereby grantees receive an initial year of funding and are eligible for the renewal of the grant

for an additional 2 years, subject to available funding and the successful completion of grant requirements from the previous year. The “2003 Cycle” began in Program Year 2003-2004 and ended in Program Year 2005-2006. The “2006 Cycle” began in Program Year 2006-2007 and will last through Program Year 2008-2009. At times, grantees are unable to disperse all of the grant funds within the timeframe for a given grant cycle. In these cases, grantees apply for a no-cost extension, which allows them an additional year to subgrant the remaining funds. Grantees do not receive any additional funding from the Corporation under the no-cost extension. From the 2003 grant cycle, 97 grantees applied for no-cost extensions including: 27 K-12 Formula, 23 K-12 Competitive, 34 Higher Education, and 13 Community-Based Organization. Appendix 1 provides information on the K-12 Formula grantees who received no-cost extensions.

**Service-Learning.** Service-learning is defined through the Learn and Serve America 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; is coordinated within an elementary school, secondary school, institution of higher education, or community service program, and with the community; helps foster civic responsibility; 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 provides structured time for the students or participants to reflect on the service experience. [42 U.S.C. 12511]<sup>6</sup>

**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 America’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 *K-12 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.

<sup>6</sup> The Learn and Serve America statute was approved under the National and Community Service Trust Act (as amended through P.L. 106-170, approved 12-17-99) [42 U.S.C. 12501 et seq].

***K-12 Formula-Funded Grants***

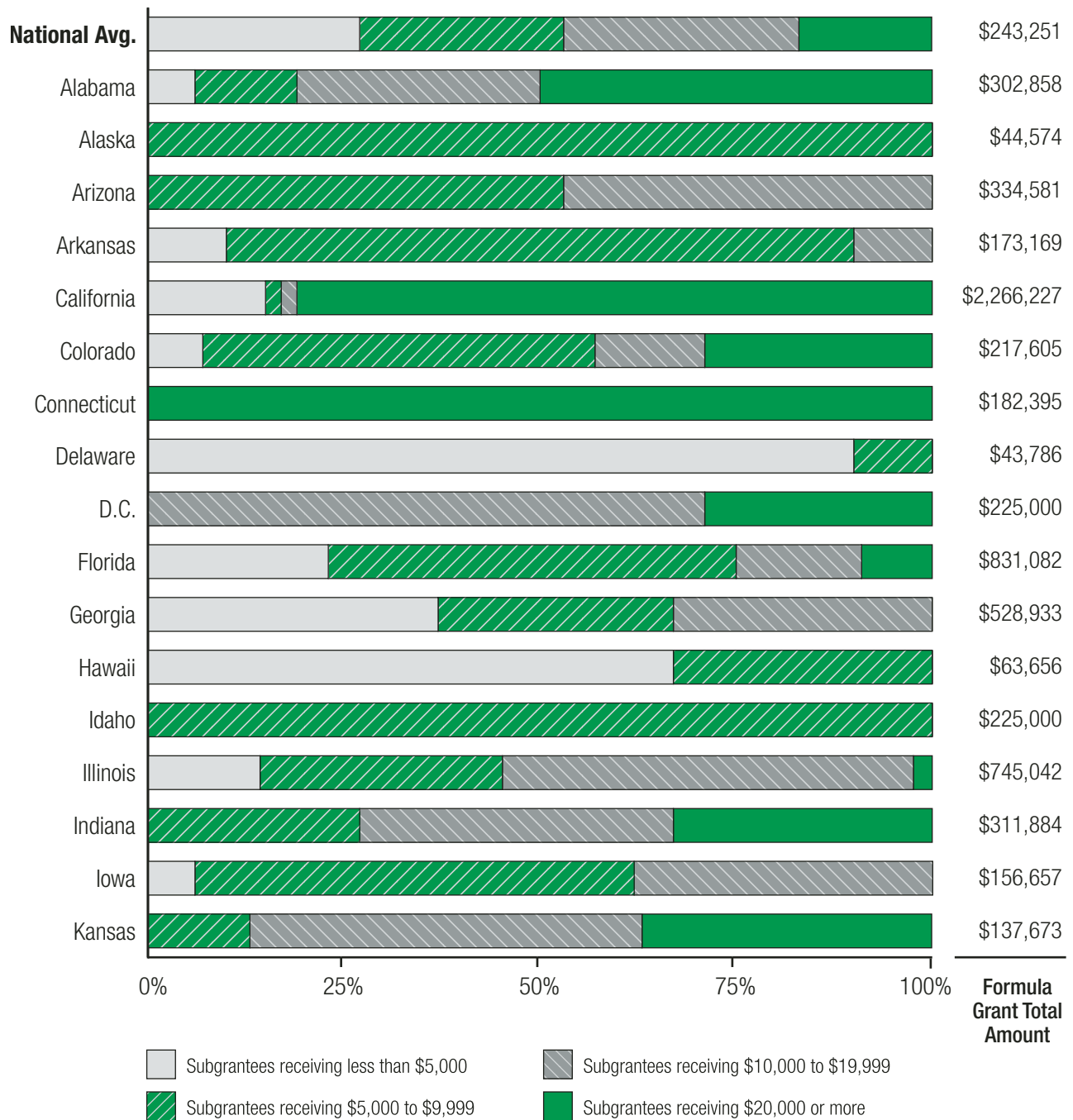


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# Learn and Serve America

## Formula-Funded K-12 Programs

### Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2006-2007<sup>\*†</sup>



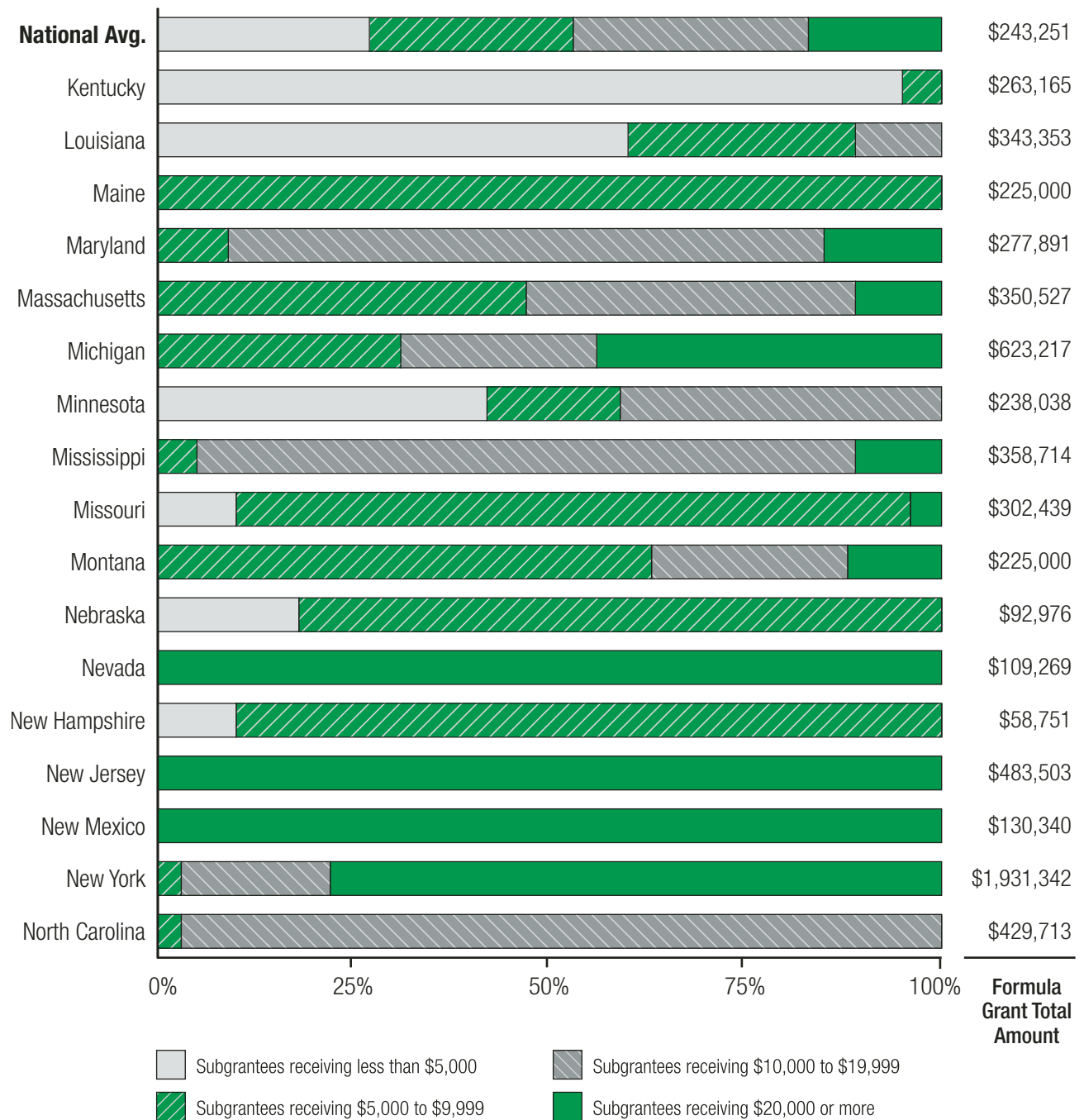
\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007. Distribution of funds includes local subgrants and sub-subgrants for both 2006 and NCE grantees.

† For specific percentages, refer to Appendix 1, pp. A1-2 and A1-3.

# Learn and Serve America

## Formula-Funded K-12 Programs

### Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2006-2007<sup>\*†</sup>



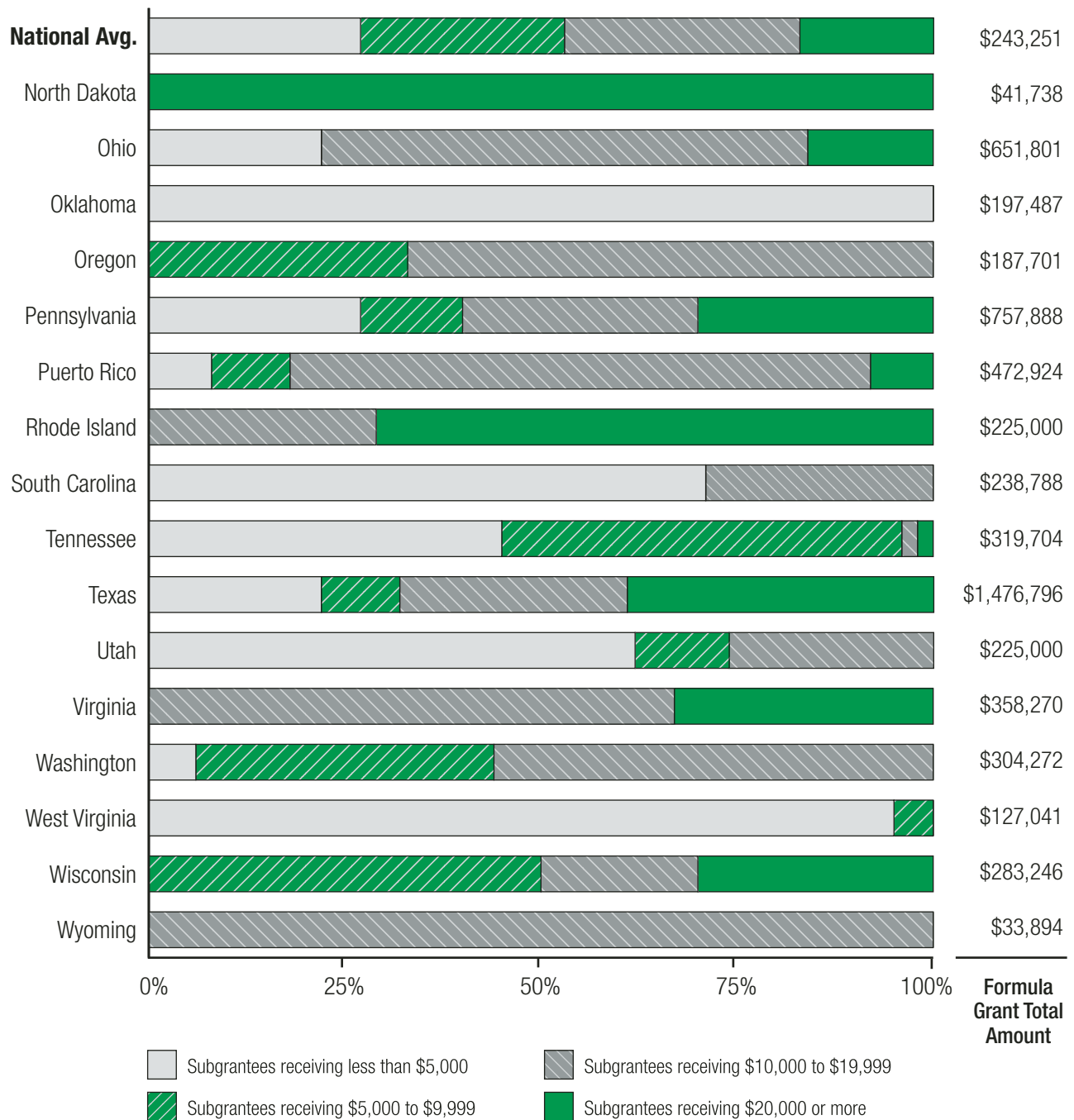
\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007. Distribution of funds includes local subgrants and sub-subgrants for both 2006 and NCE grantees.

† For specific percentages, refer to Appendix 1, pp. A1-2 and A1-3.

# Learn and Serve America

## Formula-Funded K-12 Programs

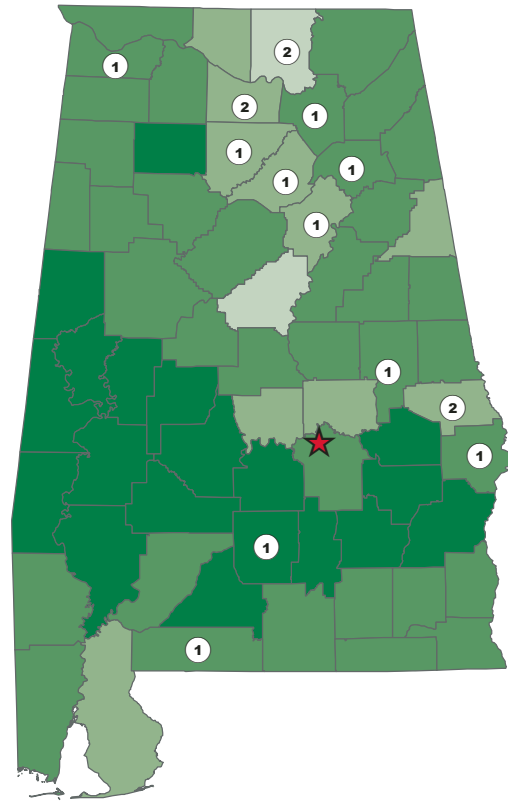
### Distribution of Formula Awards to Local Learn and Serve America Programs by Funding Level: Program Year 2006-2007<sup>\*†</sup>



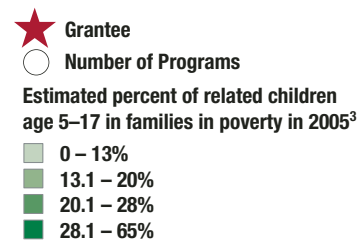
\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007. Distribution of funds includes local subgrants and sub-subgrants for both 2006 and NCE grantees.

† For specific percentages, refer to Appendix 1, pp. A1-2 and A1-3.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**Alabama:**  
**16 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Alabama, 2006-2007: \$302,858**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Alabama</b>	<b>National Median<sup>4</sup></b>
Number of student participants	8,666	7,607
Median number of student participants per program	395	191
Total number of service hours	145,686	148,277
Number of teachers/staff involved with Learn and Serve programs	437	338
Median number of teachers/staff per program	16	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

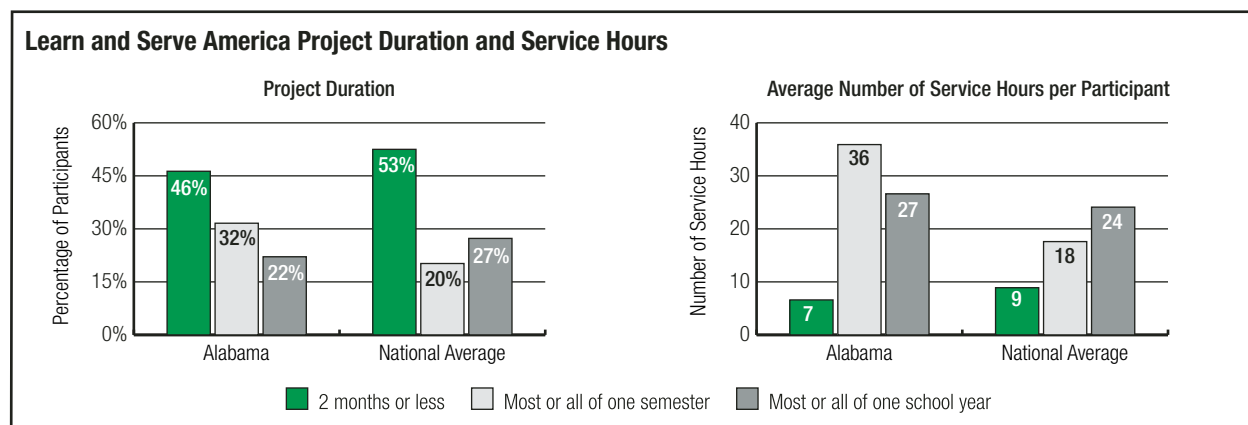
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Alabama. Of the 16 programs represented, 16 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Alabama, 16 of 16 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Alabama	Percent School Age (5-17 years old) <sup>2</sup> Population in Alabama
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	6.4% / 93.6%	3.0% / 97.0%
<b>Race</b>		
Native American/Alaskan Native	0.3%	0.5%
Asian American	0.8%	0.8%
Black or African American	24.8%	31.9%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	52.7%	65.3%
Two or More Races	21.3%	1.5%



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	63%	50%	0.63	0.50
Has a Service-Learning Coordinator <sup>4</sup>	75%	72%	0.75	0.72
Service-Learning is part of the Strategic Plan	92%	77%	0.92	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	38%	58%	0.38	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	54%	0.50	0.54
Institutionalization Index Score Total			3.18	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Alabama, 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.

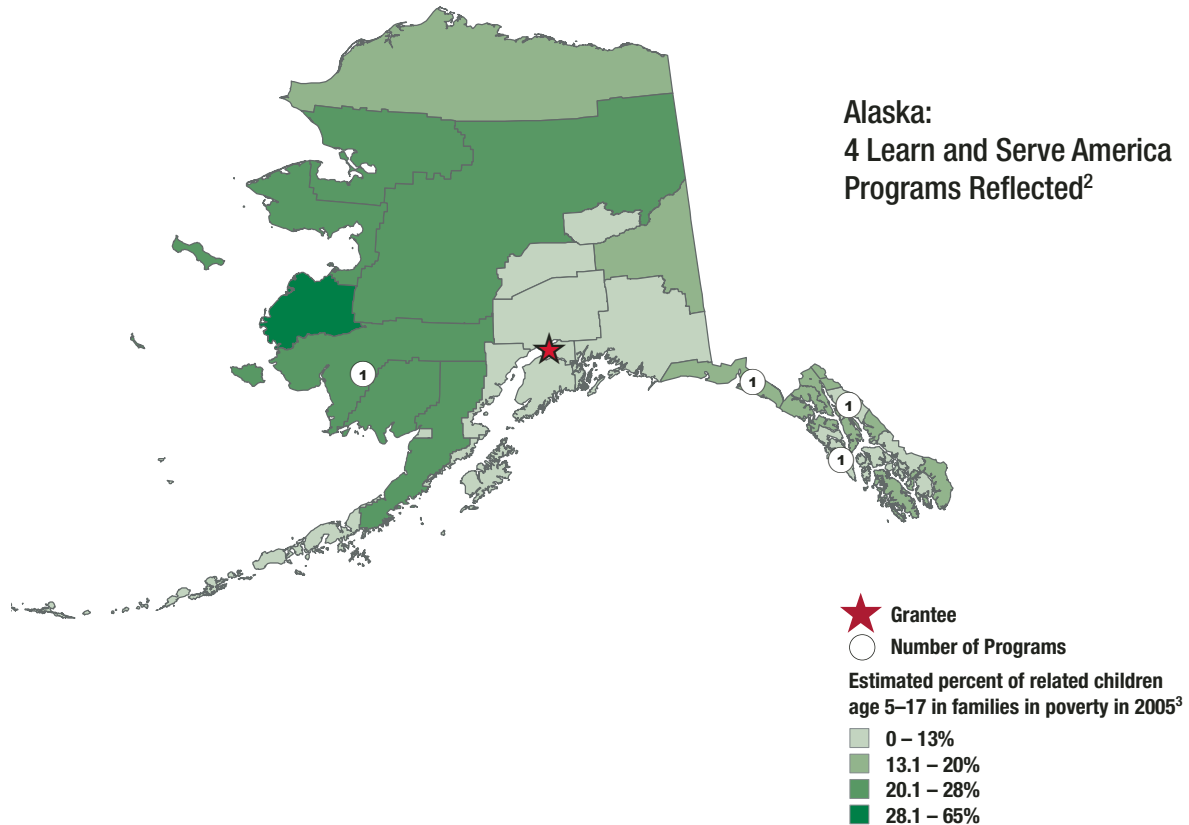
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Alaska, 2006-2007: \$44,574**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Alaska</b>	<b>National Median<sup>4</sup></b>
Number of student participants	321	7,607
Median number of student participants per program	75	191
Total number of service hours	3,902	148,277
Number of teachers/staff involved with Learn and Serve programs	14	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

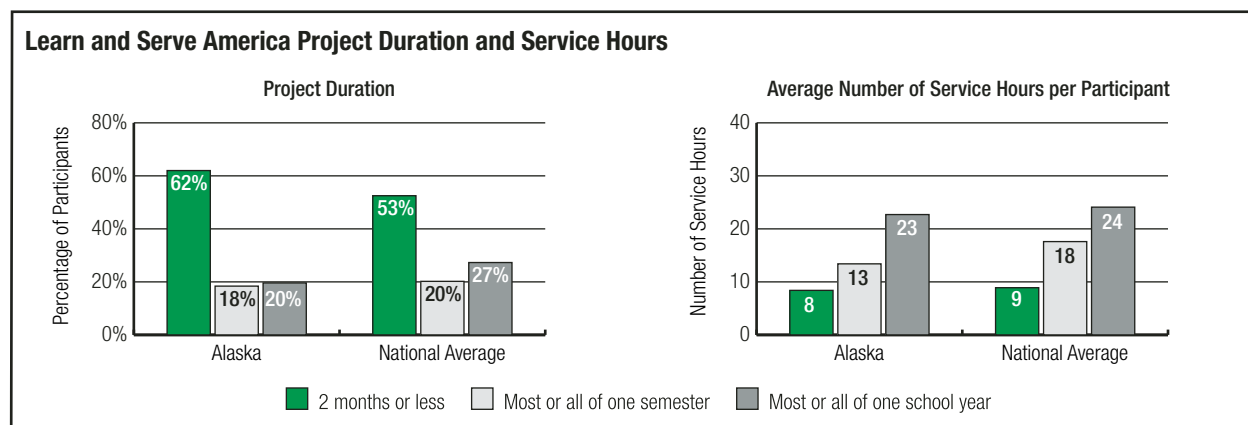
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Alaska. Of the 4 programs represented, 4 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Alaska, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Alaska	Percent School Age (5-17 years old) <sup>2</sup> Population in Alaska
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.5% / 97.5%	6.5% / 93.5%
<b>Race</b> Native American/Alaskan Native	21.8%	19.3%
Asian American	1.9%	4.3%
Black or African American	0.6%	4.0%
Native Hawaiian/Pacific Islander	14.0%	0.9%
White	44.9%	63.0%
Two or More Races	16.8%	8.5%



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%	50%	0.33	0.50
Has a Service-Learning Coordinator <sup>4</sup>	75%	72%	0.75	0.72
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	58%	0.50	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	75%	54%	0.75	0.54
Institutionalization Index Score Total			3.33	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Alaska, 0.0% of student participants were categorized as Race Unknown.

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

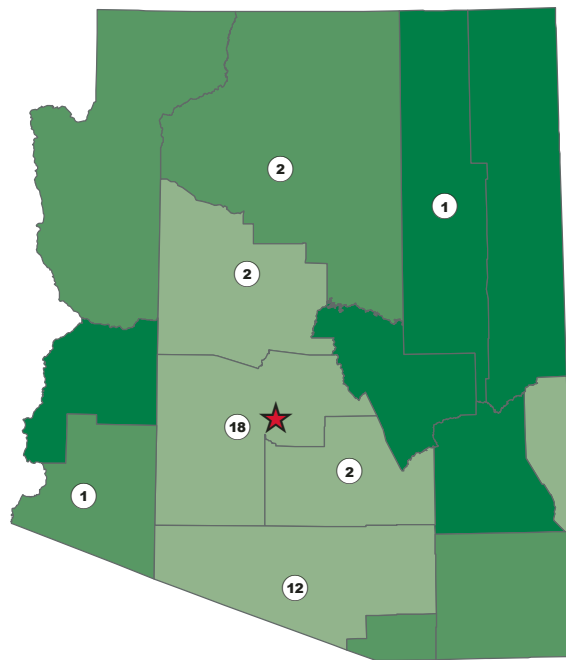
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

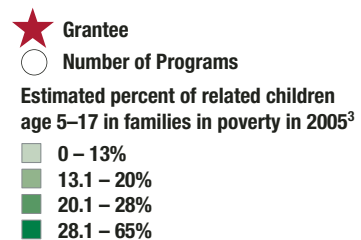
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**Arizona:**  
**38 Learn and Serve America Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Arizona, 2006-2007: \$334,581**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Arizona</b>	<b>National Median<sup>4</sup></b>
Number of student participants	7,607	7,607
Median number of student participants per program	90	191
Total number of service hours	307,658	148,277
Number of teachers/staff involved with Learn and Serve programs	372	338
Median number of teachers/staff per program	5	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

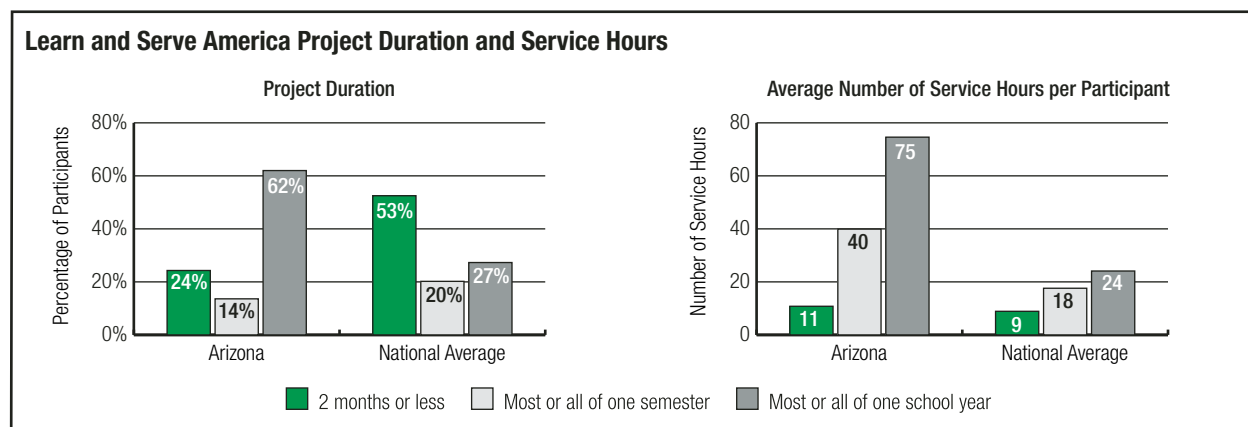
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Arizona. Of the 38 programs represented, 36 are funded through 2006 grant funds, and 2 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Arizona, 35 of 38 (92.1%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Arizona	Percent School Age (5-17 years old) <sup>2</sup> Population in Arizona
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	41.3% / 58.7%	39.9% / 60.1%
<b>Race</b>		
Native American/Alaskan Native	7.6%	6.6%
Asian American	1.9%	2.1%
Black or African American	5.2%	4.5%
Native Hawaiian/Pacific Islander	0.6%	0.2%
White	64.8%	83.7%
Two or More Races	20.0%	2.9%



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	21%	50%	0.21	0.50
Has a Service-Learning Coordinator <sup>4</sup>	74%	72%	0.74	0.72
Service-Learning is part of the Strategic Plan	74%	77%	0.74	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	65%	58%	0.65	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	47%	54%	0.47	0.54
Institutionalization Index Score Total			2.81	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Arizona, 11.0% of student participants were categorized as Race Unknown.

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

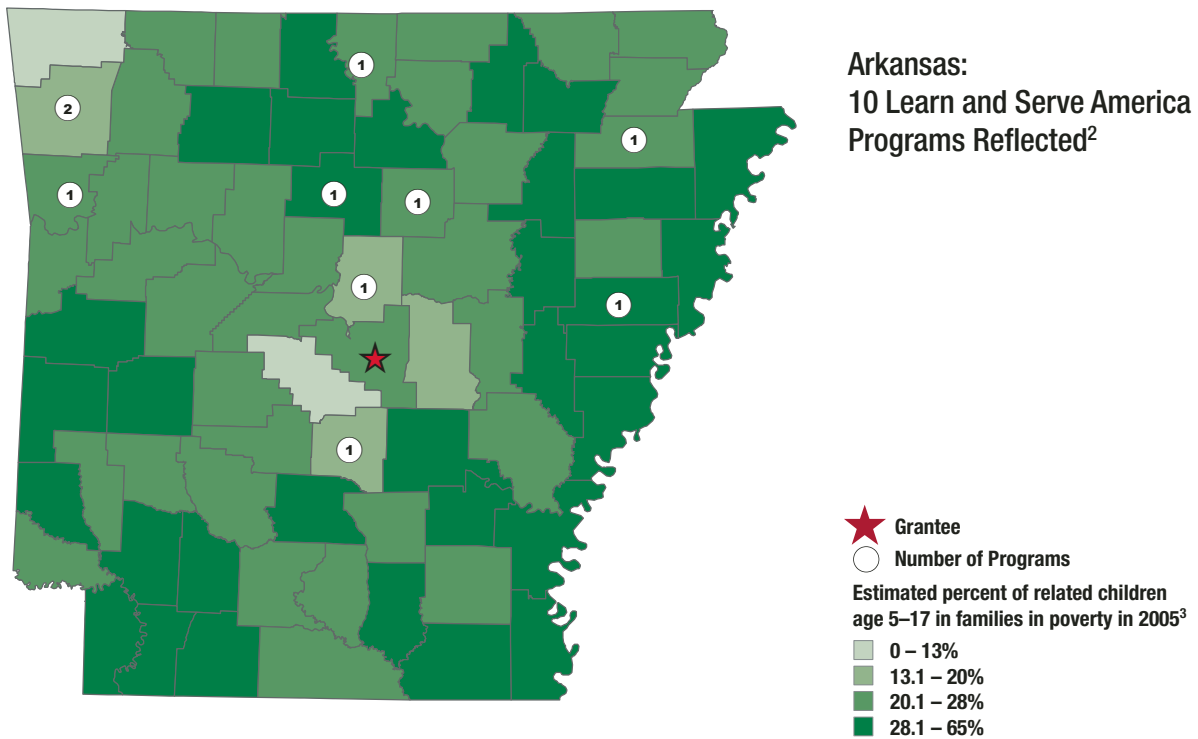
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Arkansas, 2006-2007: \$173,169**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Arkansas</b>	<b>National Median<sup>4</sup></b>
Number of student participants	2,515	7,607
Median number of student participants per program	113	191
Total number of service hours	141,928	148,277
Number of teachers/staff involved with Learn and Serve programs	117	338
Median number of teachers/staff per program	13	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

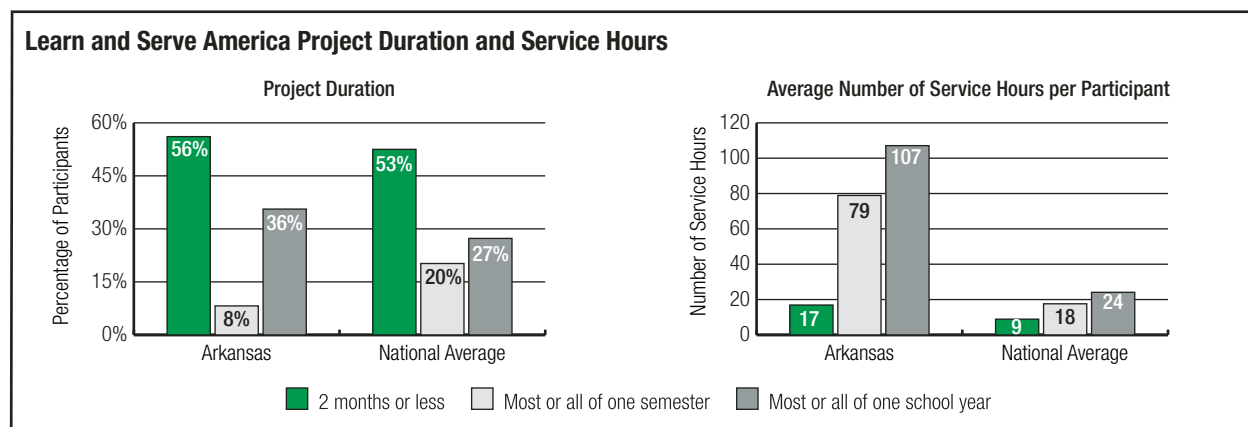
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Arkansas. Of the 10 programs represented, 10 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Arkansas, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Arkansas	Percent School Age (5-17 years old) <sup>2</sup> Population in Arkansas
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.1% / 97.9%	7.0% / 93.0%
<b>Race</b>		
Native American/Alaskan Native	0.1%	0.9%
Asian American	0.6%	1.1%
Black or African American	2.1%	20.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	95.9%	75.7%
Two or More Races	1.2%	2.0%



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	30%	50%	0.30	0.50
Has a Service-Learning Coordinator <sup>4</sup>	50%	72%	0.50	0.72
Service-Learning is part of the Strategic Plan	56%	77%	0.56	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	70%	58%	0.70	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	10%	54%	0.10	0.54
Institutionalization Index Score Total			2.16	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Arkansas, 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.

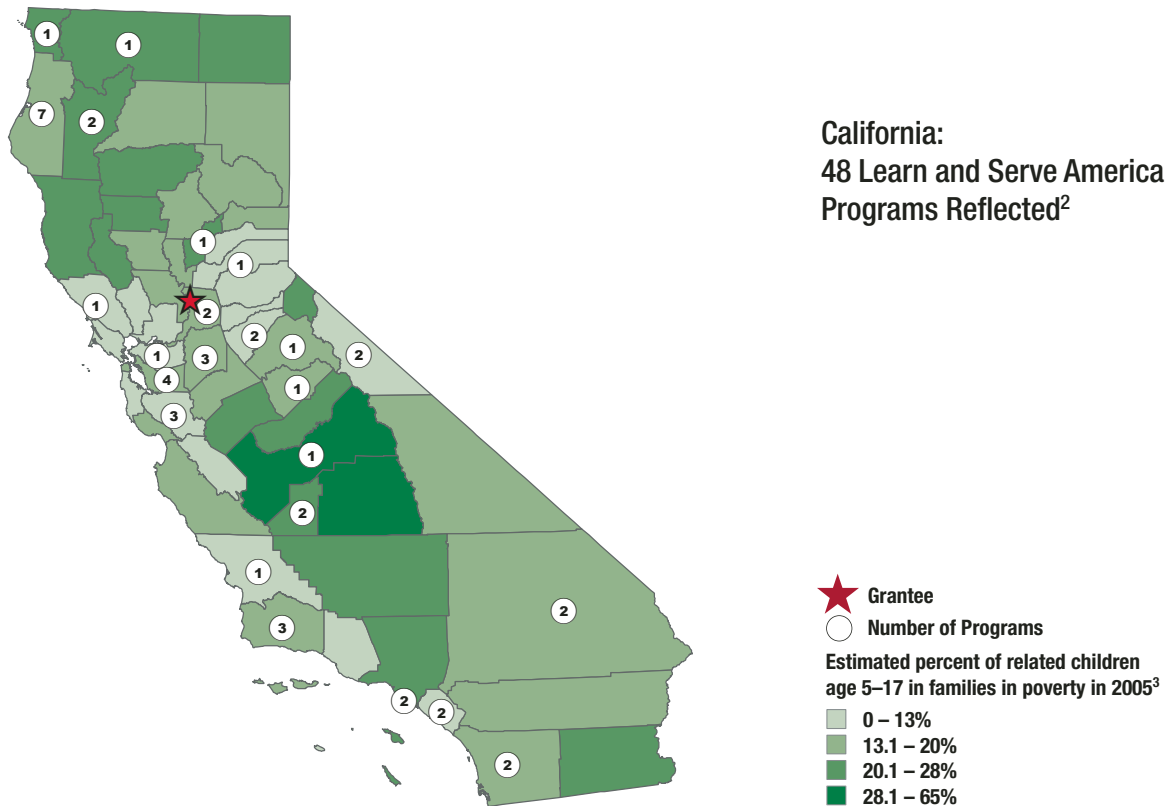
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for California, 2006-2007: \$2,266,227**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>California</b>	<b>National Median<sup>4</sup></b>
Number of student participants	285,865	7,607
Median number of student participants per program	696	191
Total number of service hours	2,756,270	148,277
Number of teachers/staff involved with Learn and Serve programs	6,001	338
Median number of teachers/staff per program	27	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

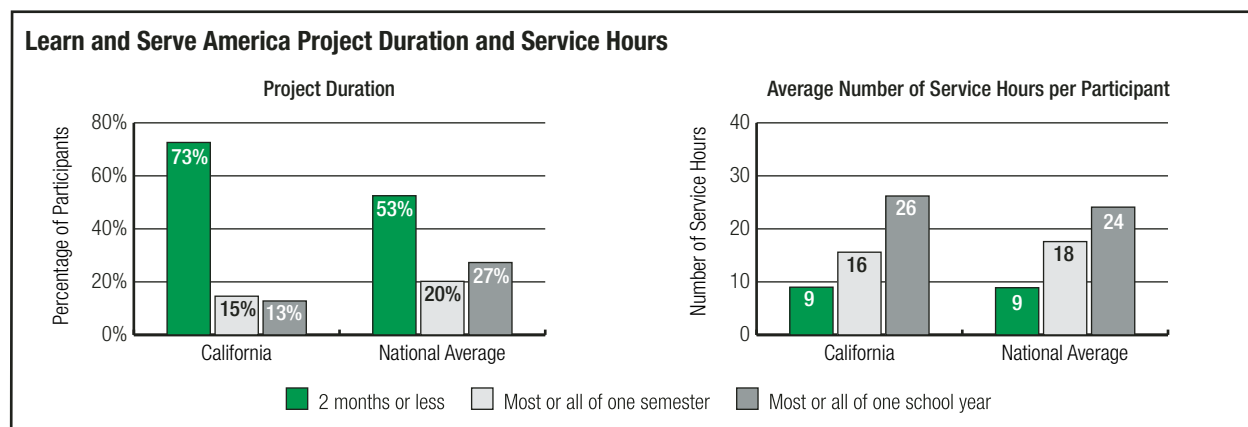
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for California. Of the 48 programs represented, 36 are funded through 2006 grant funds, and 12 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For California, 48 of 48 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in California	Percent School Age (5-17 years old) <sup>2</sup> Population in California
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	50.0% / 50.0%	46.9% / 53.1%
<b>Race</b>		
Native American/Alaskan Native	1.9%	1.3%
Asian American	16.0%	10.4%
Black or African American	15.8%	7.6%
Native Hawaiian/Pacific Islander	1.5%	0.5%
White	60.1%	76.2%
Two or More Races	4.7%	4.0%



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	80%	50%	0.80	0.50
Has a Service-Learning Coordinator <sup>4</sup>	91%	72%	0.91	0.72
Service-Learning is part of the Strategic Plan	87%	77%	0.87	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	58%	58%	0.58	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	64%	54%	0.64	0.54
Institutionalization Index Score Total			3.80	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For California, 26.1% of student participants were categorized as Race Unknown.

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

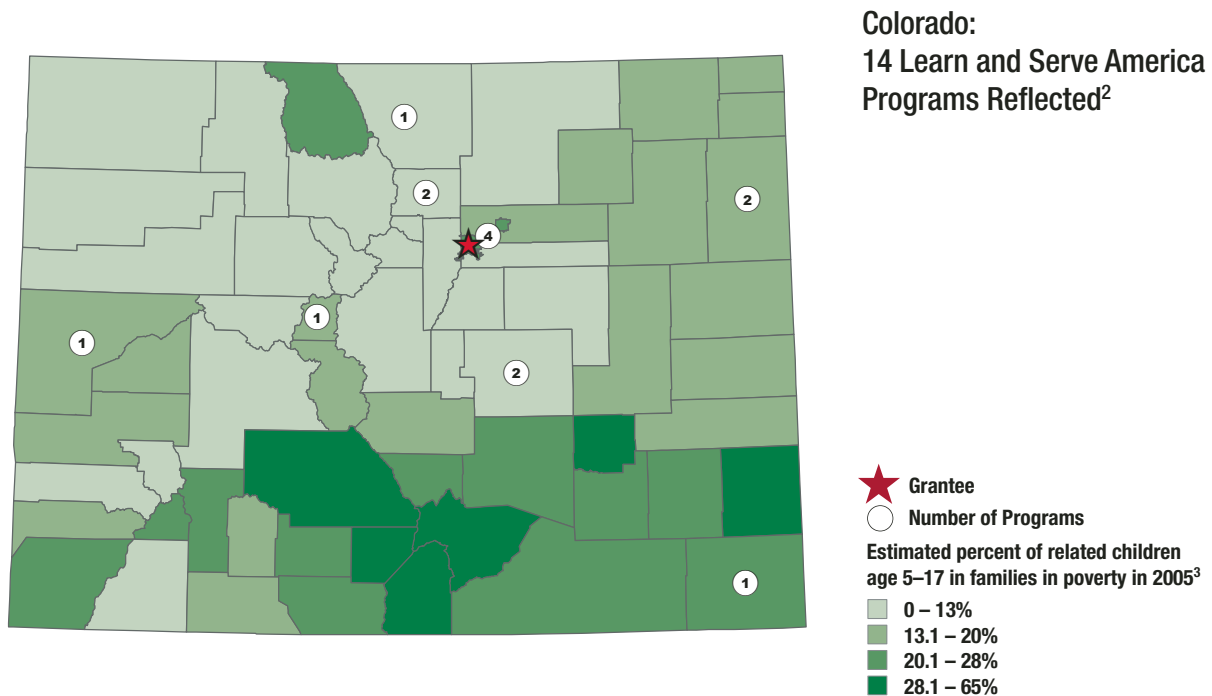
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Colorado, 2006-2007: \$217,605**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Colorado</b>	<b>National Median<sup>4</sup></b>
Number of student participants	24,492	7,607
Median number of student participants per program	232	191
Total number of service hours	80,998	148,277
Number of teachers/staff involved with Learn and Serve programs	264	338
Median number of teachers/staff per program	14	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

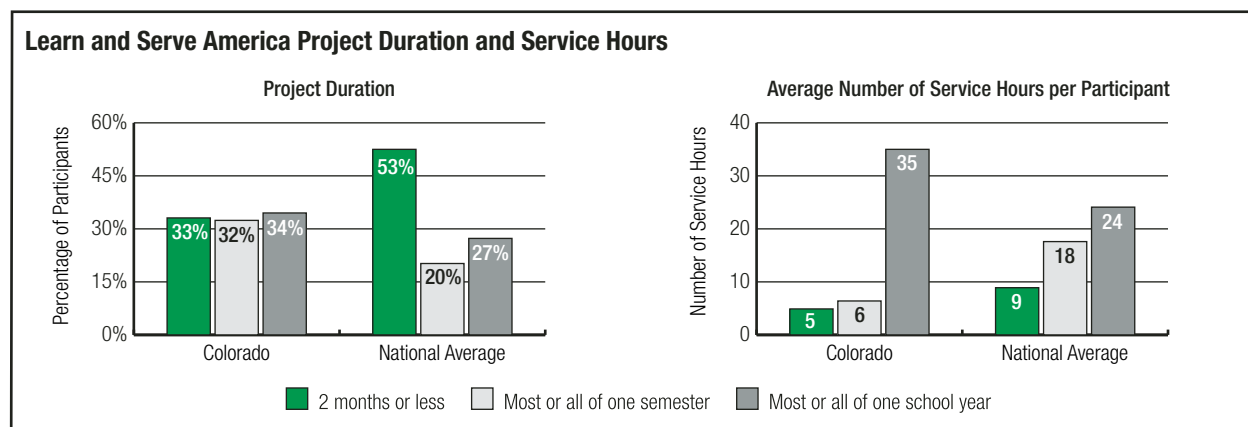
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Colorado. Of the 14 programs represented, 6 are funded through 2006 grant funds, and 8 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Colorado, 14 of 14 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Colorado	Percent School Age (5-17 years old) <sup>2</sup> Population in Colorado
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	21.1% / 78.9%	26.4% / 73.6%
<b>Race</b> Native American/Alaskan Native	12.0%	1.3%
Asian American	1.3%	2.5%
Black or African American	13.3%	5.0%
Native Hawaiian/Pacific Islander	0.1%	0.2%
White	72.9%	87.7%
Two or More Races	0.4%	3.3%



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	85%	50%	0.85	0.50
Has a Service-Learning Coordinator <sup>4</sup>	100%	72%	1.00	0.72
Service-Learning is part of the Strategic Plan	54%	77%	0.54	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	71%	58%	0.71	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	79%	54%	0.79	0.54
Institutionalization Index Score Total			3.89	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Colorado, 6.0% of student participants were categorized as Race Unknown.

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

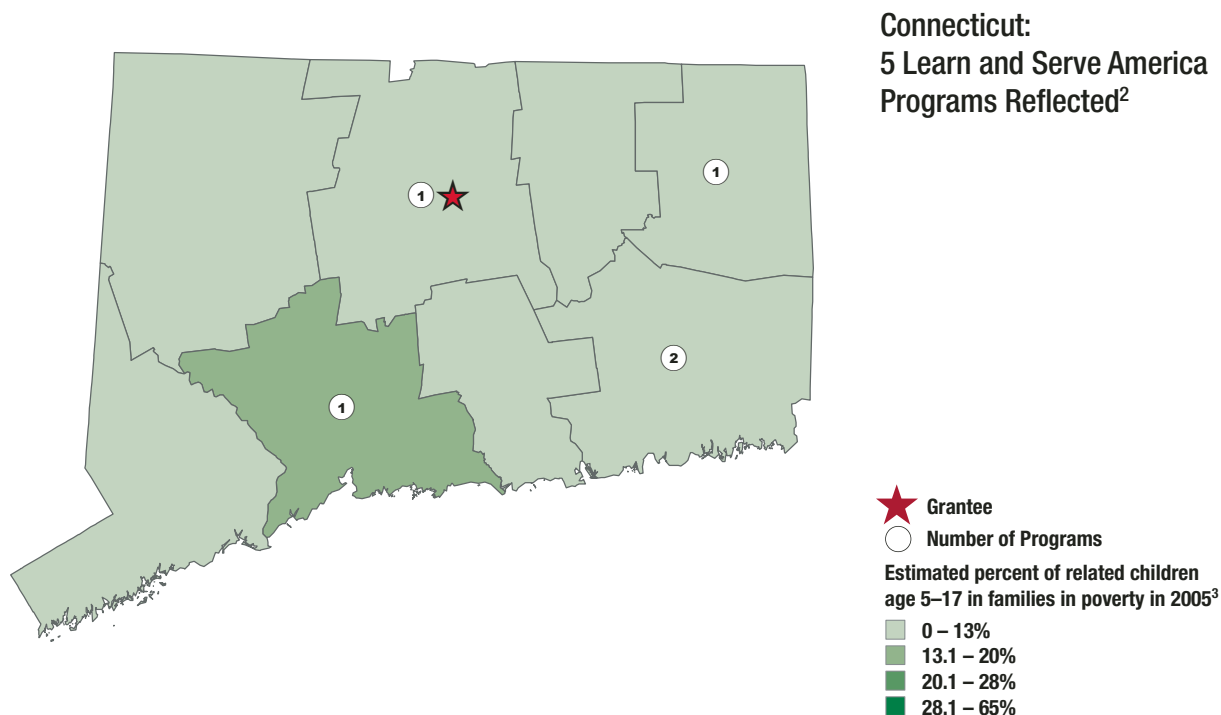
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Connecticut, 2006-2007: \$182,395**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Connecticut</b>	<b>National Median<sup>4</sup></b>
Number of student participants	4,518	7,607
Median number of student participants per program	717	191
Total number of service hours	82,487	148,277
Number of teachers/staff involved with Learn and Serve programs	288	338
Median number of teachers/staff per program	72	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

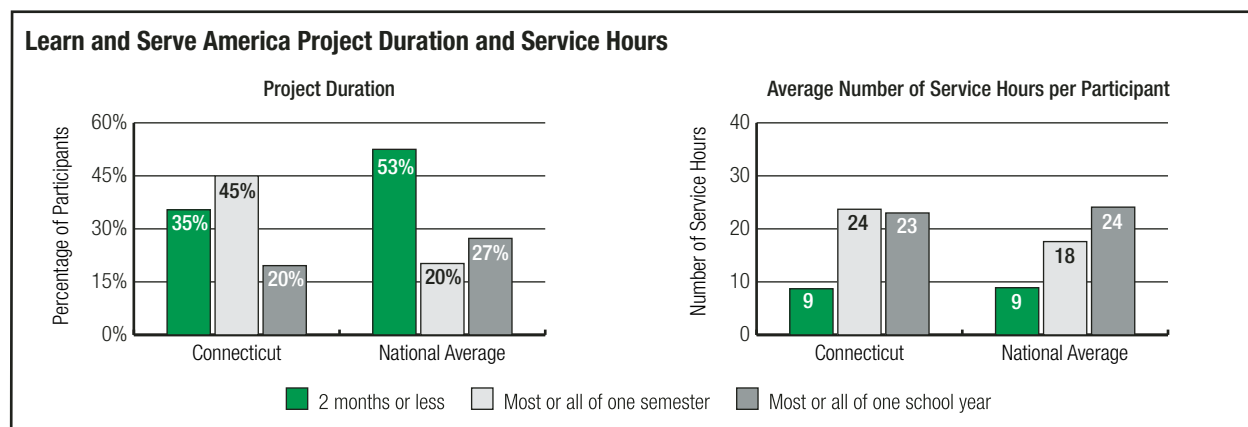
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Connecticut. Of the 5 programs represented, 5 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Connecticut, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Connecticut	Percent School Age (5-17 years old) <sup>2</sup> Population in Connecticut
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	30.2% / 69.8%	14.9% / 85.1%
<b>Race</b>		
Native American/Alaskan Native	1.6%	0.4%
Asian American	3.5%	3.3%
Black or African American	27.9%	12.9%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	46.9%	80.8%
Two or More Races	19.9%	2.5%



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	60%	50%	0.60	0.50
Has a Service-Learning Coordinator <sup>4</sup>	100%	72%	1.00	0.72
Service-Learning is part of the Strategic Plan	80%	77%	0.80	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	60%	58%	0.60	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	80%	54%	0.80	0.54
Institutionalization Index Score Total			3.80	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America 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.

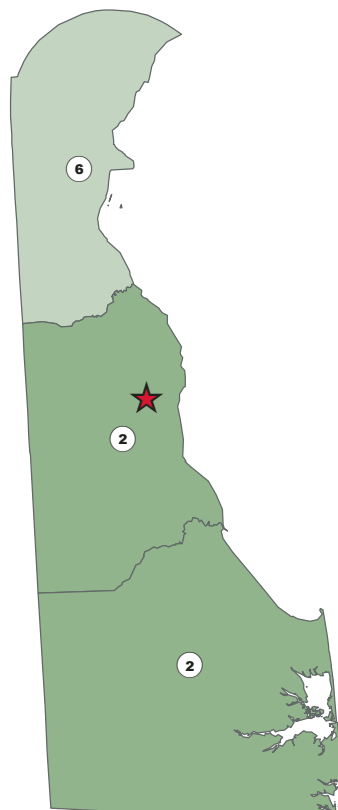
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

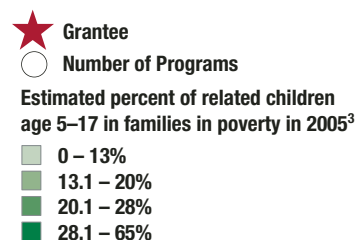
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**Delaware:**  
**10 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Delaware, 2006-2007: \$43,786**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Delaware</b>	<b>National Median<sup>4</sup></b>
Number of student participants	2,475	7,607
Median number of student participants per program	118	191
Total number of service hours	37,337	148,277
Number of teachers/staff involved with Learn and Serve programs	102	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

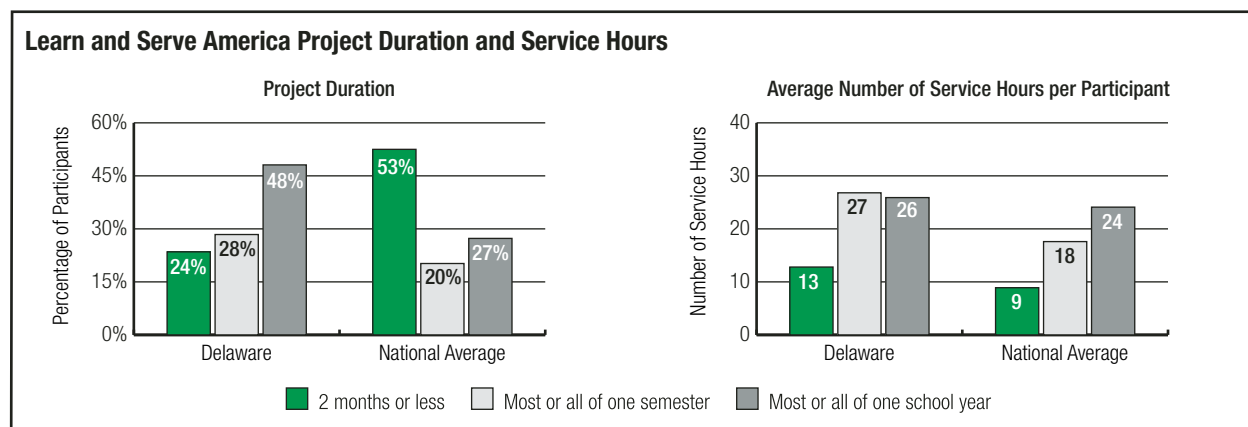
2 This map depicts the number of programs reported for Delaware. Of the 10 programs represented, 10 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Delaware, 10 of 10 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Delaware	Percent School Age (5-17 years old) <sup>2</sup> Population in Delaware
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.6% / 87.4%	8.7% / 91.3%
<b>Race</b>		
Native American/Alaskan Native	0.1%	0.4%
Asian American	4.1%	2.5%
Black or African American	46.2%	26.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	48.6%	68.2%
Two or More Races	0.9%	2.7%



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	13%	50%	0.13	0.50
Has a Service-Learning Coordinator <sup>4</sup>	44%	72%	0.44	0.72
Service-Learning is part of the Strategic Plan	63%	77%	0.63	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	43%	58%	0.43	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	33%	54%	0.33	0.54
Institutionalization Index Score Total			1.96	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Delaware, 3.6% of student participants were categorized as Race Unknown.

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

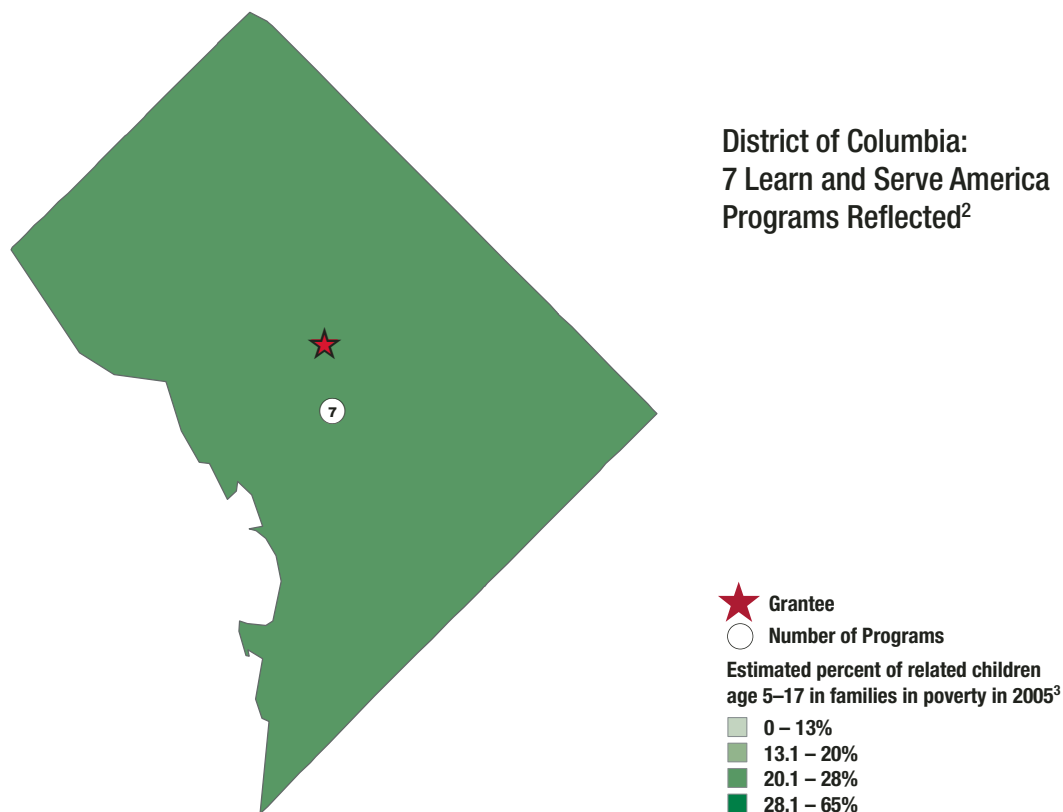
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for District of Columbia, 2006-2007: \$225,000**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>District of Columbia</b>	<b>National Median<sup>4</sup></b>
Number of student participants	1044	7,607
Median number of student participants per program	131	191
Total number of service hours	28,259	148,277
Number of teachers/staff involved with Learn and Serve programs	52	338
Median number of teachers/staff per program	6	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

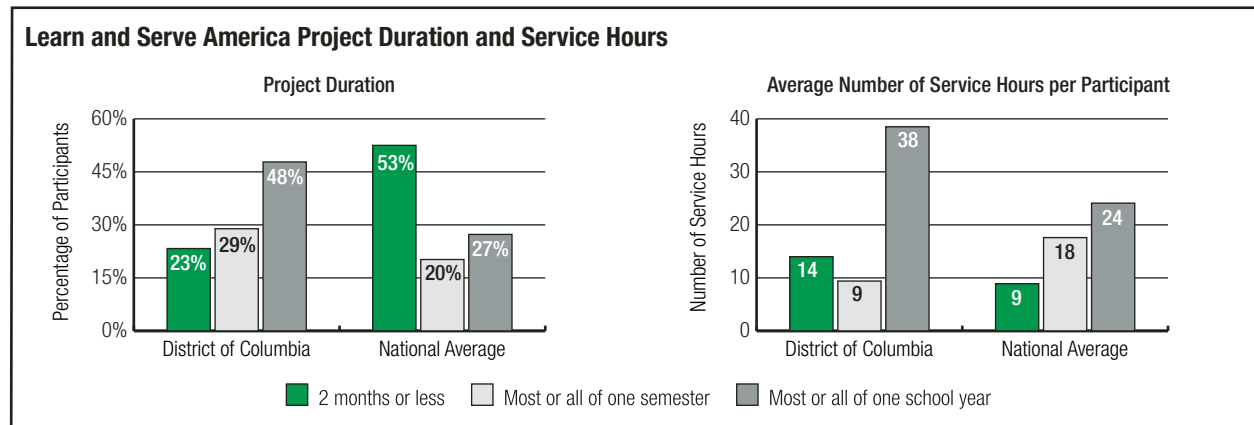
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for District of Columbia. Of the 7 programs represented, 5 are funded through 2006 grant funds, and 2 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For District of Columbia, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	23.6% / 76.4%	9.3% / 90.7%
<b>Race</b> Native American/Alaskan Native	0.0%	0.3%
Asian American	2.0%	1.6%
Black or African American	95.8%	75.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	2.0%	20.8%
Two or More Races	0.1%	1.9%



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	14%	50%	0.14	0.50
Has a Service-Learning Coordinator <sup>4</sup>	57%	72%	0.57	0.72
Service-Learning is part of the Strategic Plan	50%	77%	0.50	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	58%	0.50	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	29%	54%	0.29	0.54
Institutionalization Index Score Total			2.00	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For District of Columbia, 1.2% of student participants were categorized as Race Unknown.

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

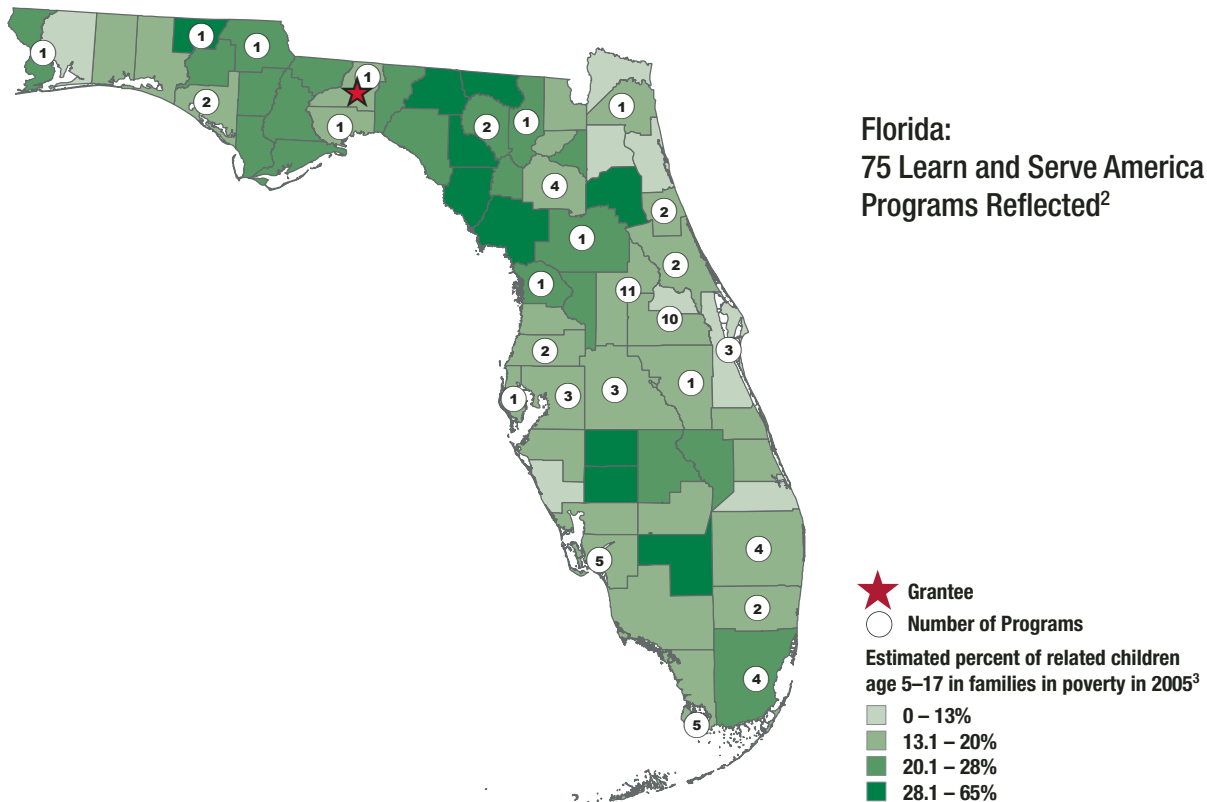
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Florida, 2006-2007: \$831,082**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Florida</b>	<b>National Median<sup>4</sup></b>
Number of student participants	34,233	7,607
Median number of student participants per program	128	191
Total number of service hours	1,261,425	148,277
Number of teachers/staff involved with Learn and Serve programs	2,544	338
Median number of teachers/staff per program	9	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

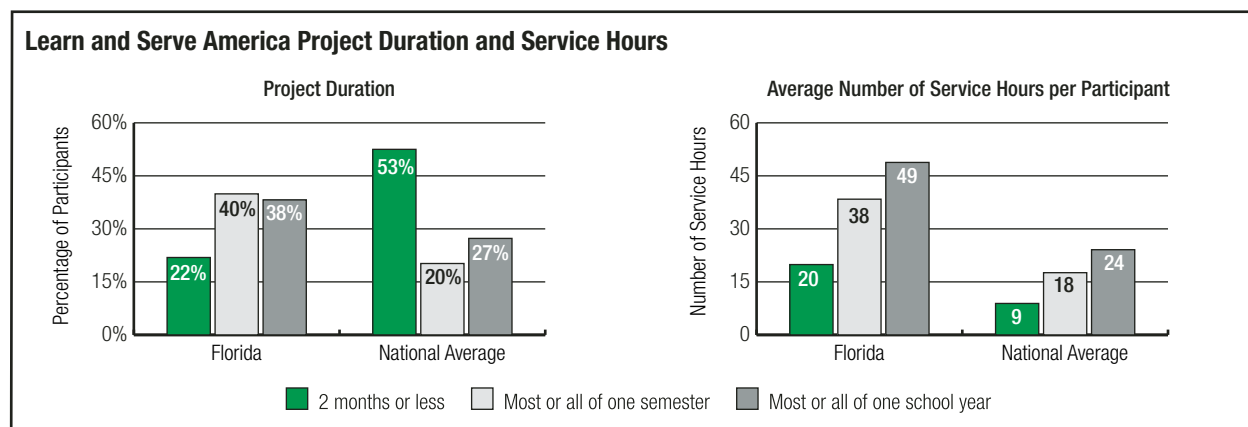
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Florida. Of the 75 programs represented, 62 are funded through 2006 grant funds, and 13 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Florida, 71 of 75 (94.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Florida	Percent School Age (5-17 years old) <sup>2</sup> Population in Florida
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	21.6% / 78.4%	22.7% / 77.3%
<b>Race</b>		
Native American/Alaskan Native	0.4%	0.5%
Asian American	2.1%	2.2%
Black or African American	23.8%	21.7%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	70.4%	73.2%
Two or More Races	3.2%	2.3%



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	49%	50%	0.49	0.50
Has a Service-Learning Coordinator <sup>4</sup>	73%	72%	0.73	0.72
Service-Learning is part of the Strategic Plan	73%	77%	0.73	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	67%	58%	0.67	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	46%	54%	0.46	0.54
Institutionalization Index Score Total			3.08	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Florida, 7.7% of student participants were categorized as Race Unknown.

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

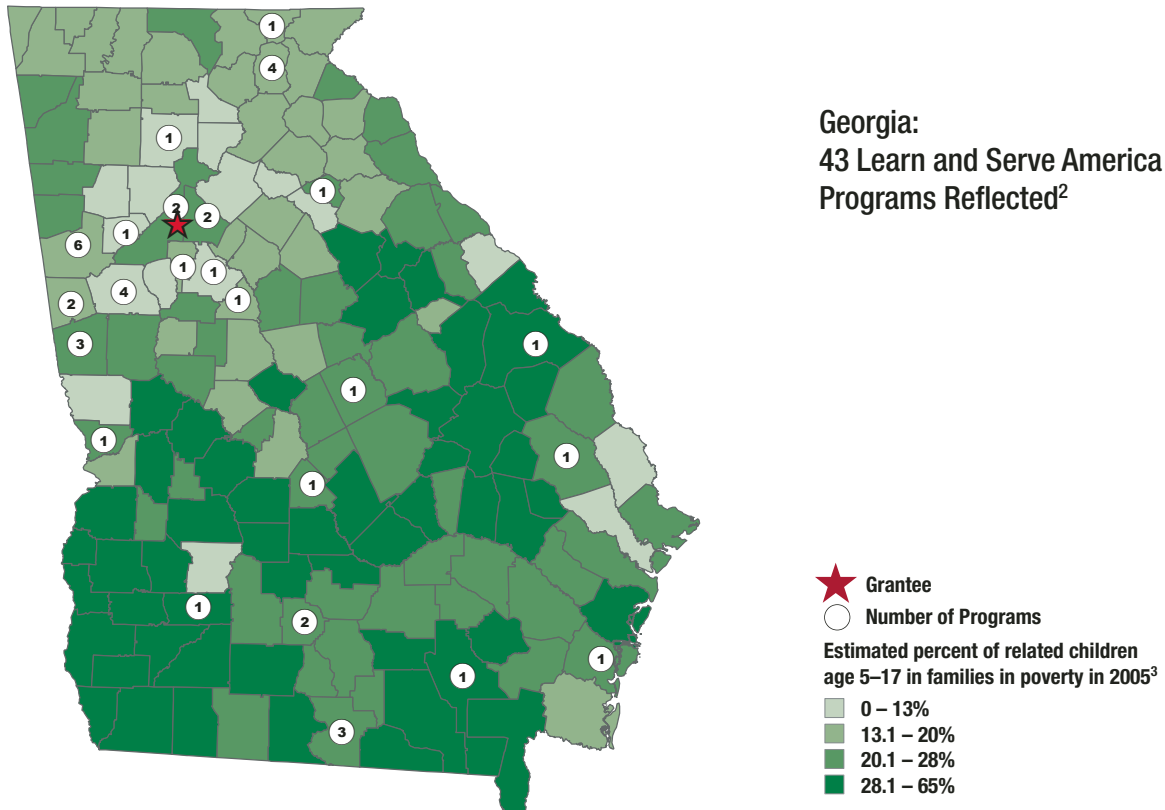
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Georgia, 2006-2007: \$528,933**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Georgia</b>	<b>National Median<sup>4</sup></b>
Number of student participants	15,038	7,607
Median number of student participants per program	216	191
Total number of service hours	157,642	148,277
Number of teachers/staff involved with Learn and Serve programs	934	338
Median number of teachers/staff per program	15	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

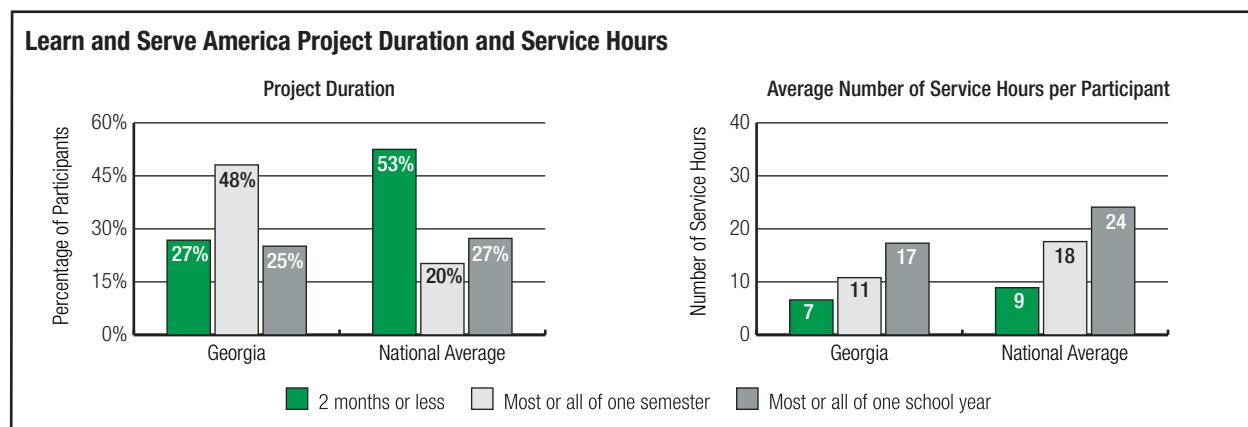
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Georgia. Of the 43 programs represented, 43 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Georgia, 36 of 43 (83.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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%	8.5% / 91.5%
<b>Race</b> Native American/Alaskan Native	0.4%	0.3%
Asian American	4.1%	2.5%
Black or African American	44.5%	35.2%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	48.3%	59.9%
Two or More Races	2.6%	1.9%



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	48%	50%	0.48	0.50
Has a Service-Learning Coordinator <sup>4</sup>	59%	72%	0.59	0.72
Service-Learning is part of the Strategic Plan	74%	77%	0.74	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	39%	58%	0.39	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	39%	54%	0.39	0.54
Institutionalization Index Score Total			2.59	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Georgia, 3.4% 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.

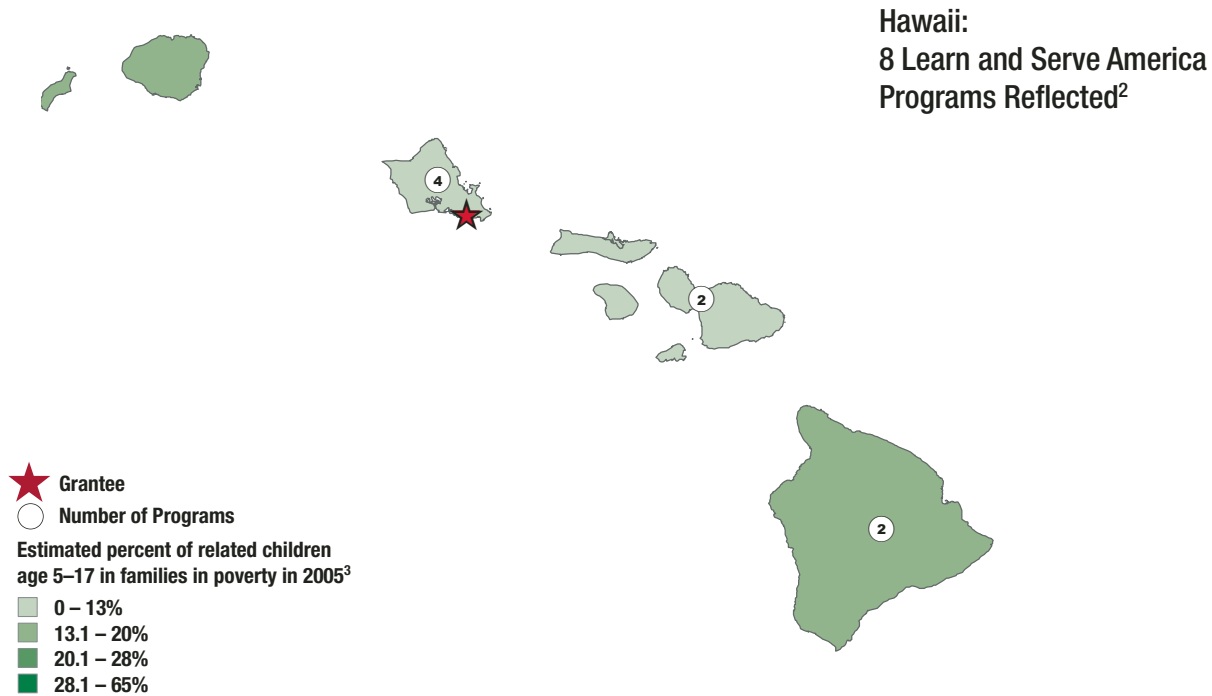
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Hawaii, 2006-2007: \$63,656**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Hawaii</b>	<b>National Median<sup>4</sup></b>
Number of student participants	871	7,607
Median number of student participants per program	75	191
Total number of service hours	20,237	148,277
Number of teachers/staff involved with Learn and Serve programs	77	338
Median number of teachers/staff per program	8	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

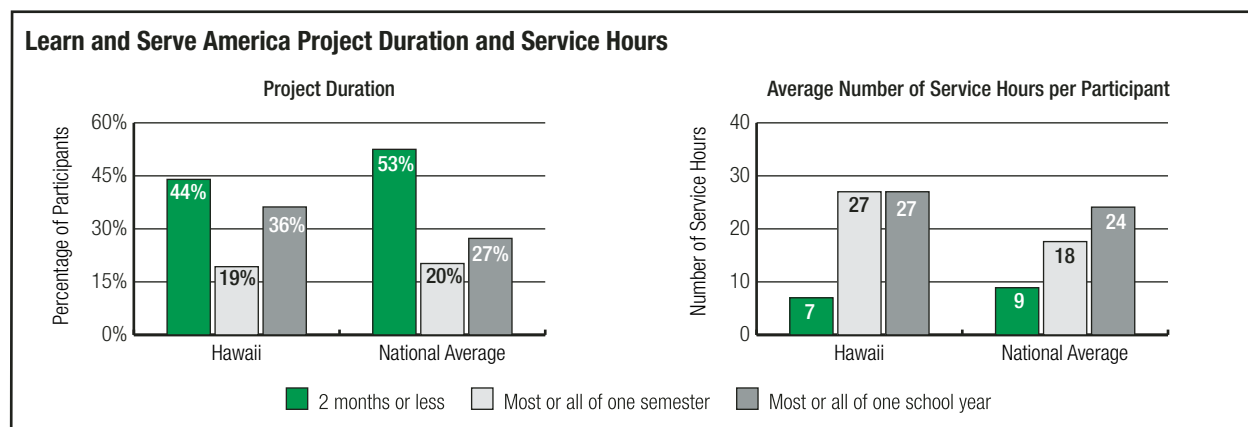
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Hawaii. Of the 8 programs represented, 0 are funded through 2006 grant funds, and 8 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Hawaii, 8 of 8 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Hawaii	Percent School Age (5-17 years old) <sup>2</sup> Population in Hawaii
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.3% / 97.7%	11.1% / 88.9%
<b>Race</b>		
Native American/Alaskan Native	1.7%	0.5%
Asian American	15.0%	29.3%
Black or African American	1.1%	2.8%
Native Hawaiian/Pacific Islander	29.4%	11.8%
White	15.7%	23.0%
Two or More Races	37.0%	32.6%



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%	50%	0.29	0.50
Has a Service-Learning Coordinator <sup>4</sup>	29%	72%	0.29	0.72
Service-Learning is part of the Strategic Plan	71%	77%	0.71	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	71%	58%	0.71	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	13%	54%	0.13	0.54
Institutionalization Index Score Total			2.13	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Hawaii, 5.2% of student participants were categorized as Race Unknown.

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

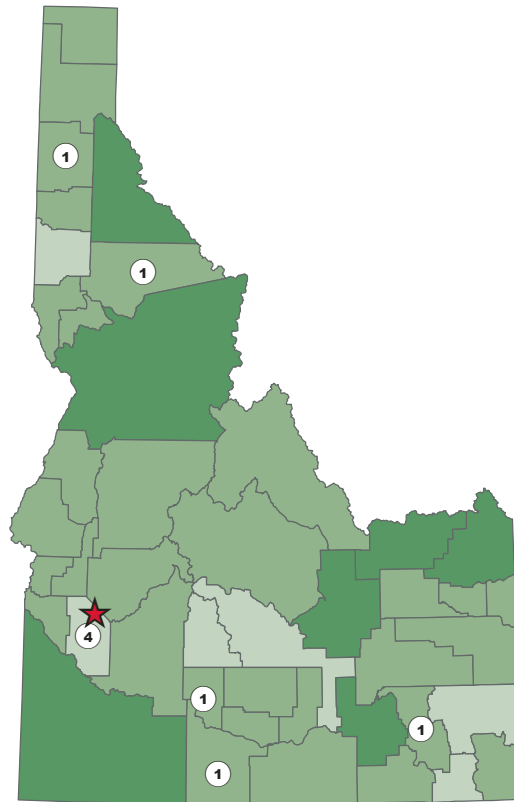
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

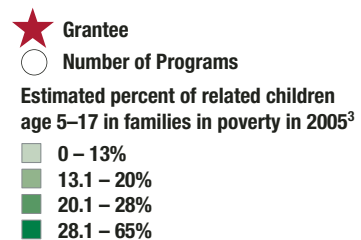
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**Idaho:**  
**9 Learn and Serve America Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Idaho, 2006-2007: \$225,000**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Idaho</b>	<b>National Median<sup>4</sup></b>
Number of student participants	1,252	7,607
Median number of student participants per program	100	191
Total number of service hours	10,083	148,277
Number of teachers/staff involved with Learn and Serve programs	71	338
Median number of teachers/staff per program	6	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

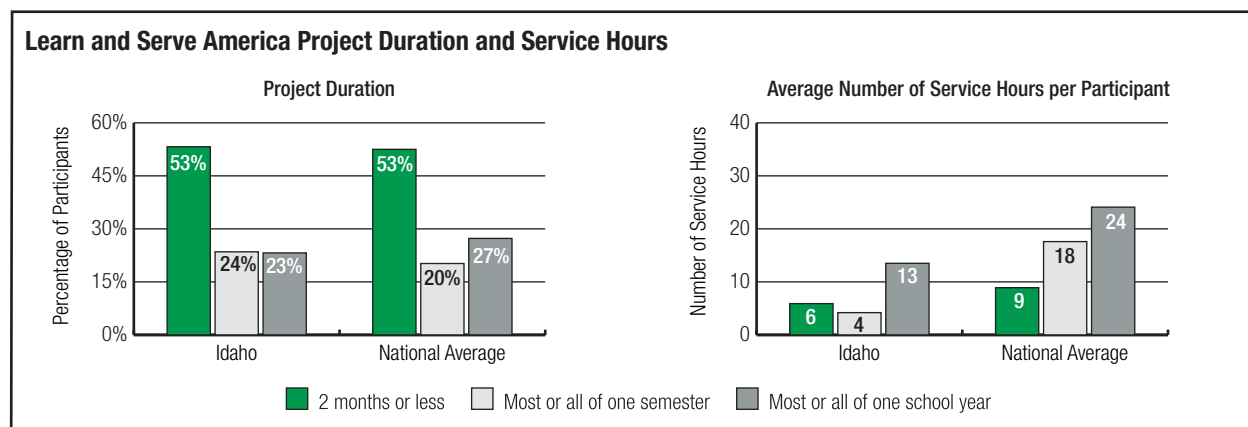
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Idaho. Of the 9 programs represented, 9 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Idaho, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Idaho	Percent School Age (5-17 years old) <sup>2</sup> Population in Idaho
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	11.5% / 88.5%	13.5% / 86.5%
<b>Race</b>		
Native American/Alaskan Native	1.0%	1.7%
Asian American	1.2%	0.8%
Black or African American	1.1%	0.8%
Native Hawaiian/Pacific Islander	0.3%	0.1%
White	94.2%	94.0%
Two or More Races	2.3%	2.5%



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	50%	50%	0.50	0.50
Has a Service-Learning Coordinator <sup>4</sup>	38%	72%	0.38	0.72
Service-Learning is part of the Strategic Plan	83%	77%	0.83	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	80%	58%	0.80	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	11%	54%	0.11	0.54
Institutionalization Index Score Total			2.62	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Idaho, 10.4% of student participants were categorized as Race Unknown.

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

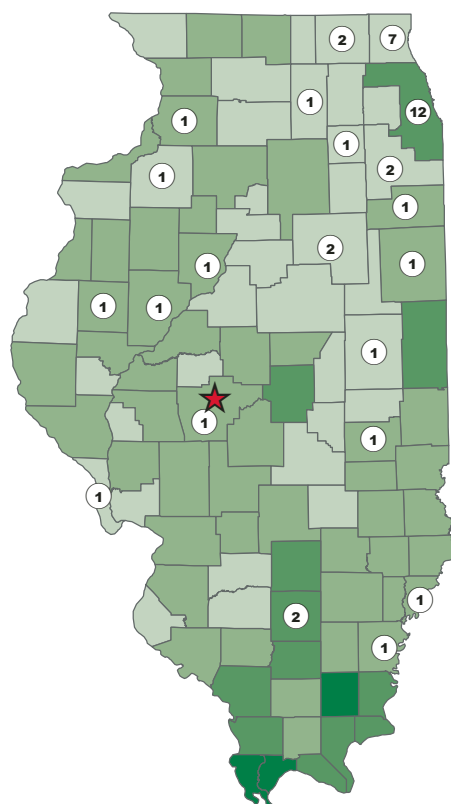
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

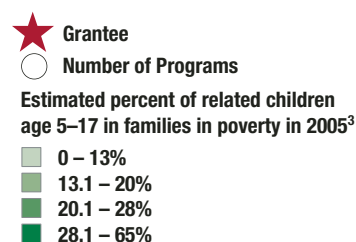
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**Illinois:**  
**42 Learn and Serve America Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Illinois, 2006-2007: \$745,042**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Illinois</b>	<b>National Median<sup>4</sup></b>
Number of student participants	46,358	7,607
Median number of student participants per program	221	191
Total number of service hours	471,786	148,277
Number of teachers/staff involved with Learn and Serve programs	2,266	338
Median number of teachers/staff per program	19	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

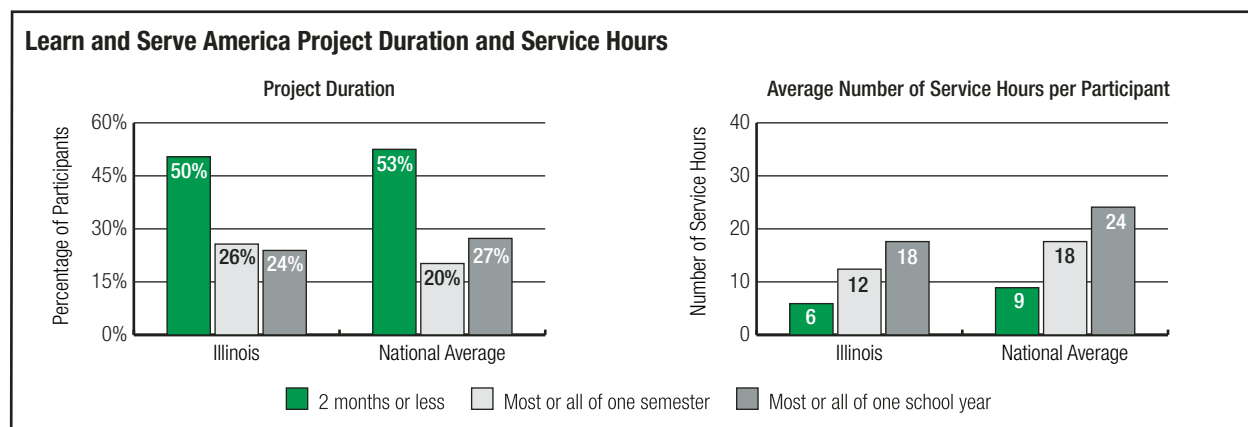
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Illinois. Of the 42 programs represented, 42 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Illinois, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Illinois	Percent School Age (5-17 years old) <sup>2</sup> Population in Illinois
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	31.3% / 68.7%	19.3% / 80.7%
<b>Race</b> Native American/Alaskan Native	0.1%	0.4%
Asian American	2.5%	3.6%
Black or African American	36.2%	18.7%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	57.5%	75.2%
Two or More Races	3.6%	2.0%



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	32%	50%	0.32	0.50
Has a Service-Learning Coordinator <sup>4</sup>	71%	72%	0.71	0.72
Service-Learning is part of the Strategic Plan	86%	77%	0.86	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	70%	58%	0.70	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	45%	54%	0.45	0.54
Institutionalization Index Score Total			3.04	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Illinois, 3.4% of student participants were categorized as Race Unknown.

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

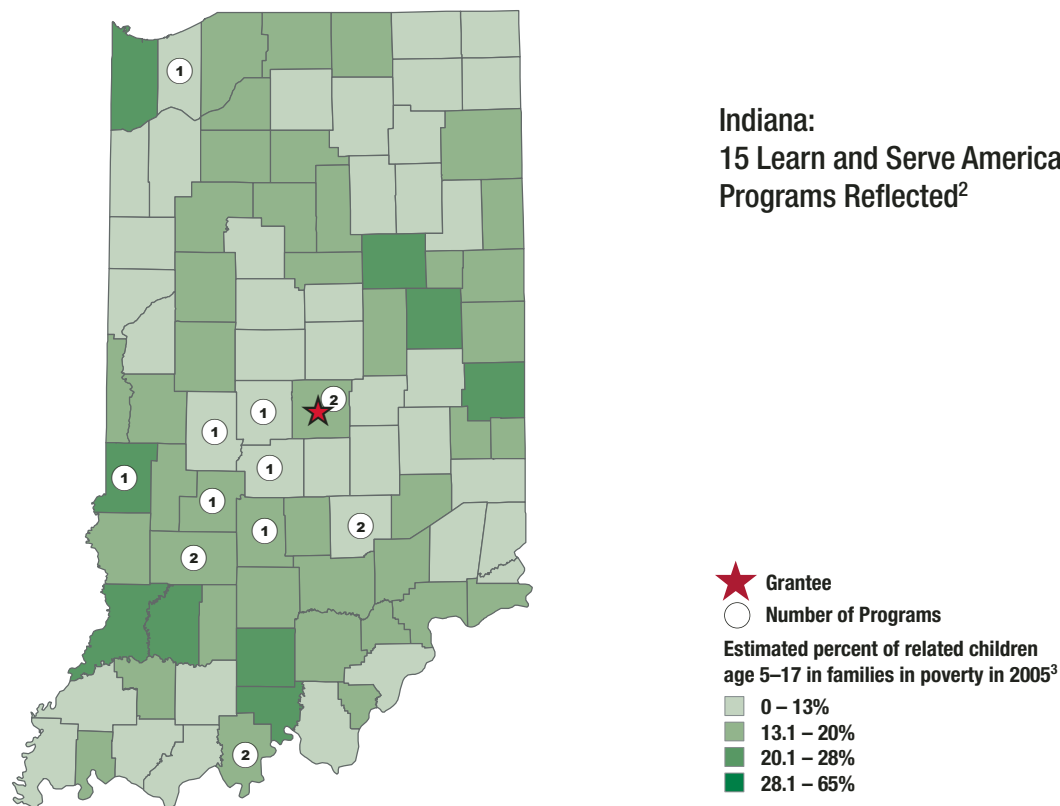
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Indiana, 2006-2007: \$311,884**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Indiana</b>	<b>National Median<sup>4</sup></b>
Number of student participants	10,370	7,607
Median number of student participants per program	410	191
Total number of service hours	393,379	148,277
Number of teachers/staff involved with Learn and Serve programs	445	338
Median number of teachers/staff per program	18	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

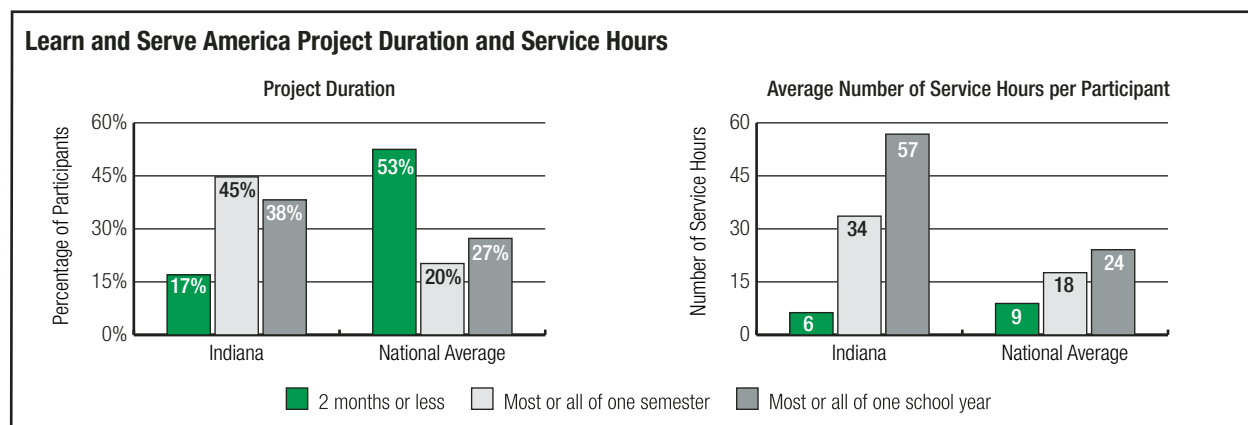
2 This map depicts the number of programs reported for Indiana. Of the 15 programs represented, 8 are funded through 2006 grant funds, and 7 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Indiana, 14 of 15 (93.3%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



	Percent Participating in Programs in Indiana	Percent School Age (5-17 years old) <sup>2</sup> Population in Indiana
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.2% / 95.8%	6.2% / 93.8%
<b>Race</b>		
Native American/Alaskan Native	0.1%	0.3%
Asian American	0.7%	1.1%
Black or African American	5.5%	11.2%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	91.9%	85.1%
Two or More Races	1.8%	2.1%



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	79%	50%	0.79	0.50
Has a Service-Learning Coordinator <sup>4</sup>	71%	72%	0.71	0.72
Service-Learning is part of the Strategic Plan	92%	77%	0.92	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	43%	58%	0.43	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	79%	54%	0.79	0.54
Institutionalization Index Score Total			3.64	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Indiana, 0.3% of student participants were categorized as Race Unknown.

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

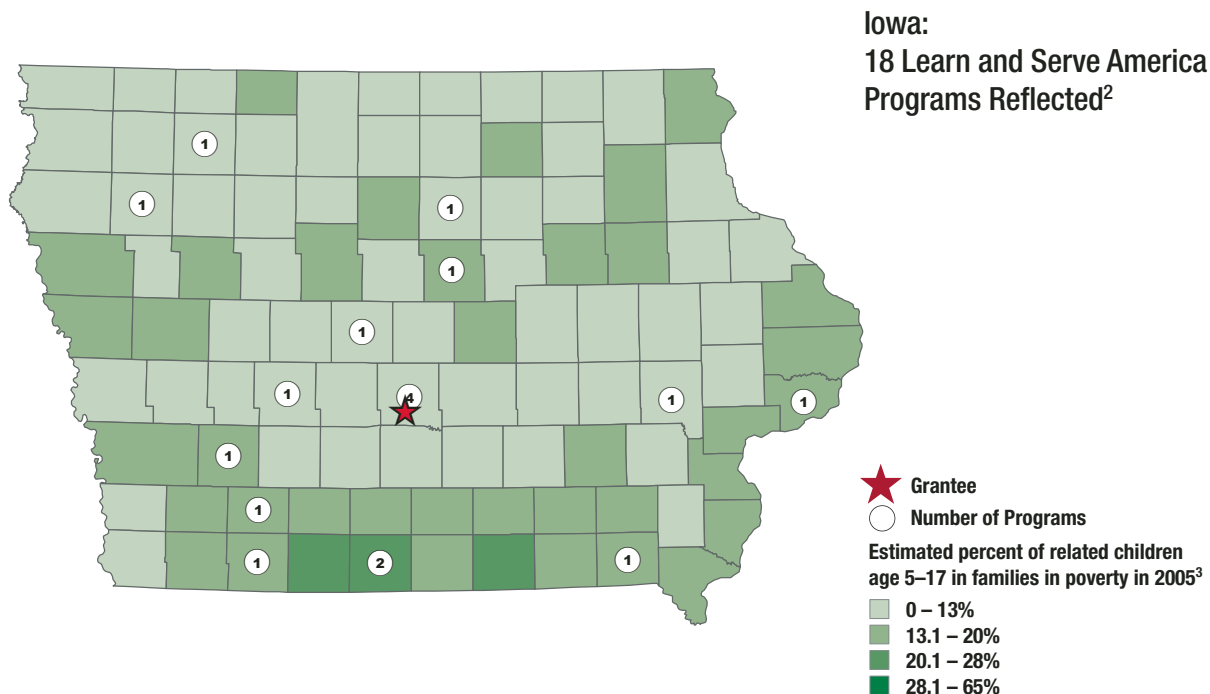
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Iowa, 2006-2007: \$156,657**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Iowa</b>	<b>National Median<sup>4</sup></b>
Number of student participants	14,019	7,607
Median number of student participants per program	250	191
Total number of service hours	195,097	148,277
Number of teachers/staff involved with Learn and Serve programs	752	338
Median number of teachers/staff per program	20	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

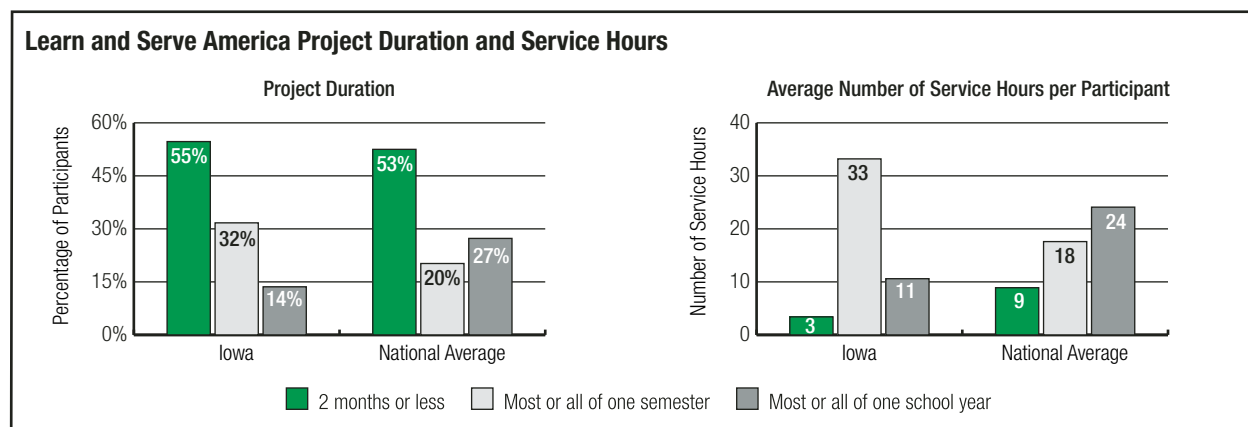
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Iowa. Of the 18 programs represented, 18 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Iowa, 17 of 18 (94.4%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Iowa	Percent School Age (5-17 years old) <sup>2</sup> Population in Iowa
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	6.7% / 93.3%	5.8% / 94.2%
<b>Race</b>		
Native American/Alaskan Native	0.6%	0.5%
Asian American	2.2%	1.5%
Black or African American	13.8%	3.4%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	78.9%	92.4%
Two or More Races	4.4%	2.1%



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	36%	50%	0.36	0.50
Has a Service-Learning Coordinator <sup>4</sup>	50%	72%	0.50	0.72
Service-Learning is part of the Strategic Plan	86%	77%	0.86	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	62%	58%	0.62	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	47%	54%	0.47	0.54
Institutionalization Index Score Total			2.81	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Iowa, 5.6% 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.

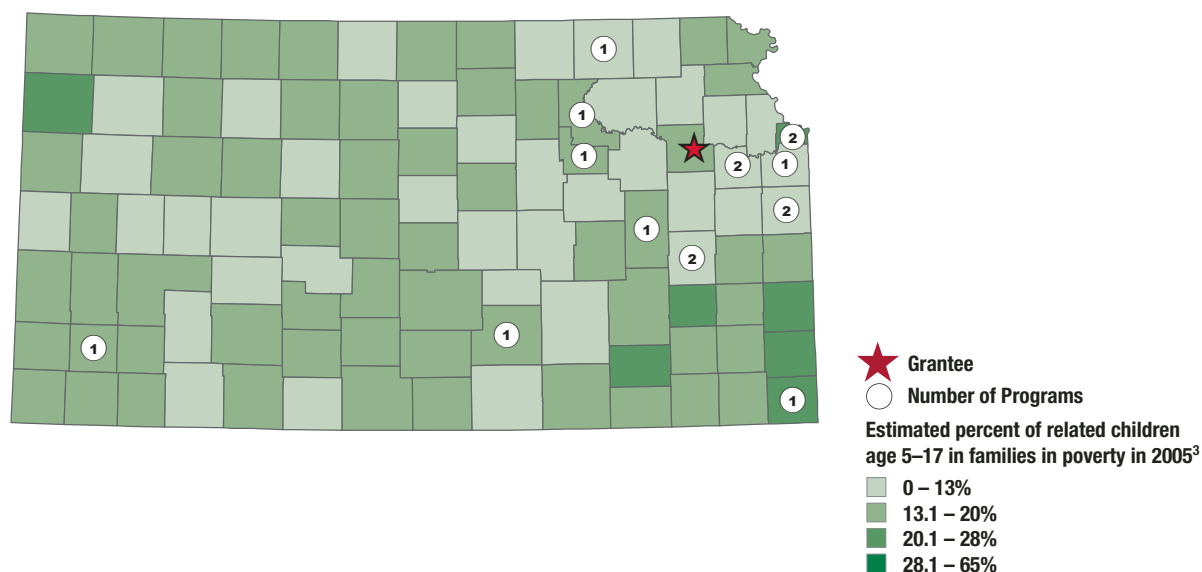
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Kansas:**  
**16 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Kansas, 2006-2007: \$137,673**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Kansas</b>	<b>National Median<sup>4</sup></b>
Number of student participants	3,129	7,607
Median number of student participants per program	54	191
Total number of service hours	44,826	148,277
Number of teachers/staff involved with Learn and Serve programs	190	338
Median number of teachers/staff per program	10	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

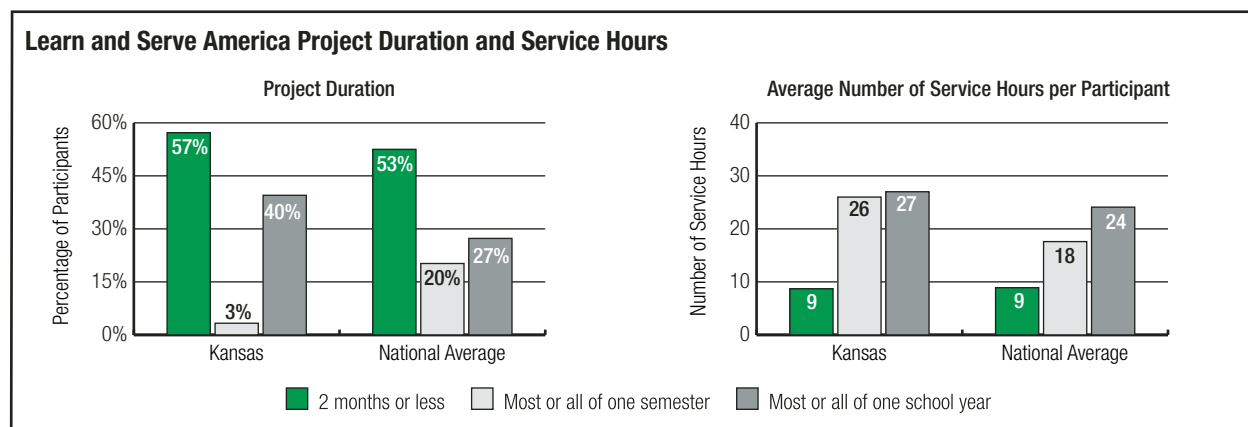
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Kansas. Of the 16 programs represented, 10 are funded through 2006 grant funds, and 6 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Kansas, 16 of 16 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Kansas	Percent School Age (5-17 years old) <sup>2</sup> Population in Kansas
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.6% / 87.4%	12.3% / 87.7%
<b>Race</b>		
Native American/Alaskan Native	1.4%	1.1%
Asian American	2.7%	2.0%
Black or African American	8.1%	7.3%
Native Hawaiian/Pacific Islander	0.3%	0.1%
White	85.3%	86.4%
Two or More Races	2.1%	3.1%



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	73%	50%	0.73	0.50
Has a Service-Learning Coordinator <sup>4</sup>	63%	72%	0.63	0.72
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	64%	58%	0.64	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	47%	54%	0.47	0.54
Institutionalization Index Score Total			3.47	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Kansas, 0.6% of student participants were categorized as Race Unknown.

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

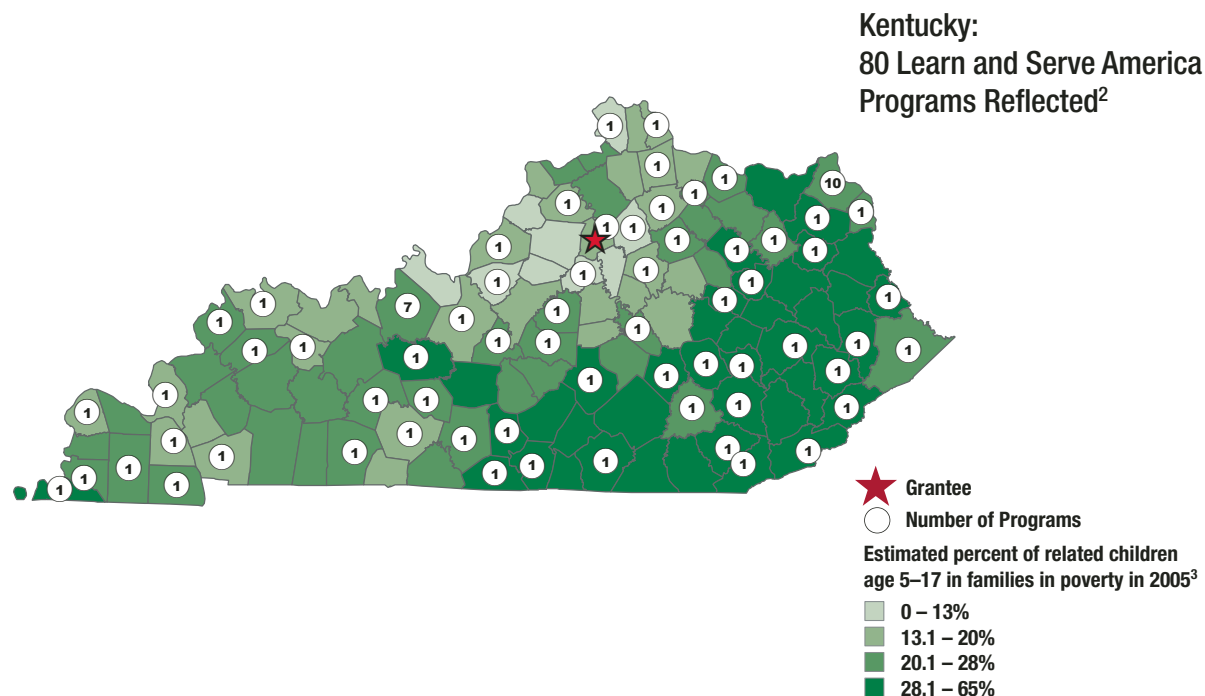
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Kentucky, 2006-2007: \$263,165**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Kentucky</b>	<b>National Median<sup>4</sup></b>
Number of student participants	25,435	7,607
Median number of student participants per program	191	191
Total number of service hours	467,391	148,277
Number of teachers/staff involved with Learn and Serve programs	1,950	338
Median number of teachers/staff per program	12	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

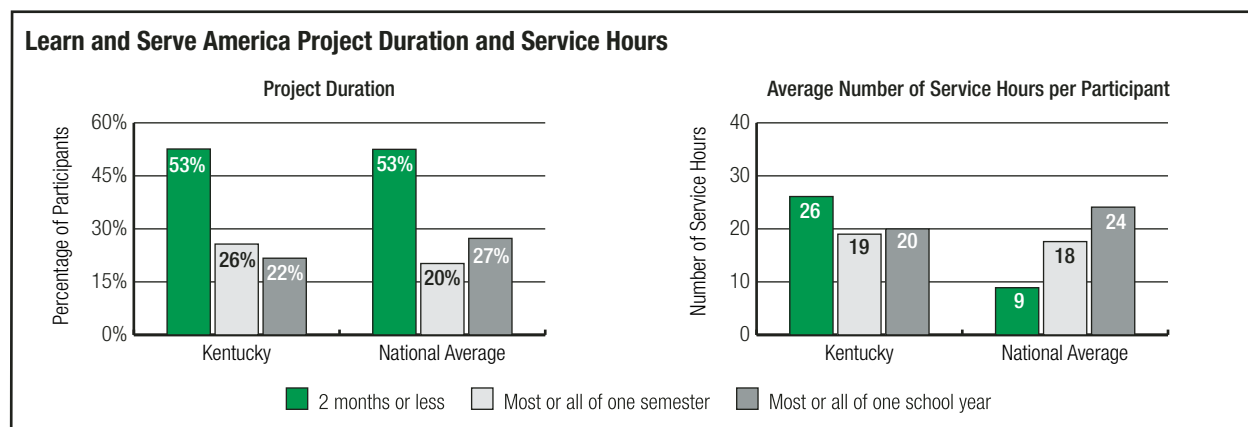
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Kentucky. Of the 80 programs represented, 80 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Kentucky, 78 of 80 (97.5%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Kentucky	Percent School Age (5-17 years old) <sup>2</sup> Population in Kentucky
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.7% / 98.3%	2.5% / 97.5%
<b>Race</b> Native American/Alaskan Native	0.0%	0.2%
Asian American	0.4%	0.9%
Black or African American	4.9%	9.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	93.1%	87.6%
Two or More Races	1.5%	2.0%



<b>Service-Learning Institutionalization Index<sup>3</sup></b>	<b>Percentage of Programs</b>		<b>Institutionalization Index Score</b>	
	<b>Kentucky</b>	<b>National Average</b>	<b>Kentucky</b>	<b>National Average</b>
Has a Service-Learning Advisory Board	43%	50%	0.43	0.50
Has a Service-Learning Coordinator <sup>4</sup>	71%	72%	0.71	0.72
Service-Learning is part of the Strategic Plan	71%	77%	0.71	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	28%	58%	0.28	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	71%	54%	0.71	0.54
<b>Institutionalization Index Score Total</b>			<b>2.84</b>	<b>3.11</b>

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Kentucky, 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.

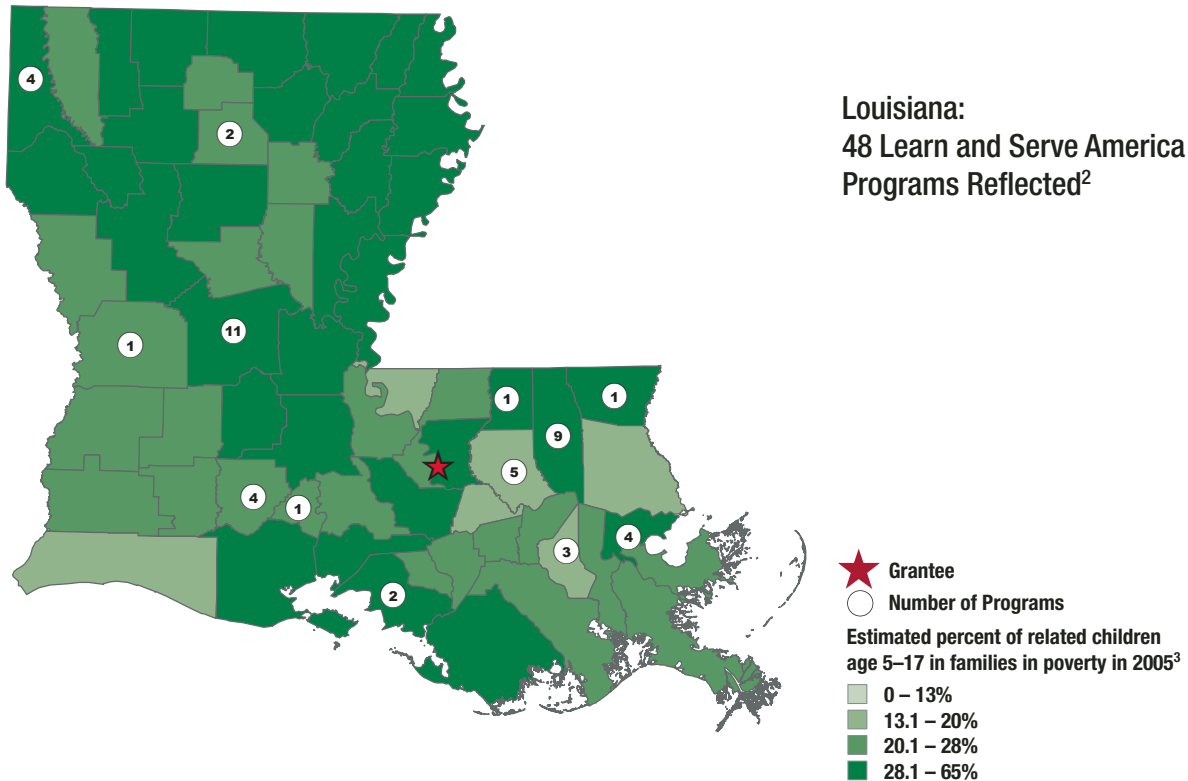
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Louisiana, 2006-2007: \$343,353**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Louisiana</b>	<b>National Median<sup>4</sup></b>
Number of student participants	4,302	7,607
Median number of student participants per program	65	191
Total number of service hours	144,412	148,277
Number of teachers/staff involved with Learn and Serve programs	288	338
Median number of teachers/staff per program	5	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

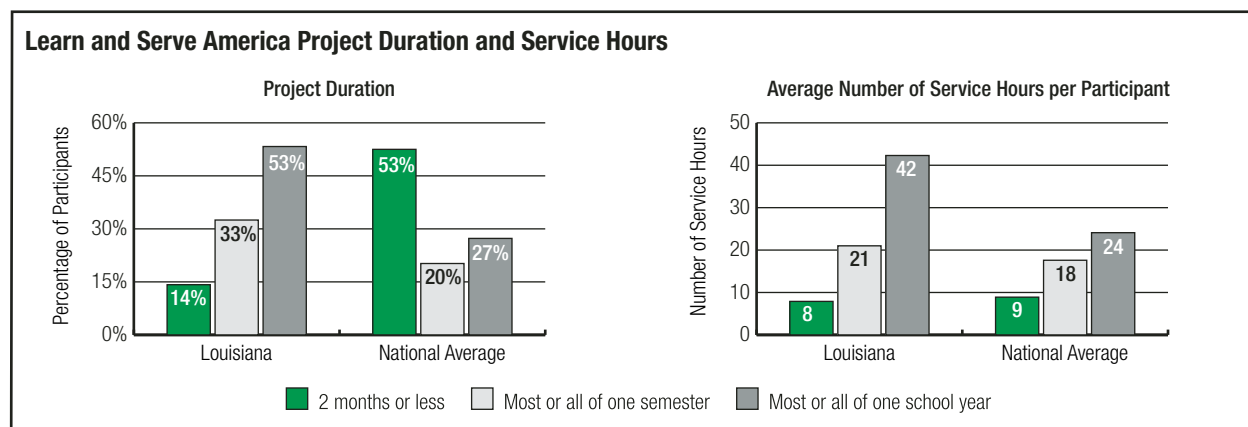
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Louisiana. Of the 48 programs represented, 42 are funded through 2006 grant funds, and 6 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Louisiana, 47 of 48 (97.9%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Louisiana	Percent School Age (5-17 years old) <sup>2</sup> Population in Louisiana
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.0% / 97.0%	3.0% / 97.0%
<b>Race</b> Native American/Alaskan Native	2.7%	0.7%
Asian American	1.7%	1.4%
Black or African American	32.3%	38.4%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	62.2%	58.1%
Two or More Races	1.0%	1.4%



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	8%	50%	0.08	0.50
Has a Service-Learning Coordinator <sup>4</sup>	32%	72%	0.32	0.72
Service-Learning is part of the Strategic Plan	70%	77%	0.70	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	28%	58%	0.28	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	29%	54%	0.29	0.54
Institutionalization Index Score Total			1.67	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Louisiana, 1.5% of student participants were categorized as Race Unknown.

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

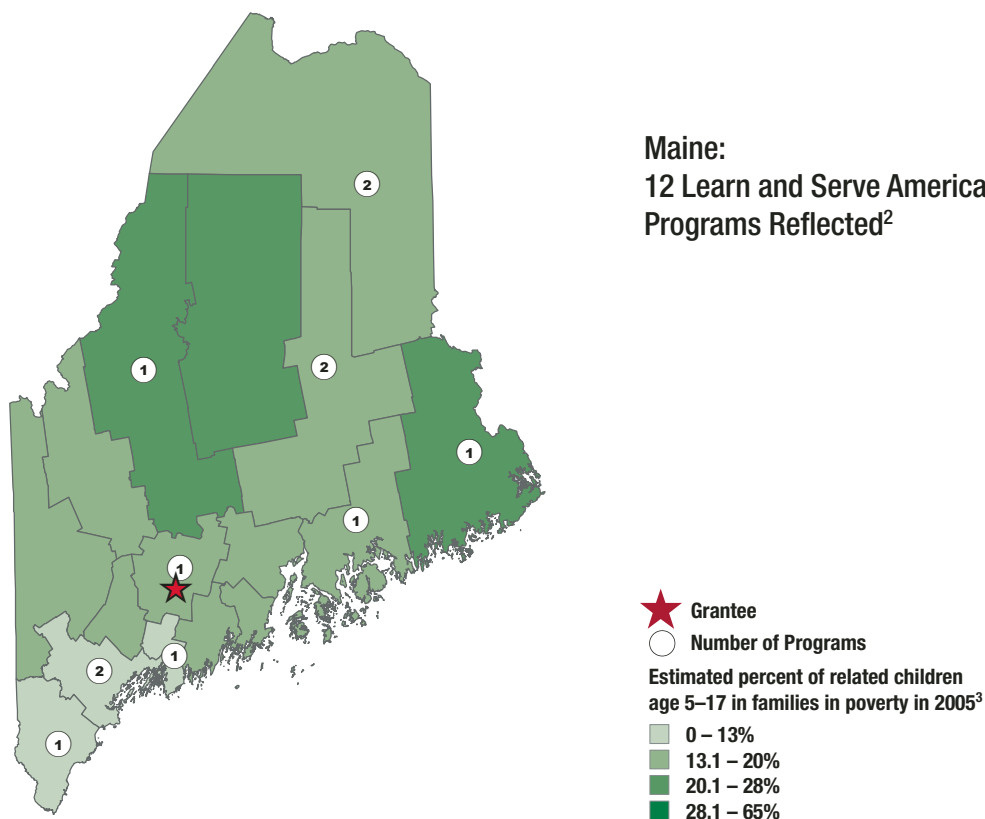
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Maine, 2006-2007: \$225,000**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Maine</b>	<b>National Median<sup>4</sup></b>
Number of student participants	1,526	7,607
Median number of student participants per program	58	191
Total number of service hours	21,775	148,277
Number of teachers/staff involved with Learn and Serve programs	110	338
Median number of teachers/staff per program	7	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

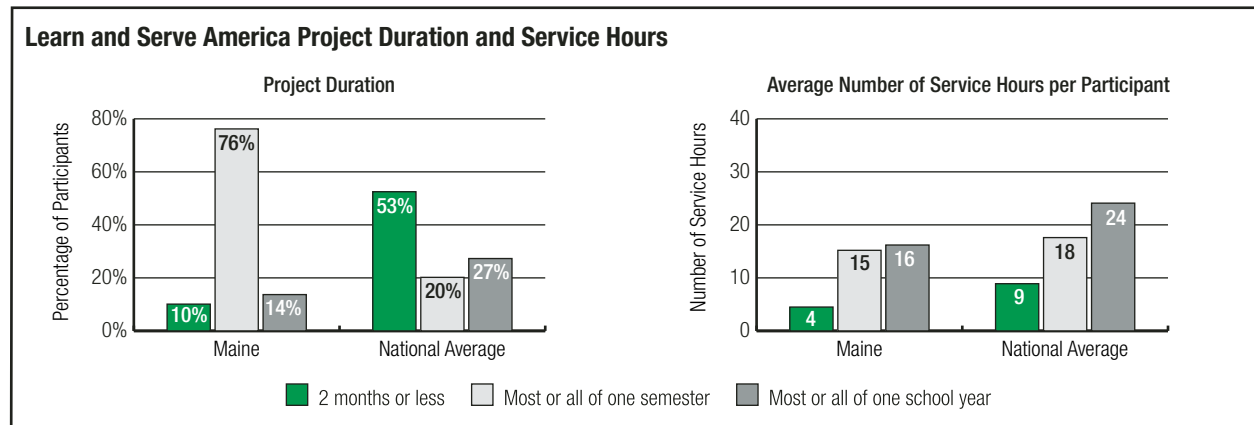
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Maine. Of the 12 programs represented, 12 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Maine, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Maine	Percent School Age (5-17 years old) <sup>2</sup> Population in Maine
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.3% / 98.7%	1.4% / 98.6%
<b>Race</b>		
Native American/Alaskan Native	0.7%	0.7%
Asian American	0.7%	1.0%
Black or African American	1.2%	1.2%
Native Hawaiian/Pacific Islander	0.2%	0.0%
White	96.5%	95.2%
Two or More Races	0.5%	1.8%



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%	50%	0.83	0.50
Has a Service-Learning Coordinator <sup>4</sup>	100%	72%	1.00	0.72
Service-Learning is part of the Strategic Plan	78%	77%	0.78	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	22%	58%	0.22	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	75%	54%	0.75	0.54
Institutionalization Index Score Total			3.58	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Maine, 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.

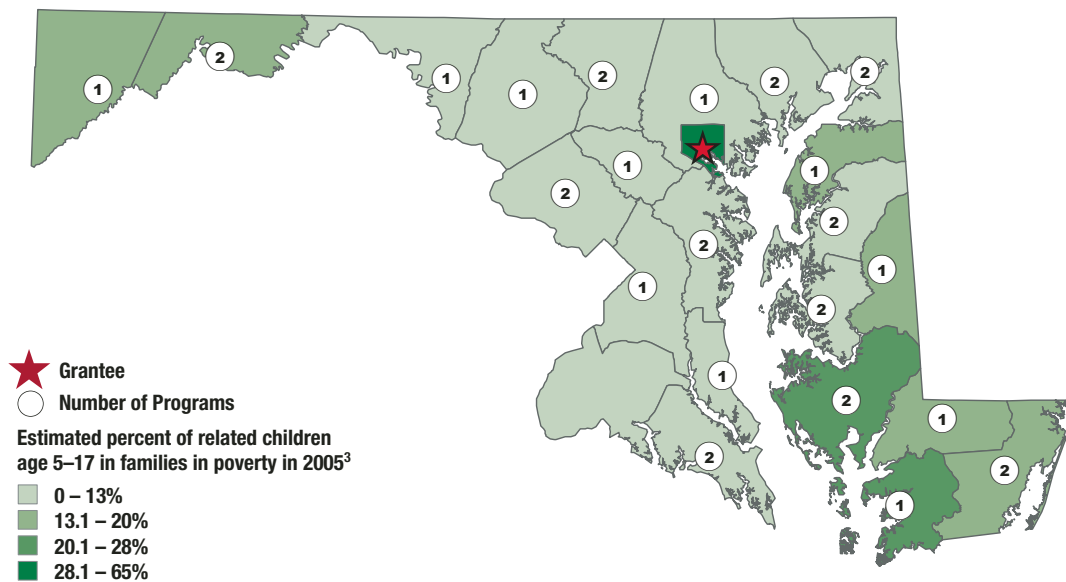
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Maryland:  
33 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Maryland, 2006-2007: \$277,891**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Maryland</b>	<b>National Median<sup>4</sup></b>
Number of student participants	372,245	7,607
Median number of student participants per program	5,400	191
Total number of service hours	2,264,287	148,277
Number of teachers/staff involved with Learn and Serve programs	6,642	338
Median number of teachers/staff per program	50	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

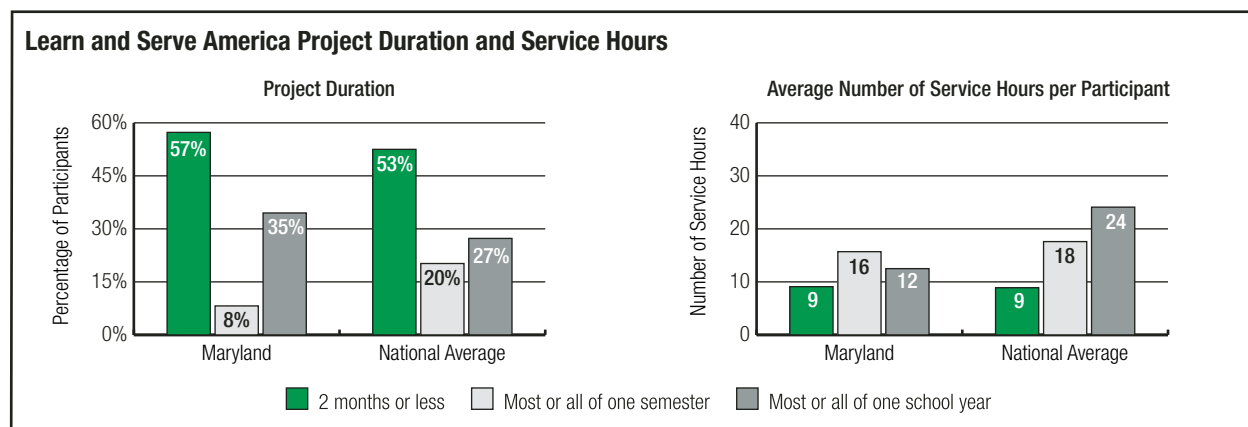
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Maryland. Of the 33 programs represented, 11 are funded through 2006 grant funds, and 22 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Maryland, 27 of 33 (81.8%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Maryland	Percent School Age (5-17 years old) <sup>2</sup> Population in Maryland
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	10.0% / 90.0%	7.0% / 93.0%
<b>Race</b>		
Native American/Alaskan Native	0.3%	0.3%
Asian American	8.3%	4.4%
Black or African American	21.9%	33.6%
Native Hawaiian/Pacific Islander	0.7%	0.1%
White	68.8%	58.8%
Two or More Races	0.0%	2.8%



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	61%	50%	0.61	0.50
Has a Service-Learning Coordinator <sup>4</sup>	100%	72%	1.00	0.72
Service-Learning is part of the Strategic Plan	77%	77%	0.77	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	58%	1.00	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	63%	54%	0.63	0.54
Institutionalization Index Score Total			4.01	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Maryland, 9.0% of student participants were categorized as Race Unknown.

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

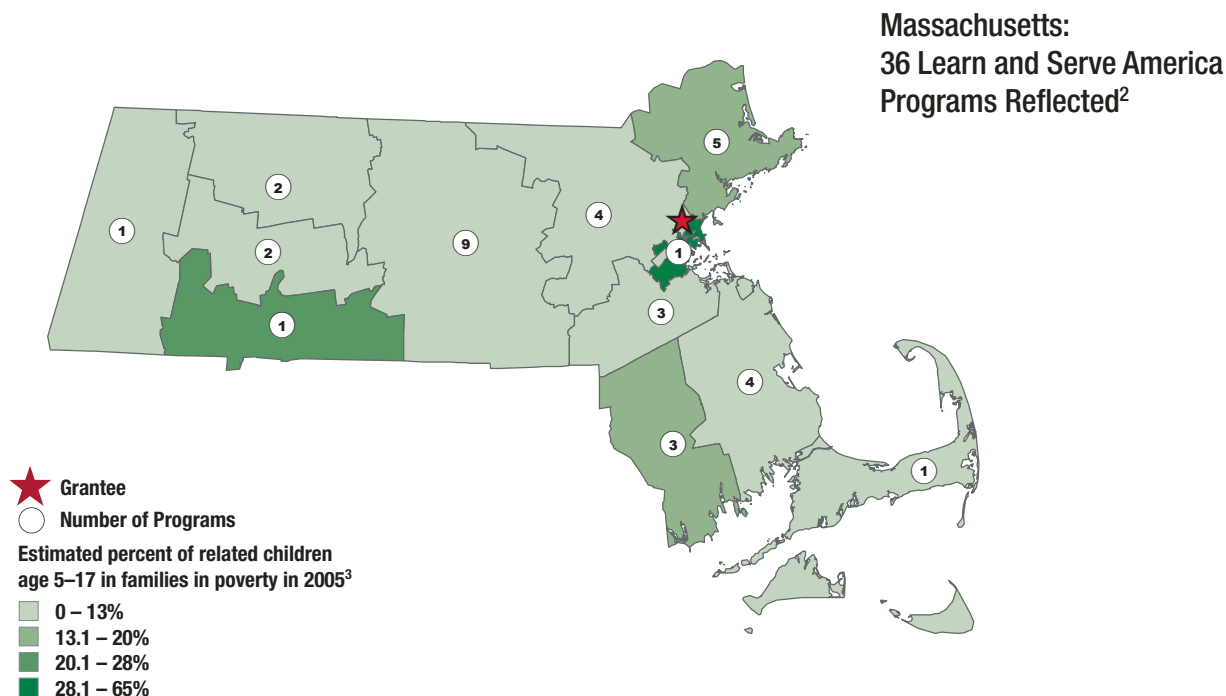
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Massachusetts, 2006-2007: \$350,527**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Massachusetts</b>	<b>National Median<sup>4</sup></b>
Number of student participants	21,702	7,607
Median number of student participants per program	189	191
Total number of service hours	271,744	148,277
Number of teachers/staff involved with Learn and Serve programs	937	338
Median number of teachers/staff per program	12	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

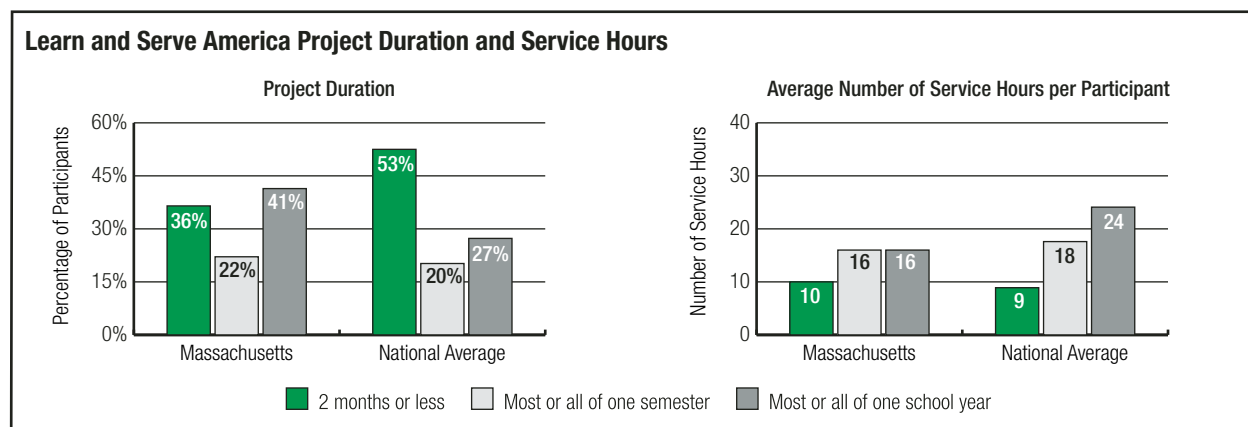
2 This map depicts the number of programs reported for Massachusetts. Of the 36 programs represented, 22 are funded through 2006 grant funds, and 14 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Massachusetts, 36 of 36 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



	Percent Participating in Programs in Massachusetts	Percent School Age (5-17 years old) <sup>2</sup> Population in Massachusetts
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	9.5% / 90.5%	11.4% / 88.6%
<b>Race</b>		
Native American/Alaskan Native	0.3%	0.4%
Asian American	3.2%	4.7%
Black or African American	5.4%	8.9%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	86.8%	83.6%
Two or More Races	4.2%	2.3%



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	82%	50%	0.82	0.50
Has a Service-Learning Coordinator <sup>4</sup>	80%	72%	0.80	0.72
Service-Learning is part of the Strategic Plan	88%	77%	0.88	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	69%	58%	0.69	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	61%	54%	0.61	0.54
Institutionalization Index Score Total			3.80	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Massachusetts, 2.7% of student participants were categorized as Race Unknown.

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

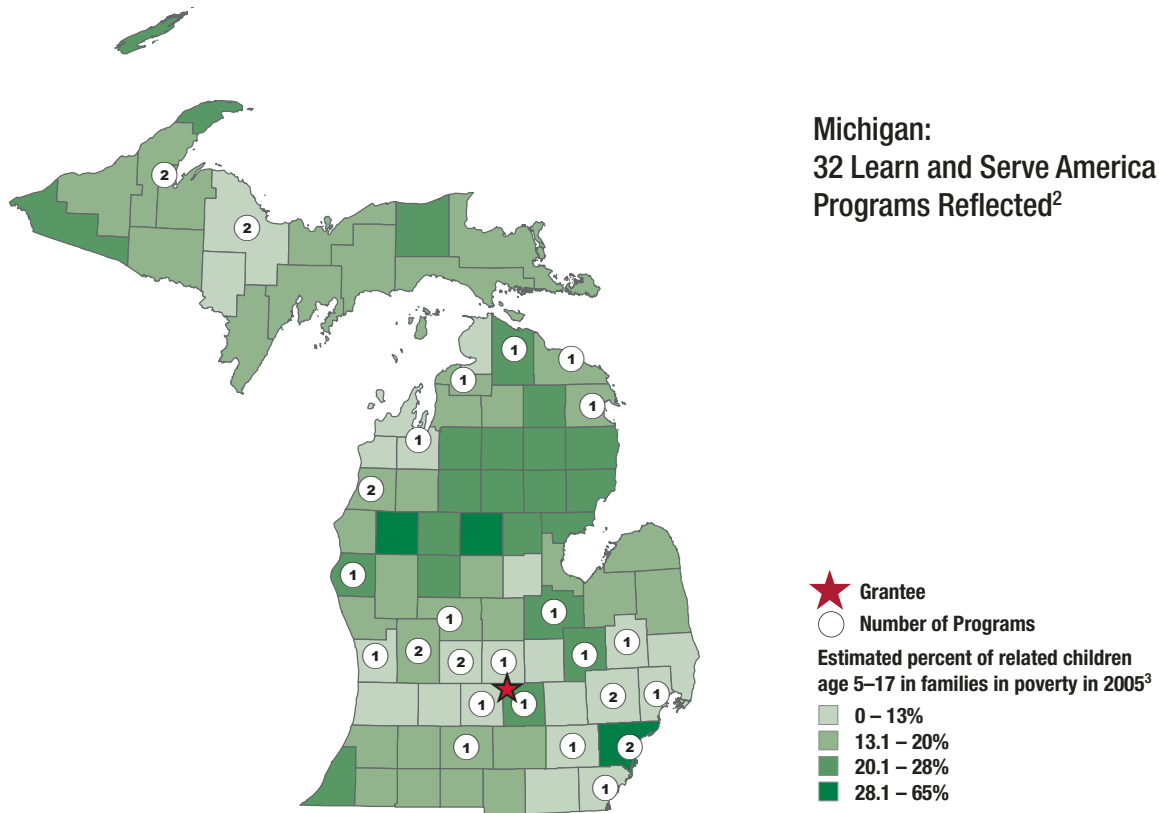
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Michigan, 2006-2007: \$623,217**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Michigan</b>	<b>National Median<sup>4</sup></b>
Number of student participants	40,144	7,607
Median number of student participants per program	749	191
Total number of service hours	464,799	148,277
Number of teachers/staff involved with Learn and Serve programs	1,746	338
Median number of teachers/staff per program	29	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

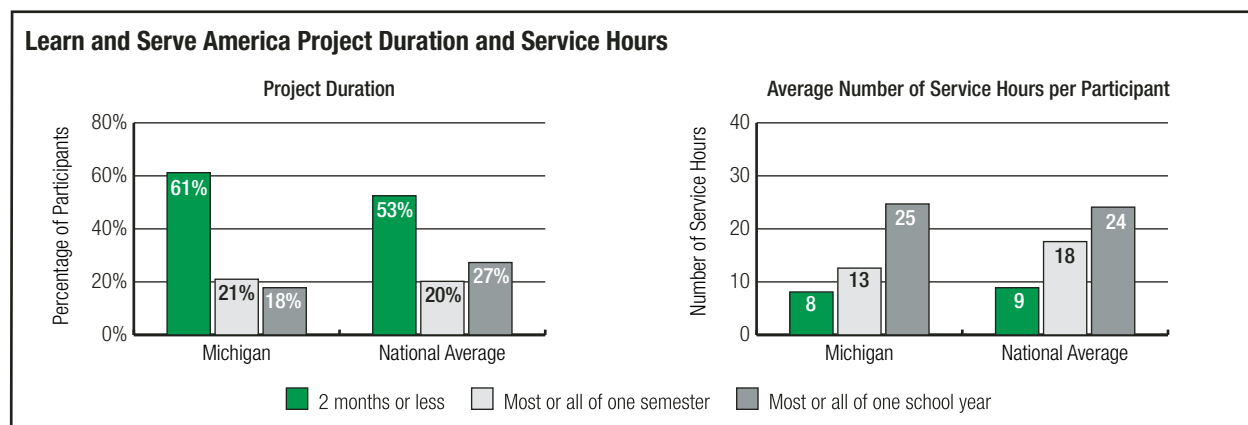
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Michigan. Of the 32 programs represented, 25 are funded through 2006 grant funds, and 7 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Michigan, 32 of 32 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Michigan	Percent School Age (5-17 years old) <sup>2</sup> Population in Michigan
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	3.6% / 96.4%	5.4% / 94.6%
<b>Race</b>		
Native American/Alaskan Native	1.1%	0.7%
Asian American	1.3%	2.3%
Black or African American	4.8%	18.0%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	90.9%	76.2%
Two or More Races	1.8%	2.8%



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%	50%	0.87	0.50
Has a Service-Learning Coordinator <sup>4</sup>	94%	72%	0.94	0.72
Service-Learning is part of the Strategic Plan	83%	77%	0.83	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	58%	58%	0.58	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	78%	54%	0.78	0.54
Institutionalization Index Score Total			4.00	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Michigan, 0.7% of student participants were categorized as Race Unknown.

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

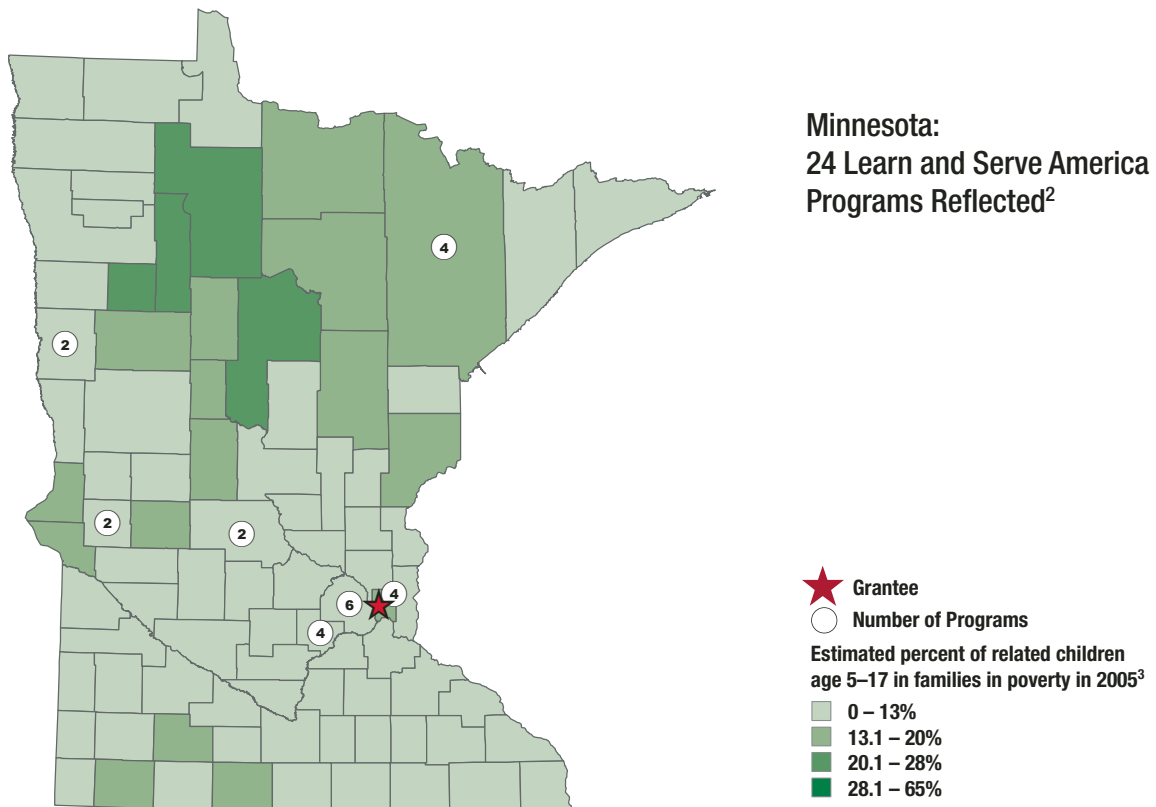
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Minnesota, 2006-2007: \$238,038**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Minnesota</b>	<b>National Median<sup>4</sup></b>
Number of student participants	22,922	7,607
Median number of student participants per program	689	191
Total number of service hours	246,403	148,277
Number of teachers/staff involved with Learn and Serve programs	964	338
Median number of teachers/staff per program	34	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

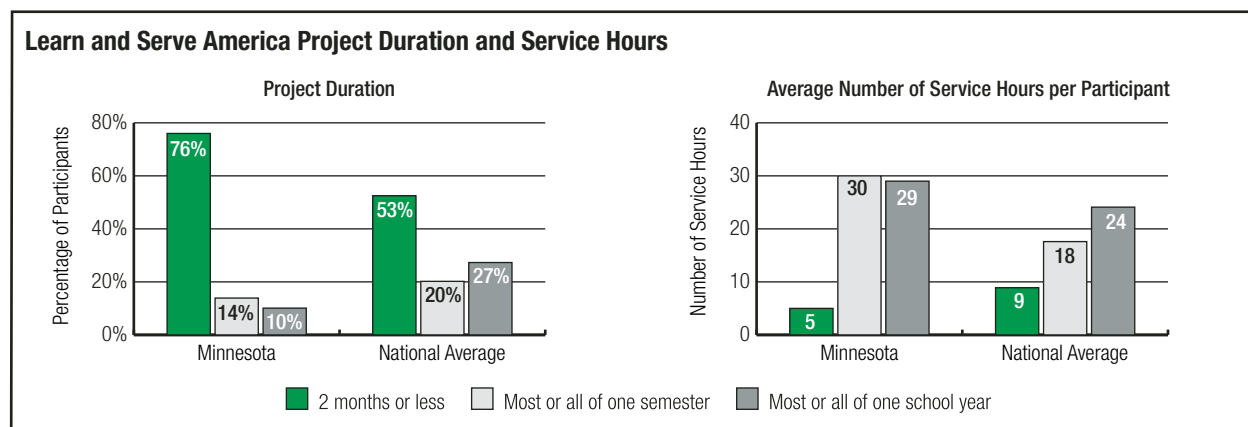
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Minnesota. Of the 24 programs represented, 12 are funded through 2006 grant funds, and 12 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Minnesota, 22 of 24 (91.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Minnesota	Percent School Age (5-17 years old) <sup>2</sup> Population in Minnesota
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.7% / 95.3%	5.3% / 94.7%
<b>Race</b>		
Native American/Alaskan Native	3.8%	1.6%
Asian American	2.8%	4.6%
Black or African American	4.7%	6.2%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	85.7%	84.5%
Two or More Races	2.9%	3.0%



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	90%	50%	0.90	0.50
Has a Service-Learning Coordinator <sup>4</sup>	91%	72%	0.91	0.72
Service-Learning is part of the Strategic Plan	91%	77%	0.91	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	88%	58%	0.88	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	73%	54%	0.73	0.54
Institutionalization Index Score Total			4.33	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Minnesota, 4.0% of student participants were categorized as Race Unknown.

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

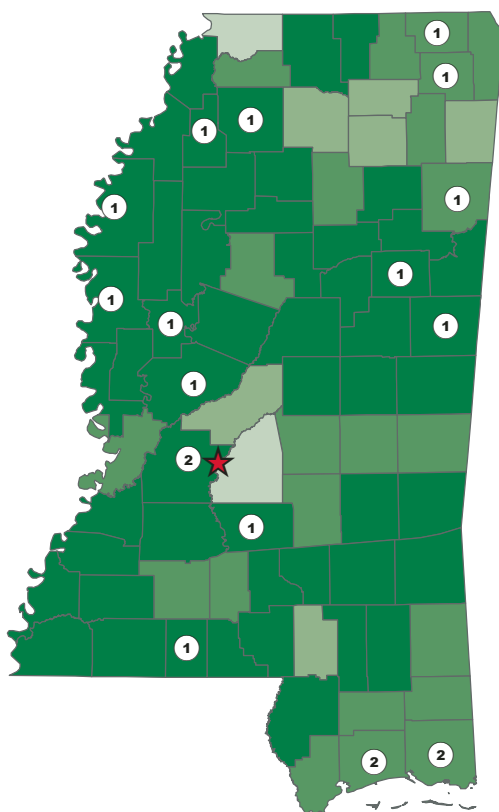
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

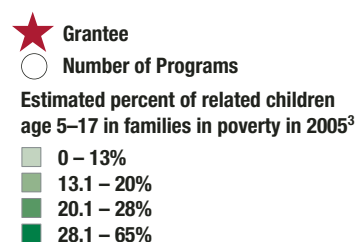
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



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



**K-12 Formula Funding for Mississippi, 2006-2007: \$358,714**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Mississippi</b>	<b>National Median<sup>4</sup></b>
Number of student participants	7,738	7,607
Median number of student participants per program	256	191
Total number of service hours	198,125	148,277
Number of teachers/staff involved with Learn and Serve programs	508	338
Median number of teachers/staff per program	13	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

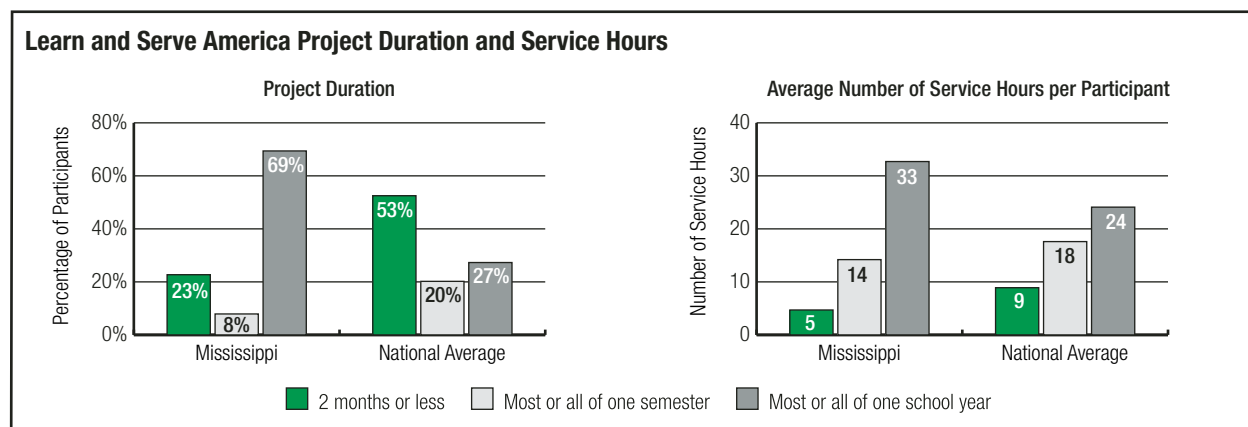
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Mississippi. Of the 19 programs represented, 14 are funded through 2006 grant funds, and 5 are funded through a no-cost extension. Data tables 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.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Mississippi	Percent School Age (5-17 years old) <sup>2</sup> Population in Mississippi
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.2% / 97.8%	2.0% / 98.0%
<b>Race</b> Native American/Alaskan Native	0.0%	0.6%
Asian American	0.5%	0.7%
Black or African American	55.5%	45.0%
Native Hawaiian/Pacific Islander	2.6%	0.0%
White	38.5%	52.5%
Two or More Races	2.9%	1.2%



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	47%	50%	0.47	0.50
Has a Service-Learning Coordinator <sup>4</sup>	72%	72%	0.72	0.72
Service-Learning is part of the Strategic Plan	81%	77%	0.81	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	35%	58%	0.35	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	31%	54%	0.31	0.54
Institutionalization Index Score Total			2.66	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Mississippi, 0.1% 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.

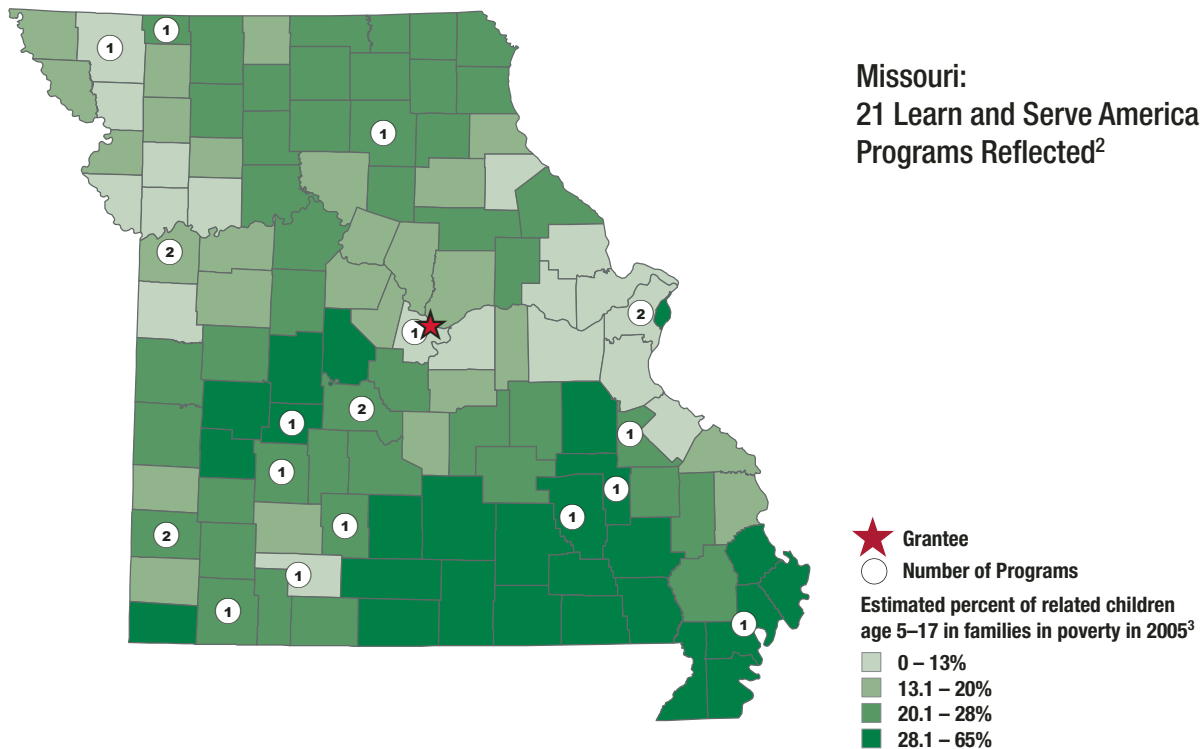
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Missouri, 2006-2007: \$302,439**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Missouri</b>	<b>National Median<sup>4</sup></b>
Number of student participants	4,458	7,607
Median number of student participants per program	85	191
Total number of service hours	108,555	148,277
Number of teachers/staff involved with Learn and Serve programs	338	338
Median number of teachers/staff per program	9	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

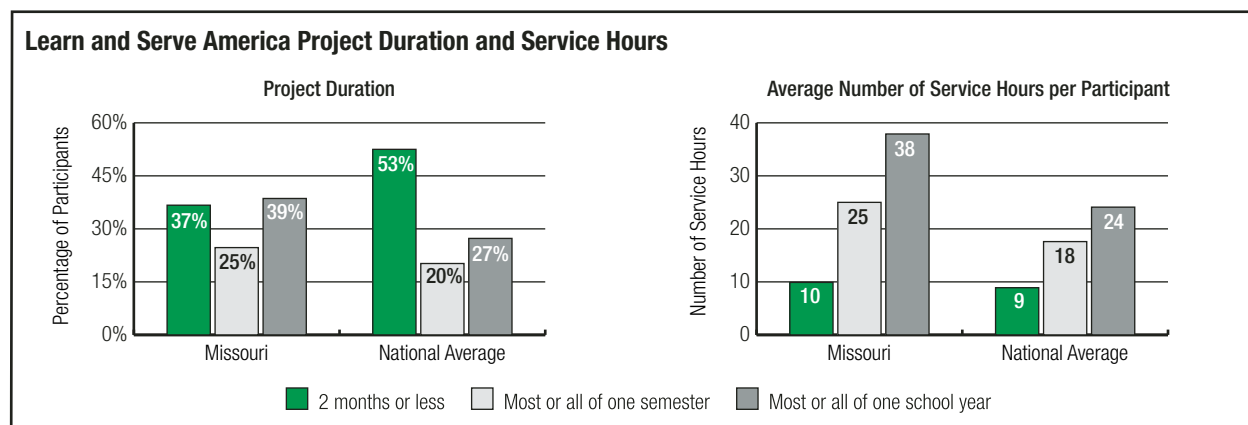
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Missouri. Of the 21 programs represented, 21 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Missouri, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Missouri	Percent School Age (5-17 years old) <sup>2</sup> Population in Missouri
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.1% / 97.9%	3.7% / 96.3%
<b>Race</b>		
Native American/Alaskan Native	1.2%	0.5%
Asian American	0.9%	1.3%
Black or African American	25.1%	14.7%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	72.3%	81.1%
Two or More Races	0.4%	2.4%



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	95%	50%	0.95	0.50
Has a Service-Learning Coordinator <sup>4</sup>	75%	72%	0.75	0.72
Service-Learning is part of the Strategic Plan	87%	77%	0.87	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	46%	58%	0.46	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	35%	54%	0.35	0.54
Institutionalization Index Score Total			3.38	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Missouri, 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.

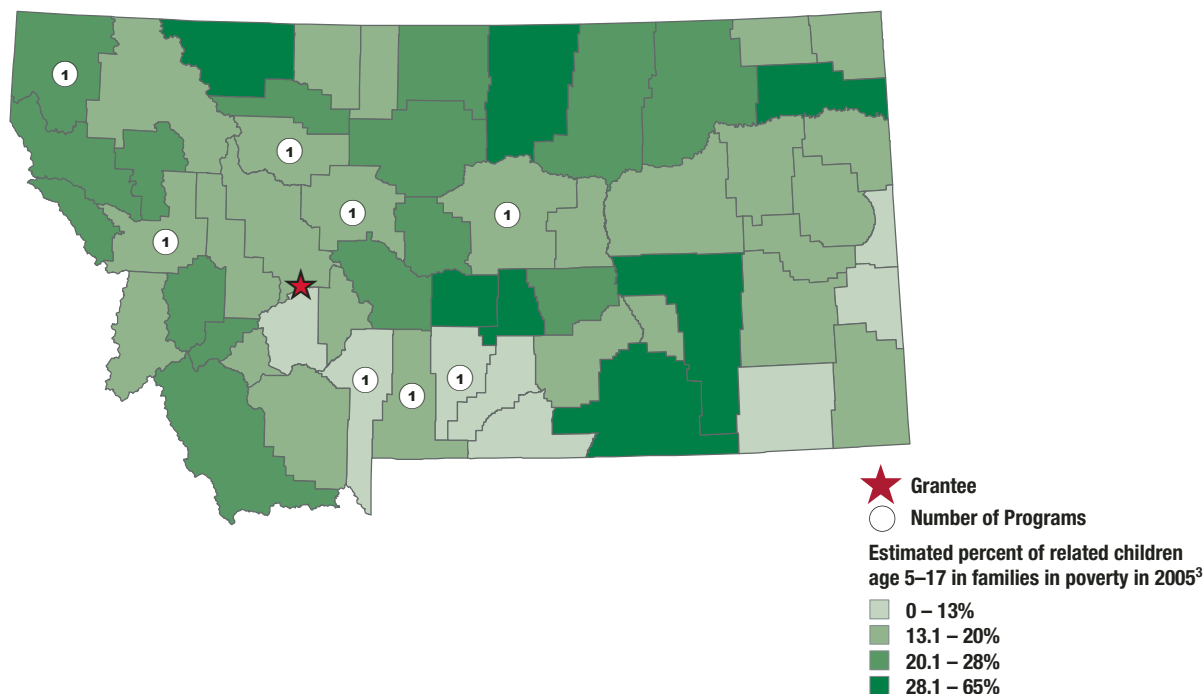
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Montana:**  
**8 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Montana, 2006-2007: \$225,000**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Montana</b>	<b>National Median<sup>4</sup></b>
Number of student participants	1,498	7,607
Median number of student participants per program	64	191
Total number of service hours	17,257	148,277
Number of teachers/staff involved with Learn and Serve programs	146	338
Median number of teachers/staff per program	19	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

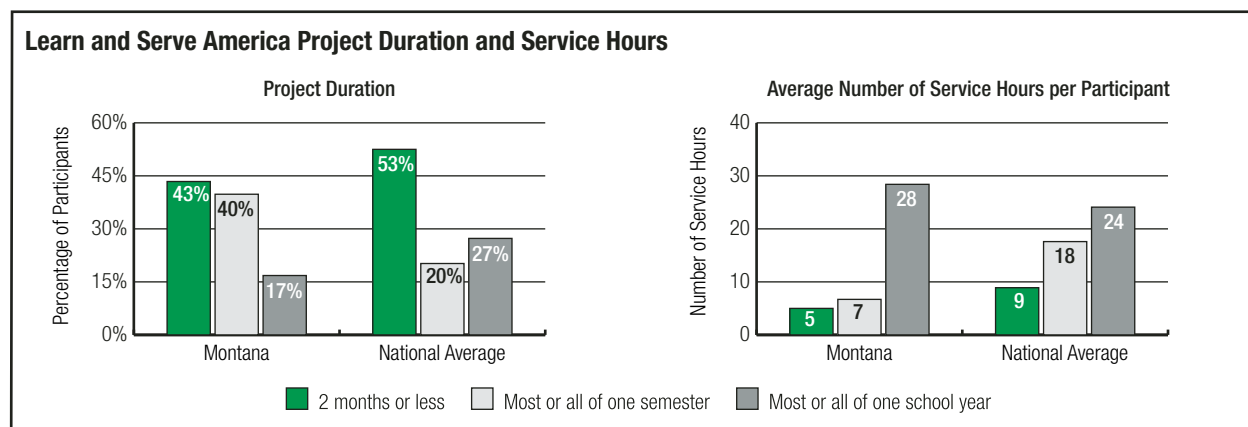
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Montana. Of the 8 programs represented, 8 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Montana, 8 of 8 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Montana	Percent School Age (5-17 years old) <sup>2</sup> Population in Montana
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.4% / 97.6%	3.8% / 96.2%
<b>Race</b> Native American/Alaskan Native	2.8%	9.6%
Asian American	0.8%	0.6%
Black or African American	0.9%	0.6%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	94.7%	86.3%
Two or More Races	0.9%	2.9%



<b>Service-Learning Institutionalization Index<sup>3</sup></b>	<b>Percentage of Programs</b>		<b>Institutionalization Index Score</b>	
	<b>Montana</b>	<b>National Average</b>	<b>Montana</b>	<b>National Average</b>
Has a Service-Learning Advisory Board	100%	50%	1.00	0.50
Has a Service-Learning Coordinator <sup>4</sup>	88%	72%	0.88	0.72
Service-Learning is part of the Strategic Plan	50%	77%	0.50	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	75%	58%	0.75	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	38%	54%	0.38	0.54
<b>Institutionalization Index Score Total</b>			<b>3.51</b>	<b>3.11</b>

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America 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.

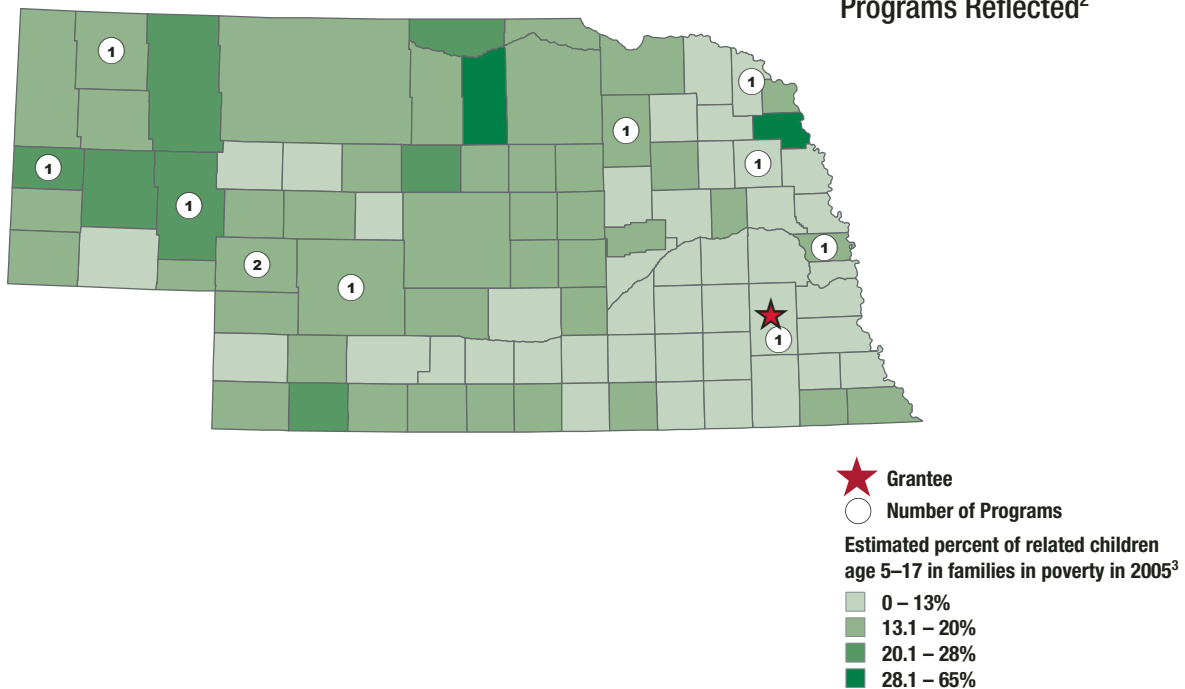
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Nebraska:  
11 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Nebraska, 2006-2007: \$92,976**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Nebraska</b>	<b>National Median<sup>4</sup></b>
Number of student participants	852	7,607
Median number of student participants per program	50	191
Total number of service hours	16,702	148,277
Number of teachers/staff involved with Learn and Serve programs	117	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

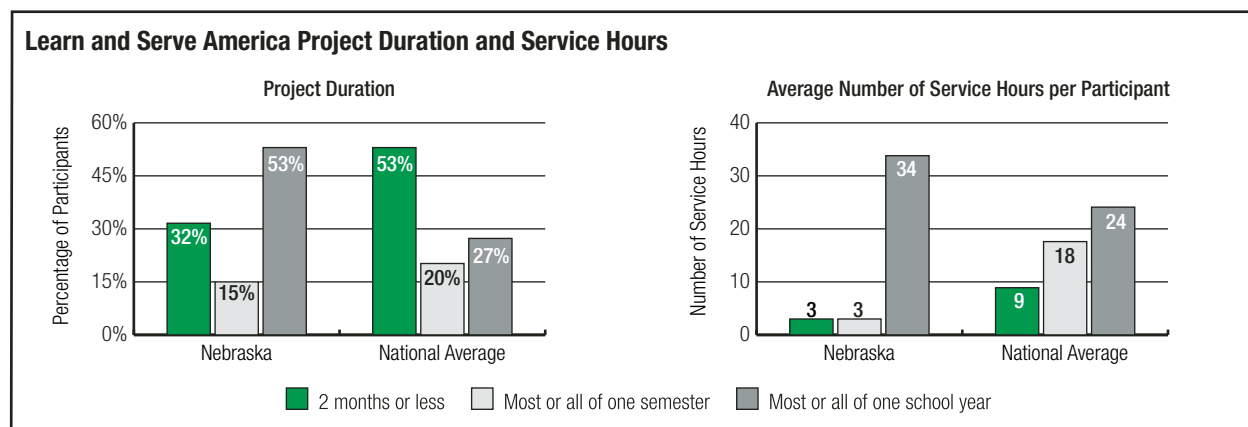
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Nebraska. Of the 11 programs represented, 2 are funded through 2006 grant funds, and 9 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Nebraska, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Nebraska	Percent School Age (5-17 years old) <sup>2</sup> Population in Nebraska
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	7.3% / 92.7%	10.7% / 89.3%
<b>Race</b> Native American/Alaskan Native	2.3%	1.4%
Asian American	0.2%	1.5%
Black or African American	2.0%	5.9%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	91.6%	88.8%
Two or More Races	3.8%	2.3%



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	20%	50%	0.20	0.50
Has a Service-Learning Coordinator <sup>4</sup>	30%	72%	0.30	0.72
Service-Learning is part of the Strategic Plan	33%	77%	0.33	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	58%	0.50	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	20%	54%	0.20	0.54
Institutionalization Index Score Total			1.53	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America 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.

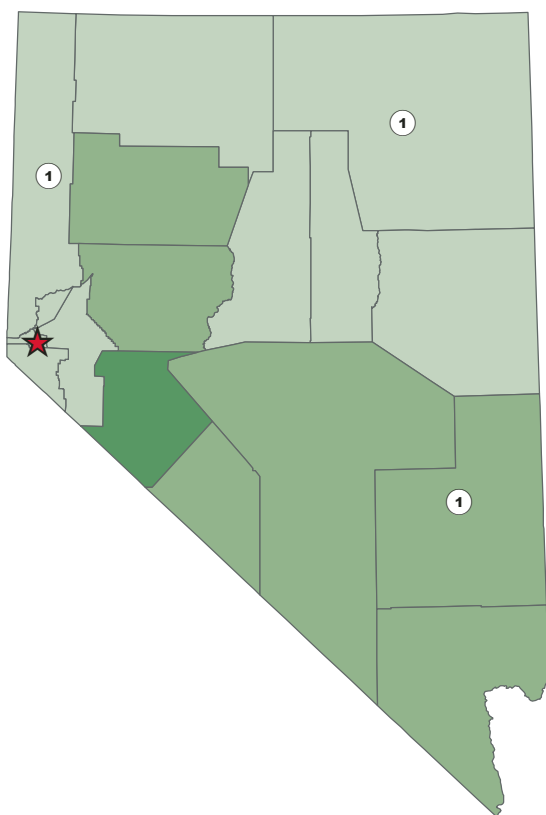
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

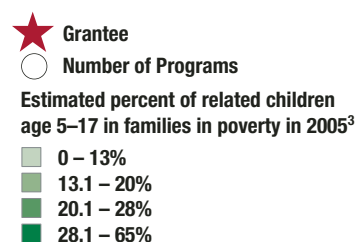
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**Nevada:**  
**3 Learn and Serve America Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Nevada, 2006-2007: \$109,269**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Nevada</b>	<b>National Median<sup>4</sup></b>
Number of student participants	599	7,607
Median number of student participants per program	164	191
Total number of service hours	7,820	148,277
Number of teachers/staff involved with Learn and Serve programs	27	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

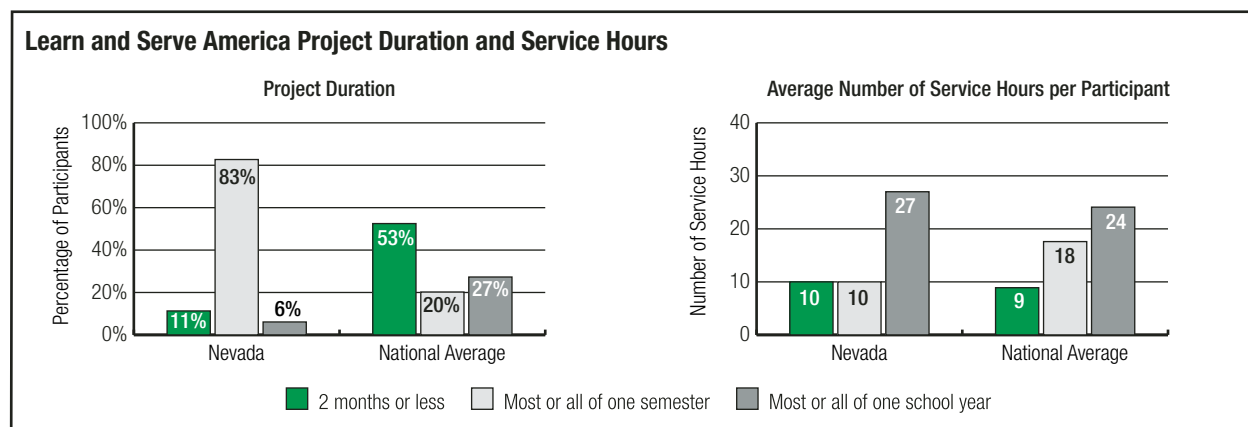
2 This map depicts the number of programs reported for Nevada. Of the 3 programs represented, 3 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Nevada, 3 of 3 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Nevada	Percent School Age (5-17 years old) <sup>2</sup> Population in Nevada
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	13.0% / 87.0%	33.8% / 66.2%
<b>Race</b>		
Native American/Alaskan Native	1.5%	1.6%
Asian American	0.9%	4.9%
Black or African American	1.1%	9.6%
Native Hawaiian/Pacific Islander	0.9%	0.6%
White	75.9%	78.7%
Two or More Races	19.7%	4.6%



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%	50%	1.00	0.50
Has a Service-Learning Coordinator <sup>4</sup>	0%	72%	0.00	0.72
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	100%	58%	1.00	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	33%	54%	0.33	0.54
Institutionalization Index Score Total			3.33	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Nevada, 8.7% of student participants were categorized as Race Unknown.

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

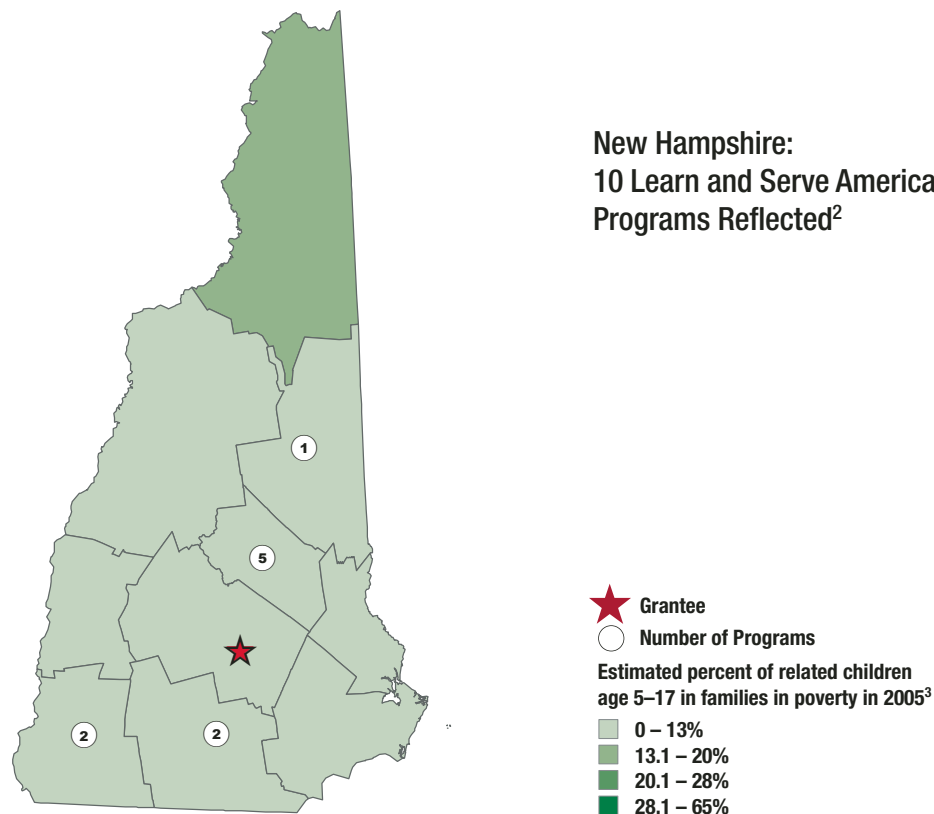
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for New Hampshire, 2006-2007: \$58,751**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>New Hampshire</b>	<b>National Median<sup>4</sup></b>
Number of student participants	994	7,607
Median number of student participants per program	21	191
Total number of service hours	2,114	148,277
Number of teachers/staff involved with Learn and Serve programs	80	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

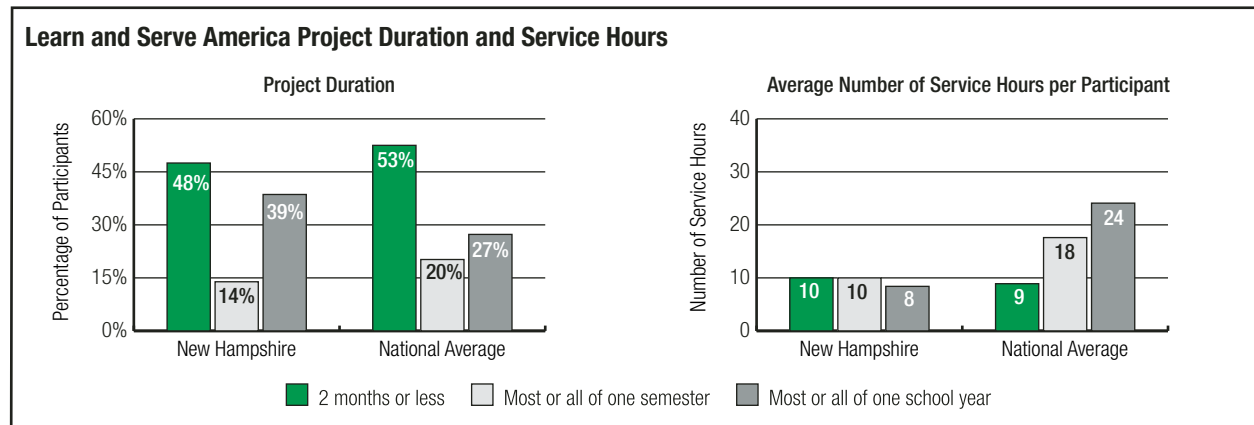
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Hampshire. Of the 10 programs represented, 8 are funded through 2006 grant funds, and 2 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For New Hampshire, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		Percent Participating in 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	10.1% / 89.9%	3.1% / 96.9%
<b>Race</b>	Native American/Alaskan Native	1.0%	0.2%
	Asian American	3.1%	1.7%
	Black or African American	8.9%	1.3%
	Native Hawaiian/Pacific Islander	0.5%	0.0%
	White	82.3%	95.0%
	Two or More Races	4.2%	1.7%



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	78%	50%	0.78	0.50
Has a Service-Learning Coordinator <sup>4</sup>	70%	72%	0.70	0.72
Service-Learning is part of the Strategic Plan	13%	77%	0.13	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	0%	58%	0.00	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	11%	54%	0.11	0.54
Institutionalization Index Score Total			1.72	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For New Hampshire, 1.0% of student participants were categorized as Race Unknown.

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

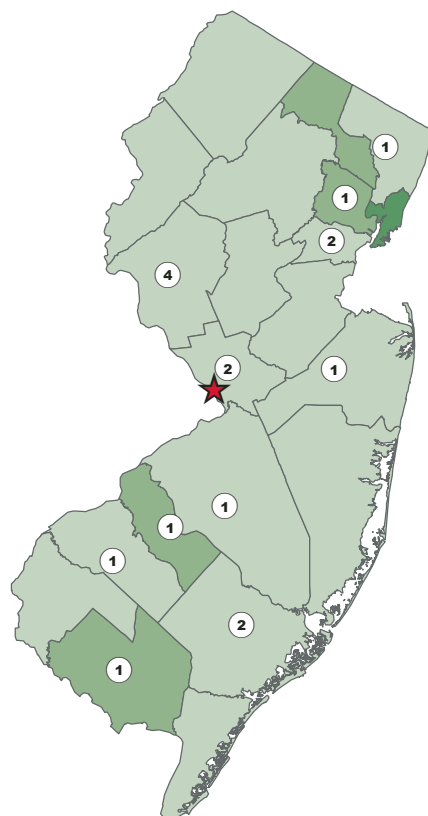
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

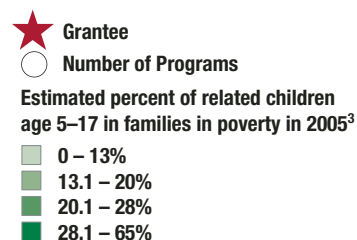
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**New Jersey:  
17 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for New Jersey, 2006-2007: \$483,503**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>New Jersey</b>	<b>National Median<sup>4</sup></b>
Number of student participants	10,533	7,607
Median number of student participants per program	270	191
Total number of service hours	172,469	148,277
Number of teachers/staff involved with Learn and Serve programs	546	338
Median number of teachers/staff per program	13	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

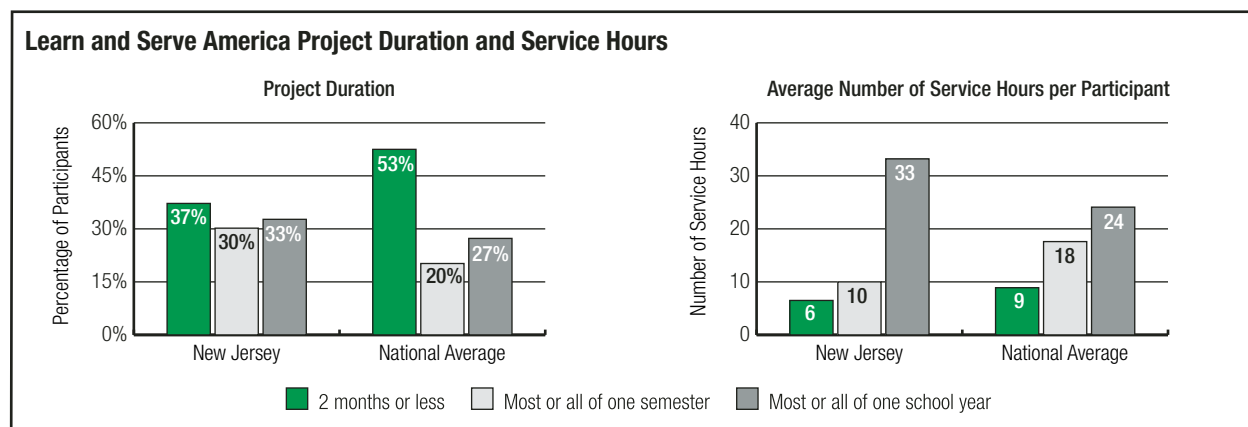
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Jersey. Of the 17 programs represented, 9 are funded through 2006 grant funds, and 8 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For New Jersey, 17 of 17 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	12.1% / 87.9%	17.7% / 82.3%
<b>Race</b> Native American/Alaskan Native	0.2%	0.4%
Asian American	5.7%	7.3%
Black or African American	26.6%	17.2%
Native Hawaiian/Pacific Islander	0.4%	0.1%
White	64.6%	73.0%
Two or More Races	2.6%	2.2%



<b>Service-Learning Institutionalization Index<sup>3</sup></b>	<b>Percentage of Programs</b>		<b>Institutionalization Index Score</b>	
	<b>New Jersey</b>	<b>National Average</b>	<b>New Jersey</b>	<b>National Average</b>
Has a Service-Learning Advisory Board	86%	50%	0.86	0.50
Has a Service-Learning Coordinator <sup>4</sup>	77%	72%	0.77	0.72
Service-Learning is part of the Strategic Plan	64%	77%	0.64	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	81%	58%	0.81	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	47%	54%	0.47	0.54
<b>Institutionalization Index Score Total</b>			<b>3.55</b>	<b>3.11</b>

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America 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.

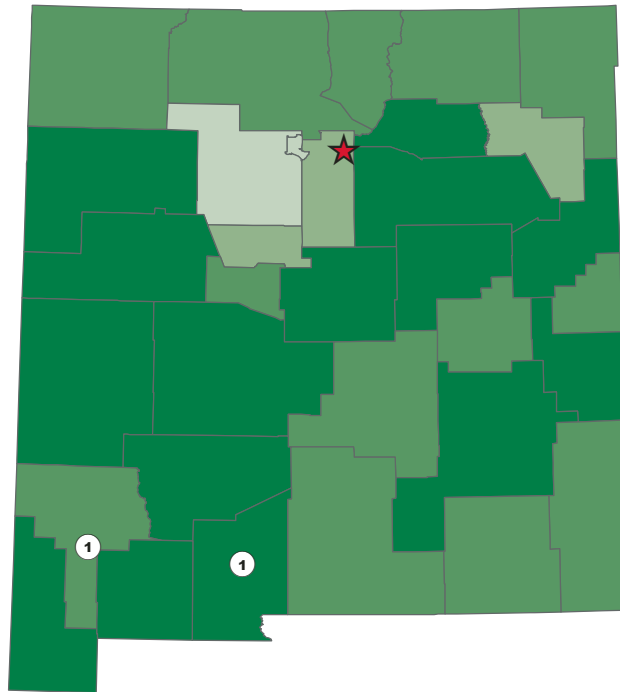
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

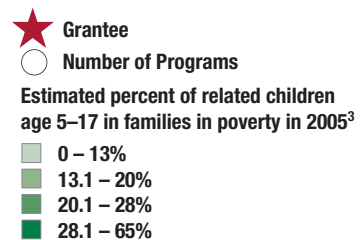
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



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



**K-12 Formula Funding for New Mexico, 2006-2007: \$130,340**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>New Mexico</b>	<b>National Median<sup>4</sup></b>
Number of student participants	516	7,607
Median number of student participants per program	258	191
Total number of service hours	14,262	148,277
Number of teachers/staff involved with Learn and Serve programs	80	338
Median number of teachers/staff per program	40	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

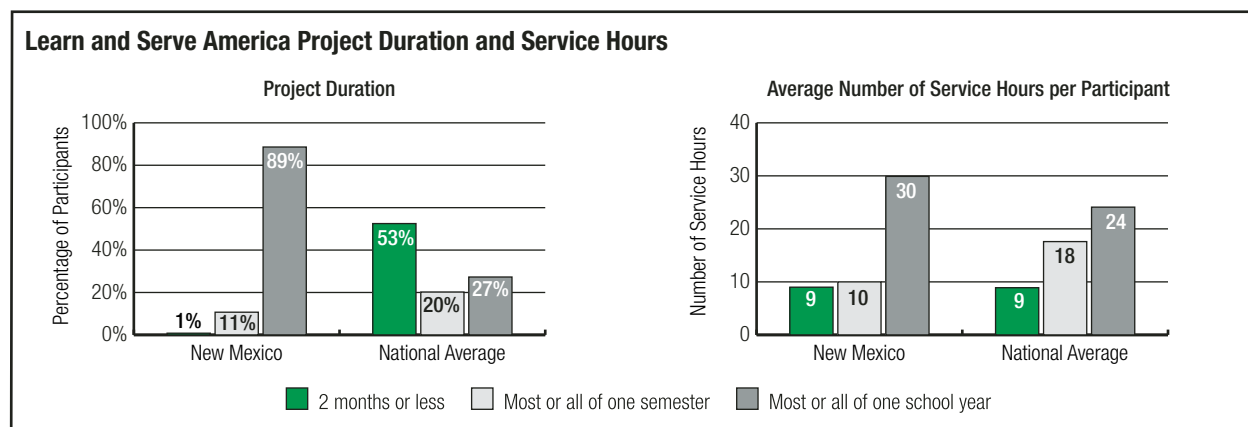
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New Mexico. Of the 2 programs represented, 0 are funded through 2006 grant funds, and 2 are funded through a no-cost extension. Data tables 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.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	66.7% / 33.3%	52.4% / 47.6%
<b>Race</b>		
Native American/Alaskan Native	2.5%	12.8%
Asian American	0.9%	1.2%
Black or African American	1.3%	2.9%
Native Hawaiian/Pacific Islander	0.0%	0.2%
White	92.7%	80.2%
Two or More Races	2.5%	2.7%



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	100%	50%	1.00	0.50
Has a Service-Learning Coordinator <sup>4</sup>	50%	72%	0.50	0.72
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	58%	0.50	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	54%	0.50	0.54
Institutionalization Index Score Total			3.50	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For New Mexico, 38.6% 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.

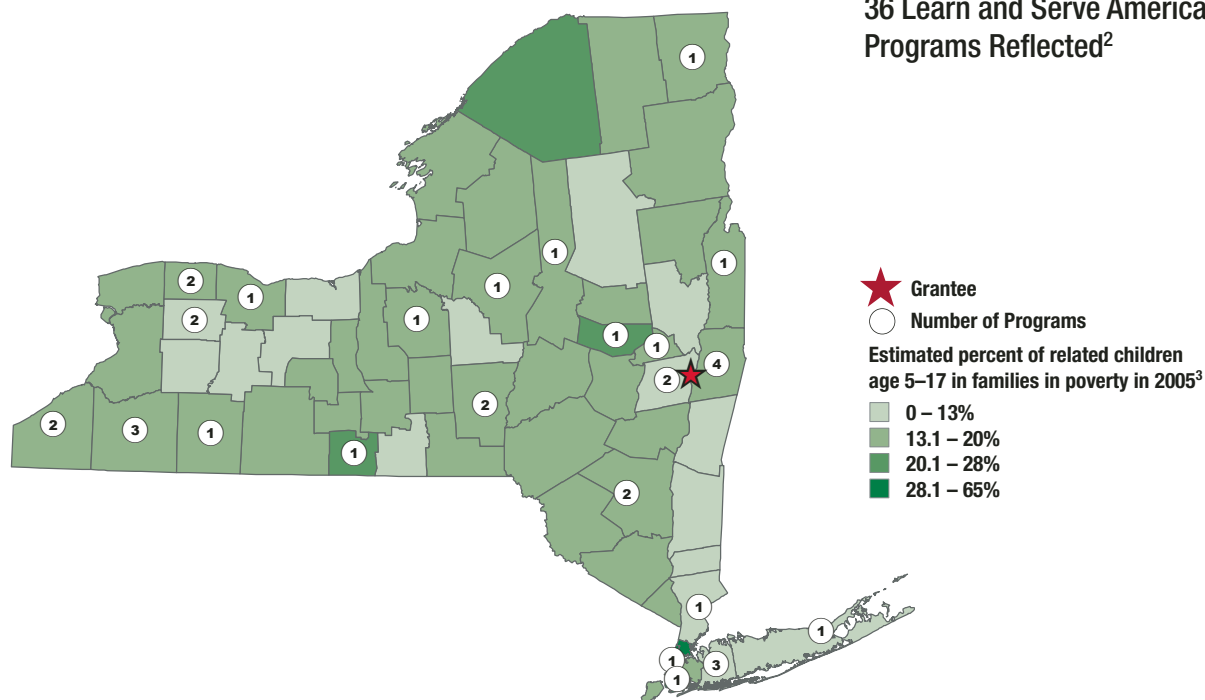
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**New York:**  
**36 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for New York, 2006-2007: \$1,931,342**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>New York</b>	<b>National Median<sup>4</sup></b>
Number of student participants	38,617	7,607
Median number of student participants per program	597	191
Total number of service hours	740,045	148,277
Number of teachers/staff involved with Learn and Serve programs	2,192	338
Median number of teachers/staff per program	33	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

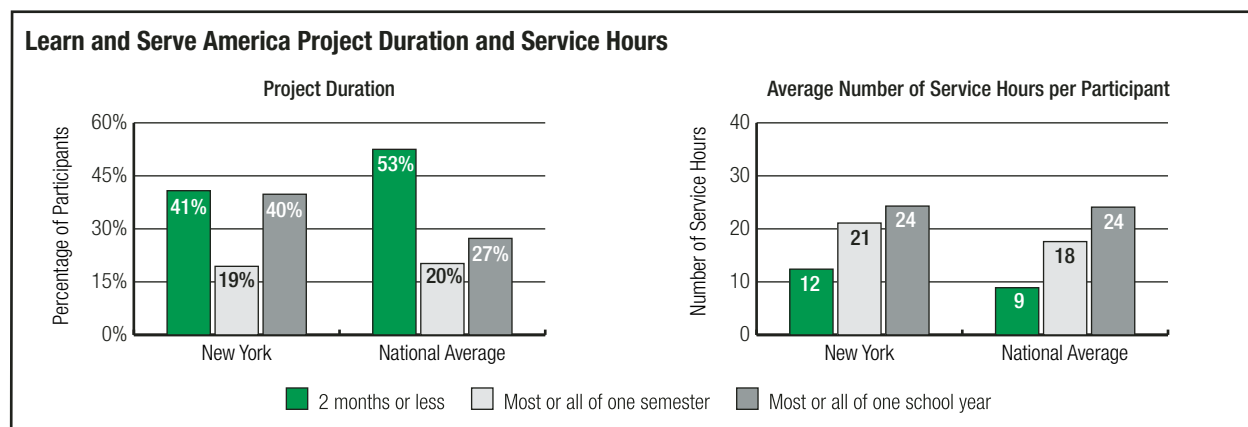
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for New York. Of the 36 programs represented, 27 are funded through 2006 grant funds, and 9 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For New York, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	8.9% / 91.1%	19.6% / 80.4%
<b>Race</b>		
Native American/Alaskan Native	0.2%	0.7%
Asian American	4.8%	6.1%
Black or African American	14.9%	20.8%
Native Hawaiian/Pacific Islander	0.3%	0.1%
White	78.5%	69.9%
Two or More Races	1.3%	2.3%



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	69%	50%	0.69	0.50
Has a Service-Learning Coordinator <sup>4</sup>	89%	72%	0.89	0.72
Service-Learning is part of the Strategic Plan	84%	77%	0.84	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	76%	58%	0.76	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	61%	54%	0.61	0.54
Institutionalization Index Score Total			3.79	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For New York, 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.

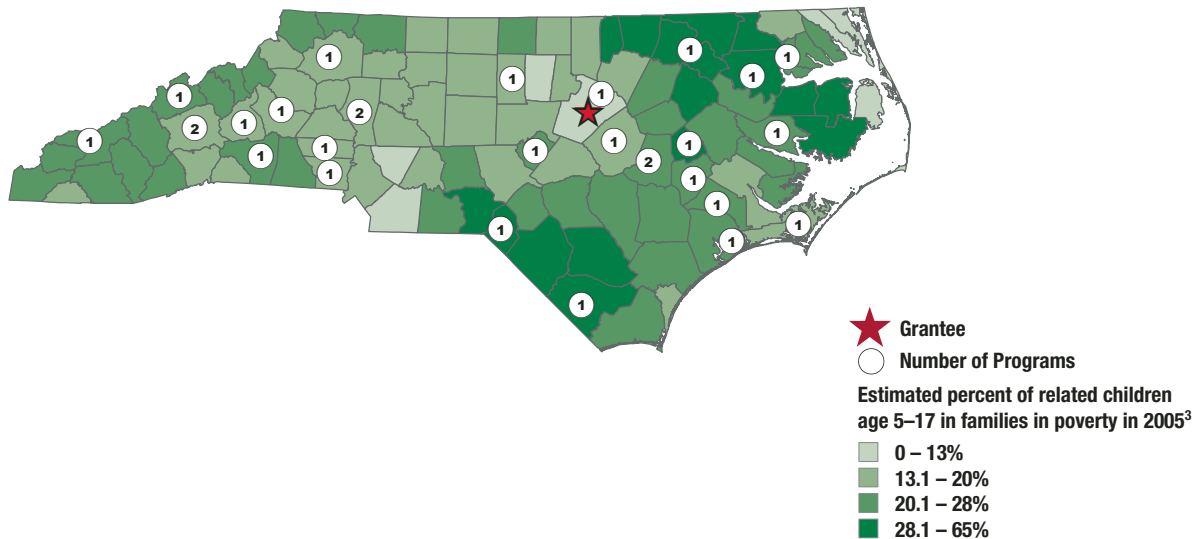
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**North Carolina:  
29 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for North Carolina, 2006-2007: \$429,713**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>North Carolina</b>	<b>National Median<sup>4</sup></b>
Number of student participants	11,927	7,607
Median number of student participants per program	205	191
Total number of service hours	325,504	148,277
Number of teachers/staff involved with Learn and Serve programs	641	338
Median number of teachers/staff per program	14	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

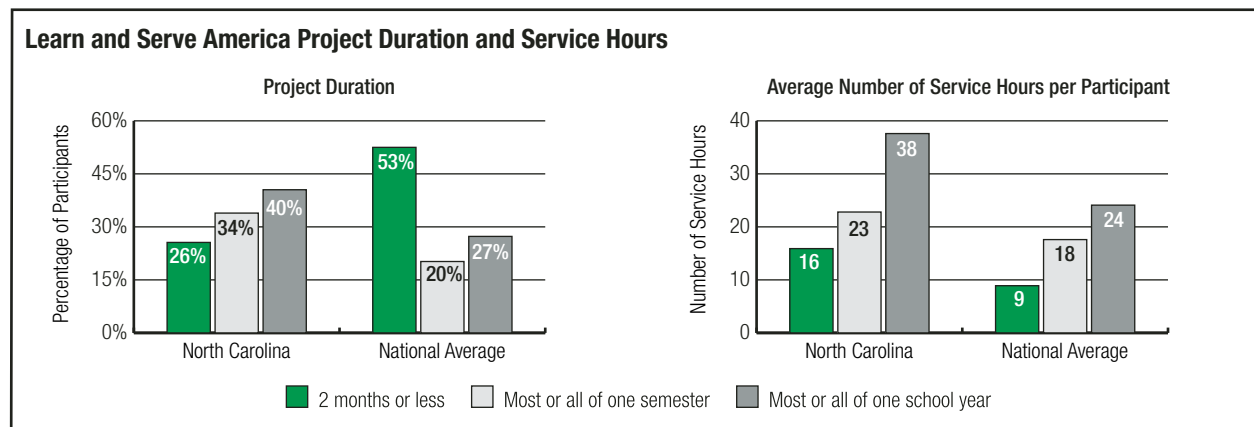
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for North Carolina. Of the 29 programs represented, 19 are funded through 2006 grant funds, and 10 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For North Carolina, 29 of 29 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	5.6% / 94.4%	8.5% / 91.5%
<b>Race</b>		
Native American/Alaskan Native	1.0%	1.5%
Asian American	2.1%	1.9%
Black or African American	27.2%	26.1%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	66.3%	68.4%
Two or More Races	3.3%	2.1%



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	37%	50%	0.37	0.50
Has a Service-Learning Coordinator <sup>4</sup>	63%	72%	0.63	0.72
Service-Learning is part of the Strategic Plan	93%	77%	0.93	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	48%	58%	0.48	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	48%	54%	0.48	0.54
Institutionalization Index Score Total			2.89	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For North Carolina, 0.6% of student participants were categorized as Race Unknown.

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

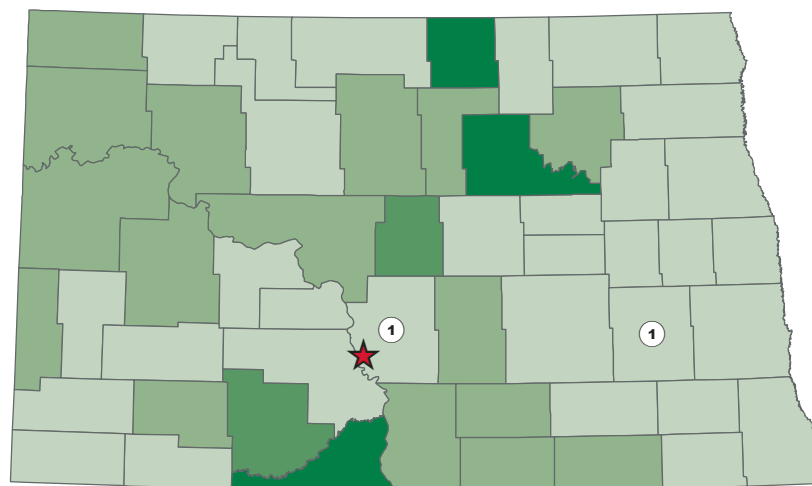
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

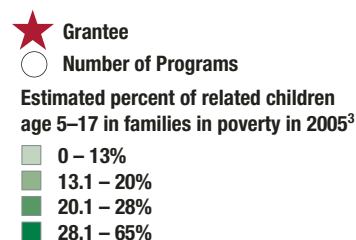
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**North Dakota:  
2 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for North Dakota, 2006-2007: \$41,738**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>North Dakota</b>	<b>National Median<sup>4</sup></b>
Number of student participants	695	7,607
Median number of student participants per program	348	191
Total number of service hours	5,837	148,277
Number of teachers/staff involved with Learn and Serve programs	142	338
Median number of teachers/staff per program	71	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

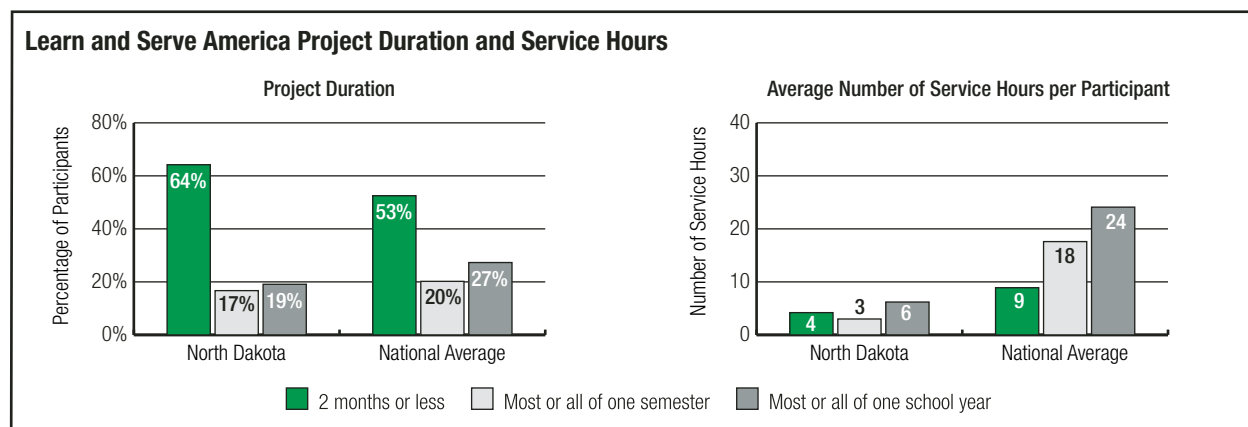
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for North Dakota. Of the 2 programs represented, 1 is funded through 2006 grant funds, and 1 is funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For North Dakota, 2 of 2 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in North Dakota	Percent School Age (5-17 years old) <sup>2</sup> Population in North Dakota
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	0.1% / 99.9%	2.4% / 97.6%
<b>Race</b>		
Native American/Alaskan Native	3.4%	8.5%
Asian American	1.0%	0.7%
Black or African American	1.3%	1.1%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	93.7%	87.2%
Two or More Races	0.6%	2.3%



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	North Dakota	National Average	North Dakota	National Average
Has a Service-Learning Advisory Board	50%	50%	0.50	0.50
Has a Service-Learning Coordinator <sup>4</sup>	50%	72%	0.50	0.72
Service-Learning is part of the Strategic Plan	0%	77%	0.00	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	58%	0.50	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	0%	54%	0.00	0.54
Institutionalization Index Score Total			1.50	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For North Dakota, 1.7% of student participants were categorized as Race Unknown.

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

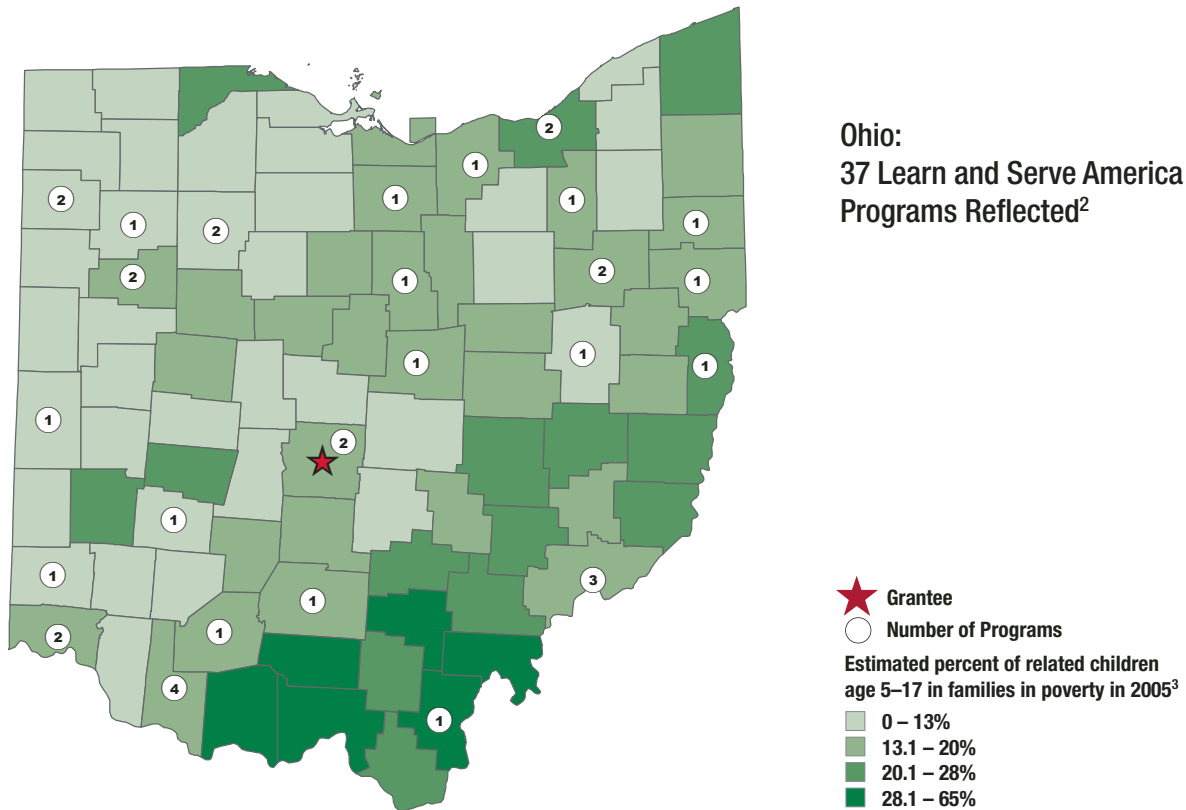
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Ohio, 2006-2007: \$651,801**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Ohio</b>	<b>National Median<sup>4</sup></b>
Number of student participants	21,282	7,607
Median number of student participants per program	275	191
Total number of service hours	242,387	148,277
Number of teachers/staff involved with Learn and Serve programs	1,386	338
Median number of teachers/staff per program	15	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

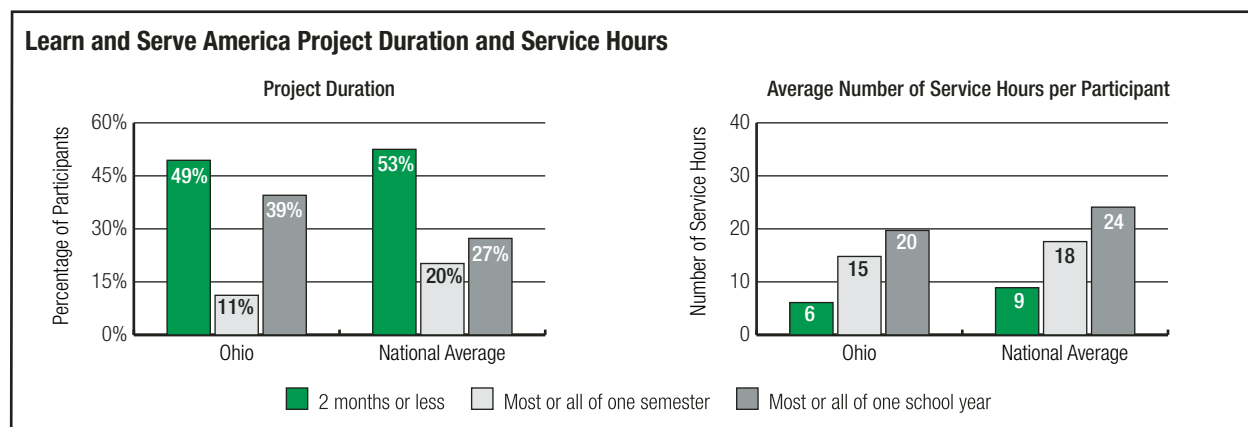
2 This map depicts the number of programs reported for Ohio. Of the 37 programs represented, 37 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Ohio, 37 of 37 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



	Percent Participating in Programs in Ohio	Percent School Age (5-17 years old) <sup>2</sup> Population in Ohio
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	4.1% / 95.9%	3.1% / 96.9%
<b>Race</b>		
Native American/Alaskan Native	0.2%	0.2%
Asian American	0.7%	1.4%
Black or African American	6.3%	15.1%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	89.3%	80.8%
Two or More Races	3.5%	2.5%



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	74%	50%	0.74	0.50
Has a Service-Learning Coordinator <sup>4</sup>	77%	72%	0.77	0.72
Service-Learning is part of the Strategic Plan	81%	77%	0.81	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	61%	58%	0.61	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	54%	54%	0.54	0.54
Institutionalization Index Score Total			3.47	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Ohio, 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.

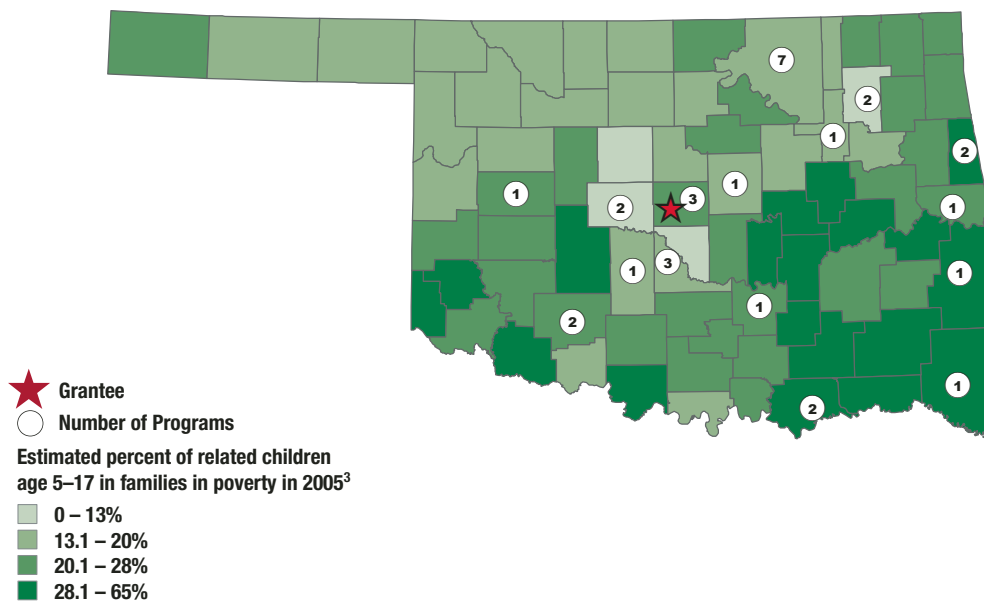
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Oklahoma:  
31 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Oklahoma, 2006-2007: \$197,487**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Oklahoma</b>	<b>National Median<sup>4</sup></b>
Number of student participants	19,154	7,607
Median number of student participants per program	35	191
Total number of service hours	346,103	148,277
Number of teachers/staff involved with Learn and Serve programs	285	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

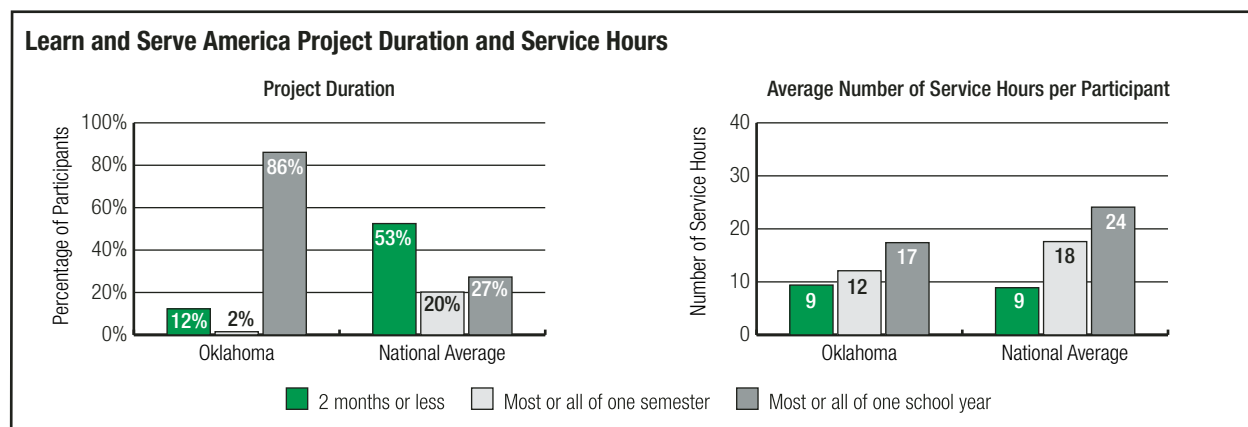
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Oklahoma. Of the 31 programs represented, 31 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Oklahoma, 31 of 31 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Oklahoma	Percent School Age (5-17 years old) <sup>2</sup> Population in Oklahoma
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	11.5% / 88.5%	9.8% / 90.2%
<b>Race</b> Native American/Alaskan Native	7.6%	10.5%
Asian American	2.6%	1.4%
Black or African American	31.7%	9.7%
Native Hawaiian/Pacific Islander	0.2%	0.1%
White	56.2%	72.1%
Two or More Races	1.7%	6.2%



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	79%	50%	0.79	0.50
Has a Service-Learning Coordinator <sup>4</sup>	62%	72%	0.62	0.72
Service-Learning is part of the Strategic Plan	52%	77%	0.52	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	32%	58%	0.32	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	33%	54%	0.33	0.54
Institutionalization Index Score Total			2.58	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Oklahoma, 2.5% of student participants were categorized as Race Unknown.

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

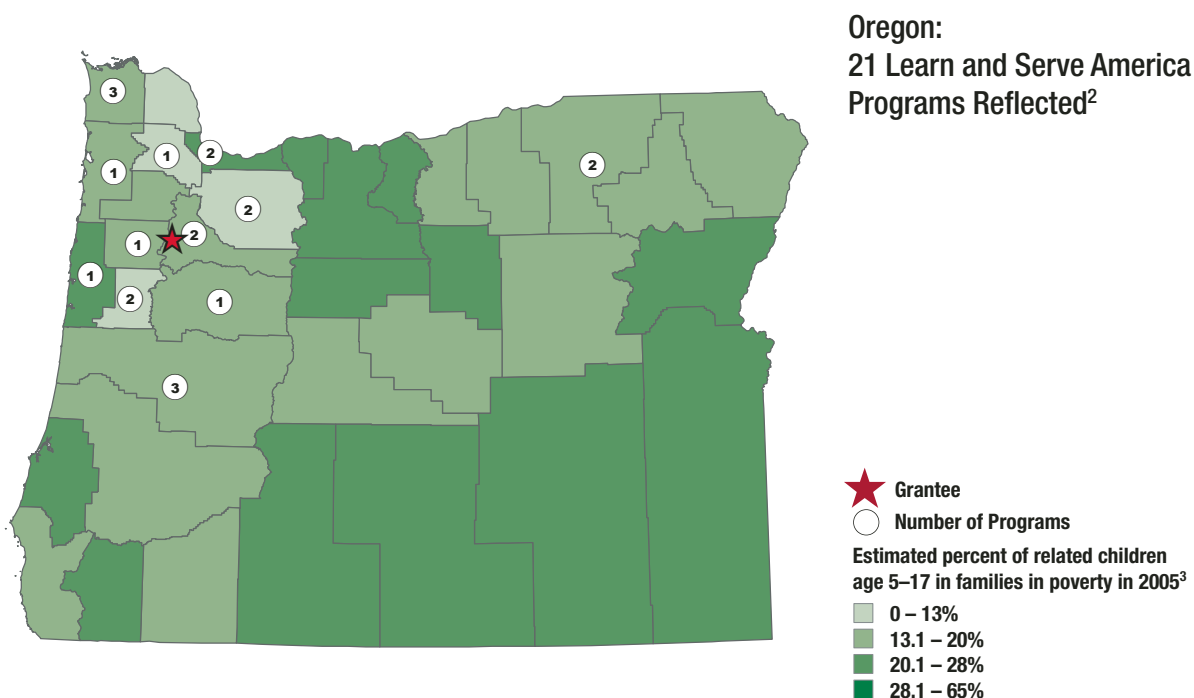
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Oregon, 2006-2007: \$187,701**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Oregon</b>	<b>National Median<sup>4</sup></b>
Number of student participants	13,512	7,607
Median number of student participants per program	200	191
Total number of service hours	239,755	148,277
Number of teachers/staff involved with Learn and Serve programs	505	338
Median number of teachers/staff per program	11	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

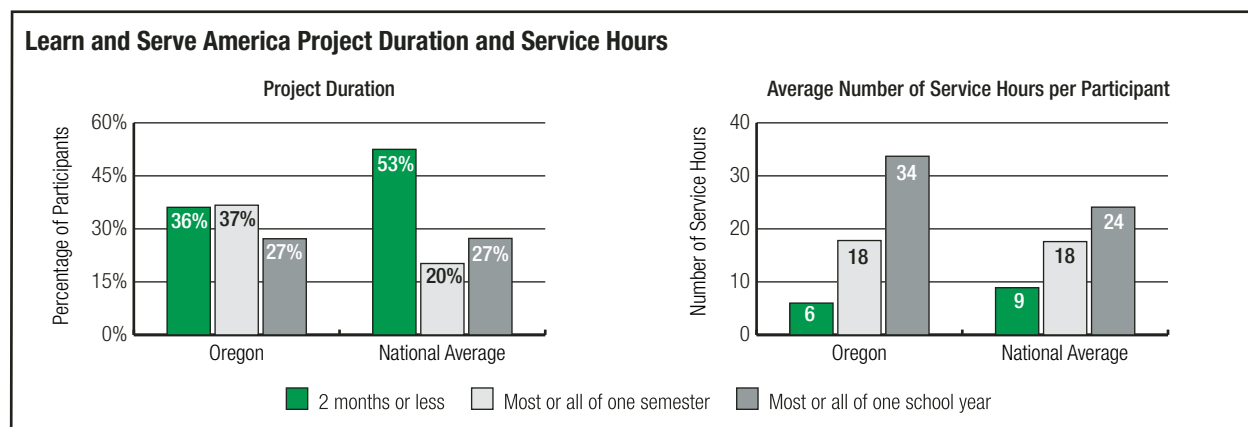
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Oregon. Of the 21 programs represented, 12 are funded through 2006 grant funds, and 9 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Oregon, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Oregon	Percent School Age (5-17 years old) <sup>2</sup> Population in Oregon
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	10.6% / 89.4%	15.6% / 84.4%
<b>Race</b>		
Native American/Alaskan Native	1.2%	1.7%
Asian American	4.5%	3.5%
Black or African American	1.4%	2.4%
Native Hawaiian/Pacific Islander	2.3%	0.3%
White	90.2%	87.9%
Two or More Races	0.4%	4.3%



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	38%	50%	0.38	0.50
Has a Service-Learning Coordinator <sup>4</sup>	60%	72%	0.60	0.72
Service-Learning is part of the Strategic Plan	94%	77%	0.94	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	67%	58%	0.67	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	60%	54%	0.60	0.54
Institutionalization Index Score Total			3.19	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Oregon, 6.6% of student participants were categorized as Race Unknown.

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

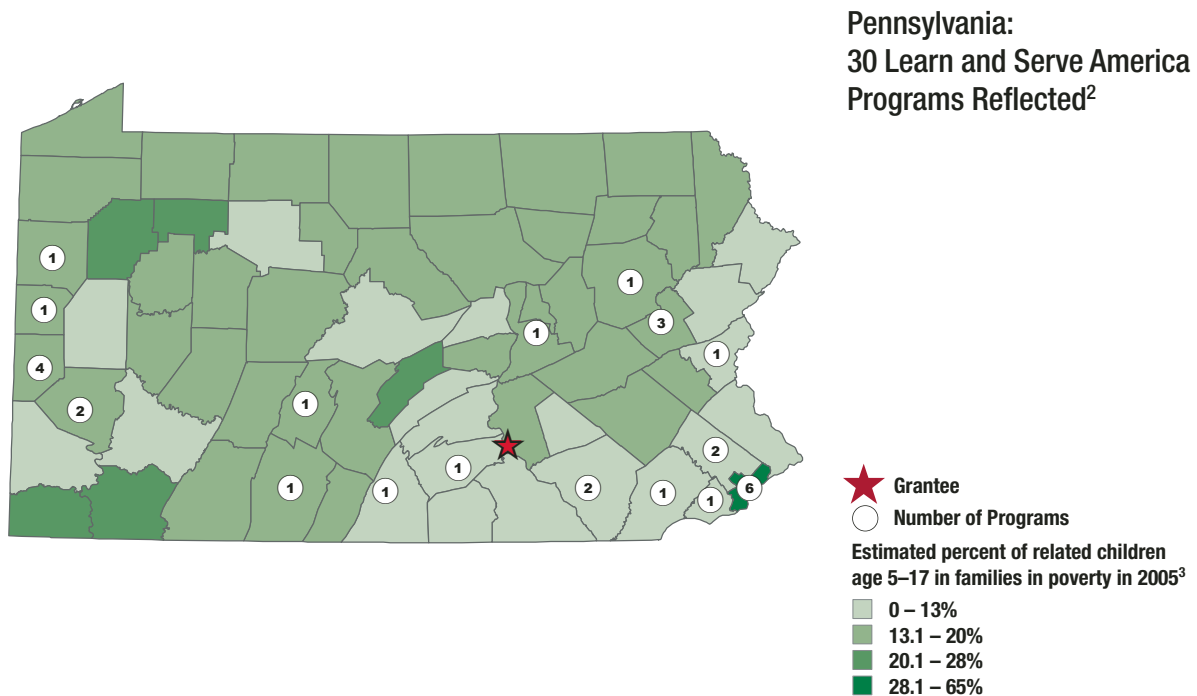
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Pennsylvania, 2006-2007: \$757,888**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Pennsylvania</b>	<b>National Median<sup>4</sup></b>
Number of student participants	10,789	7,607
Median number of student participants per program	188	191
Total number of service hours	209,041	148,277
Number of teachers/staff involved with Learn and Serve programs	482	338
Median number of teachers/staff per program	11	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

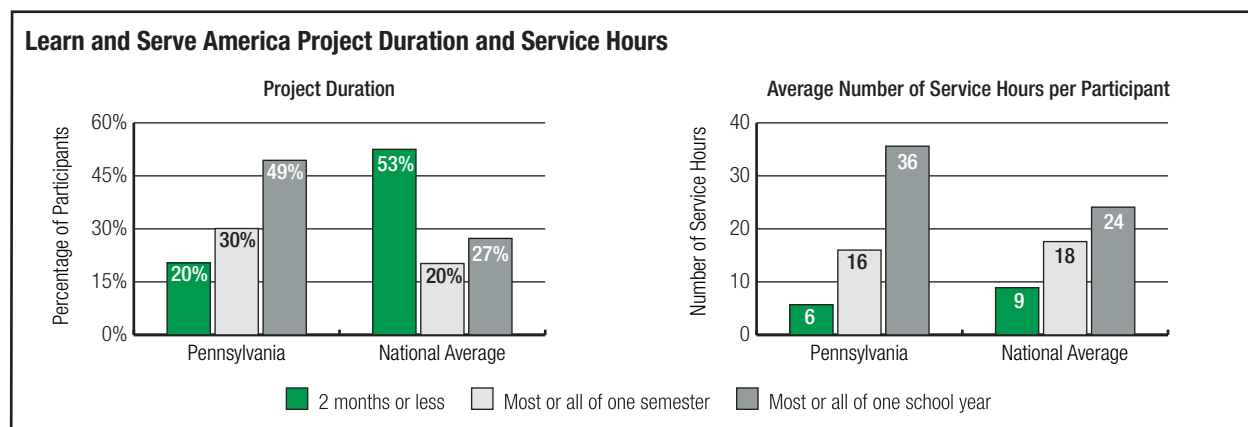
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Pennsylvania. Of the 30 programs represented, 29 are funded through 2006 grant funds, and 1 is funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Pennsylvania, 26 of 30 (86.7%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Pennsylvania	Percent School Age (5-17 years old) <sup>2</sup> Population in Pennsylvania
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	5.6% / 94.4%	6.2% / 93.8%
<b>Race</b>		
Native American/Alaskan Native	0.7%	0.2%
Asian American	2.7%	2.3%
Black or African American	19.6%	14.0%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	73.6%	81.4%
Two or More Races	3.3%	2.0%



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	43%	50%	0.43	0.50
Has a Service-Learning Coordinator <sup>4</sup>	77%	72%	0.77	0.72
Service-Learning is part of the Strategic Plan	76%	77%	0.76	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	62%	58%	0.62	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	59%	54%	0.59	0.54
Institutionalization Index Score Total			3.17	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Pennsylvania, 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.

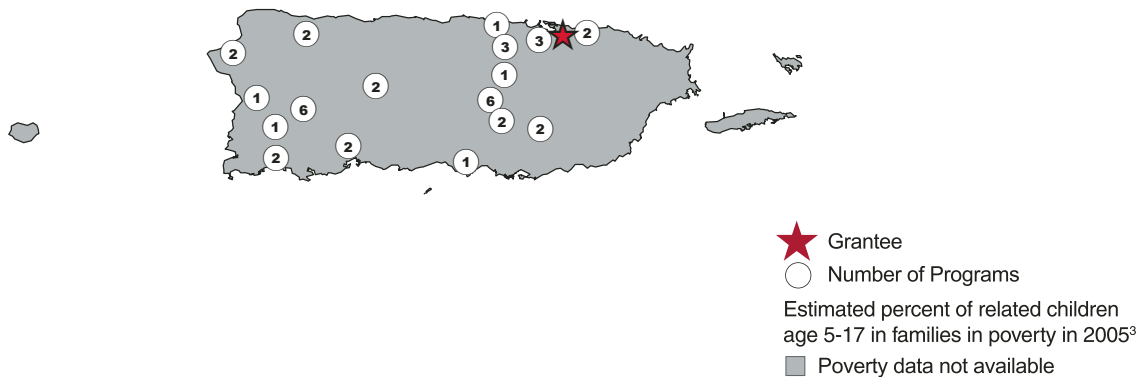
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Puerto Rico:  
39 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Puerto Rico, 2006-2007: \$472,924**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Puerto Rico</b>	<b>National Median<sup>4</sup></b>
Number of student participants	1,268	7,607
Median number of student participants per program	25	191
Total number of service hours	75,115	148,277
Number of teachers/staff involved with Learn and Serve programs	162	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

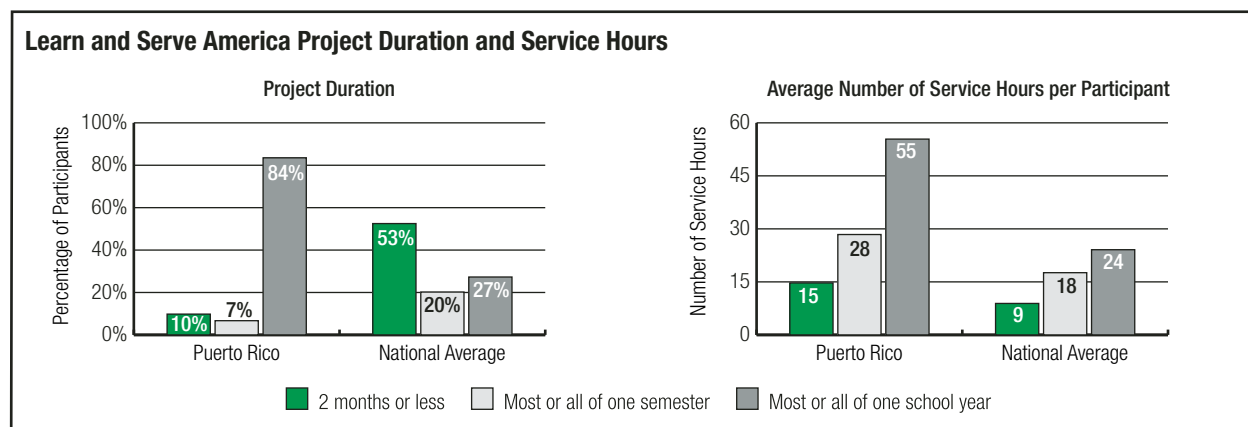
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Puerto Rico. Of the 39 programs represented, 22 are funded through 2006 grant funds, and 17 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Puerto Rico, 39 of 39 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		Percent Participating in Programs in Puerto Rico	Percent School Age (5-17 years old) <sup>2</sup> Population in Puerto Rico
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants		100.0% / 0.0%	Race/ethnicity population estimates are not available for Puerto Rico
<b>Race</b> Native American/Alaskan Native		0.0%	
Asian American		0.0%	
Black or African American		0.0%	
Native Hawaiian/Pacific Islander		0.0%	
White		0.0%	
Two or More Races		100.0%	



Service-Learning Institutionalization Index <sup>3</sup>	Percentage of Programs		Institutionalization Index Score	
	Puerto Rico	National Average	Puerto Rico	National Average
Has a Service-Learning Advisory Board	5%	50%	0.05	0.50
Has a Service-Learning Coordinator <sup>4</sup>	97%	72%	0.97	0.72
Service-Learning is part of the Strategic Plan	95%	77%	0.95	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	95%	58%	0.95	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	95%	54%	0.95	0.54
Institutionalization Index Score Total			3.87	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Puerto Rico, 0.0% of student participants were categorized as Race Unknown.

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

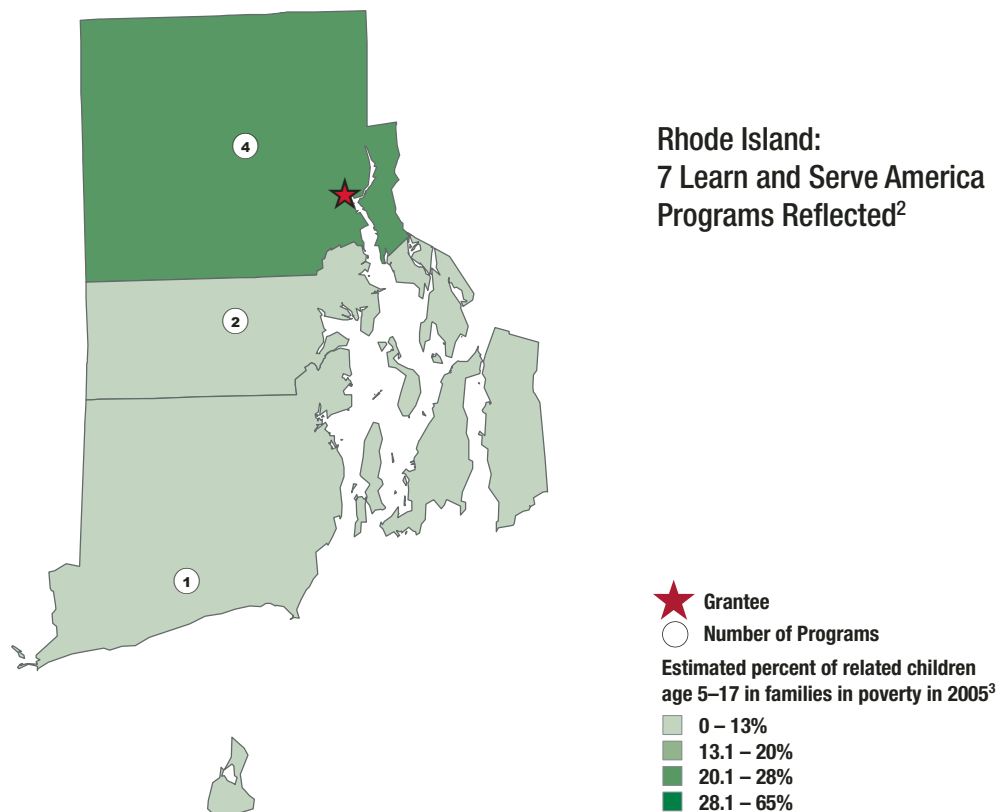
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Rhode Island, 2006-2007: \$225,000**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Rhode Island</b>	<b>National Median<sup>4</sup></b>
Number of student participants	2,221	7,607
Median number of student participants per program	260	191
Total number of service hours	22,215	148,277
Number of teachers/staff involved with Learn and Serve programs	52	338
Median number of teachers/staff per program	6	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

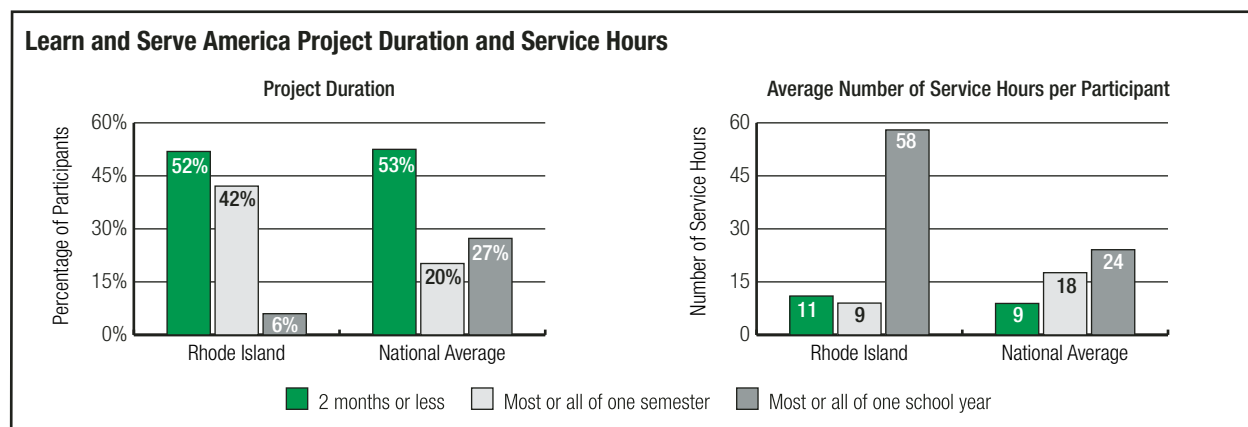
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Rhode Island. Of the 7 programs represented, 7 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Rhode Island, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	28.7% / 71.3%	17.0% / 83.0%
<b>Race</b>		
Native American/Alaskan Native	0.5%	0.9%
Asian American	2.9%	2.9%
Black or African American	5.7%	8.6%
Native Hawaiian/Pacific Islander	0.0%	0.2%
White	54.7%	84.6%
Two or More Races	36.3%	2.8%



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%	50%	0.60	0.50
Has a Service-Learning Coordinator <sup>4</sup>	71%	72%	0.71	0.72
Service-Learning is part of the Strategic Plan	80%	77%	0.80	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	50%	58%	0.50	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	57%	54%	0.57	0.54
Institutionalization Index Score Total			3.18	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Rhode Island, 15.1% of student participants were categorized as Race Unknown.

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

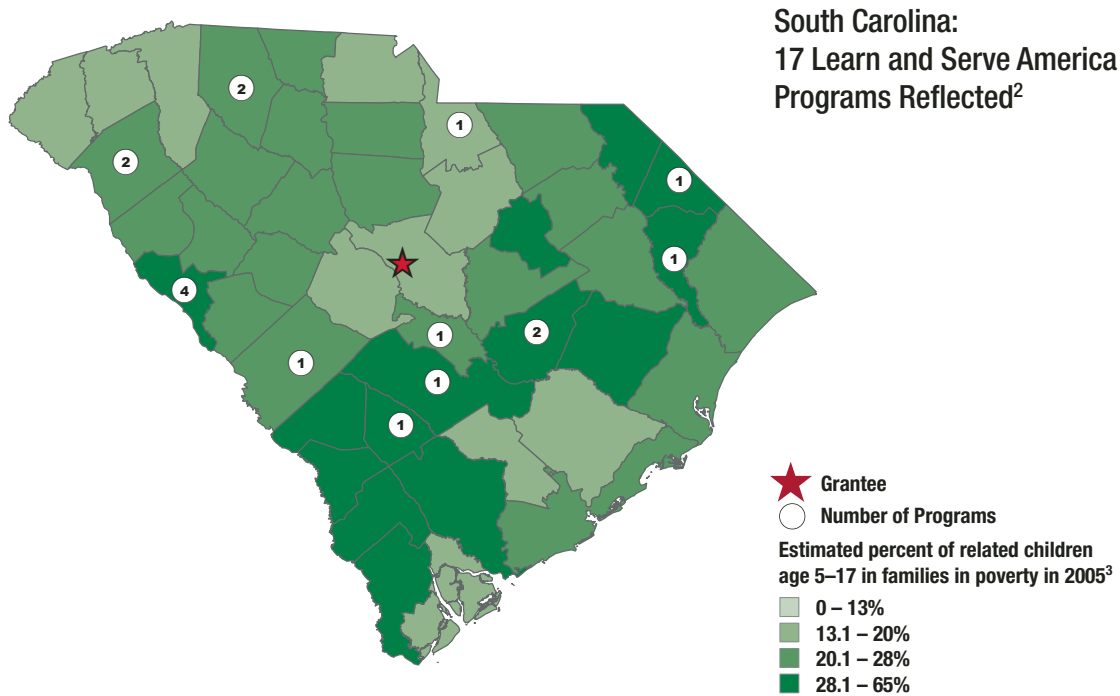
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for South Carolina, 2006-2007: \$238,788**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>South Carolina</b>	<b>National Median<sup>4</sup></b>
Number of student participants	19,790	7,607
Median number of student participants per program	257	191
Total number of service hours	153,327	148,277
Number of teachers/staff involved with Learn and Serve programs	817	338
Median number of teachers/staff per program	9	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

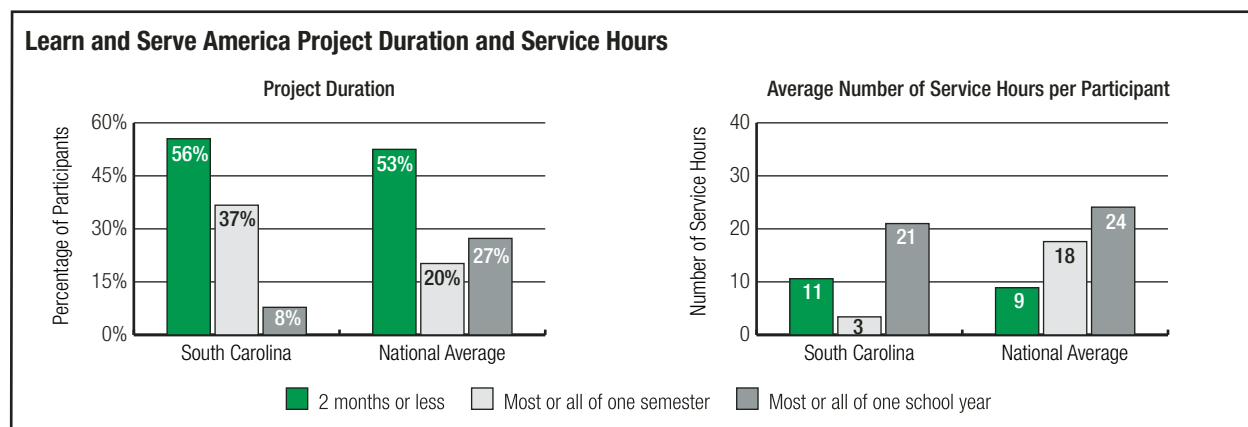
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for South Carolina. Of the 17 programs represented, 8 are funded through 2006 grant funds, and 9 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For South Carolina, 15 of 17 (88.2%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	2.0% / 98.0%	4.0% / 96.0%
<b>Race</b> Native American/Alaskan Native	0.0%	0.4%
Asian American	2.6%	1.1%
Black or African American	38.2%	35.0%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	57.4%	61.7%
Two or More Races	1.7%	1.7%



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	25%	50%	0.25	0.50
Has a Service-Learning Coordinator <sup>4</sup>	64%	72%	0.64	0.72
Service-Learning is part of the Strategic Plan	85%	77%	0.85	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	46%	58%	0.46	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	53%	54%	0.53	0.54
Institutionalization Index Score Total			2.73	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For South Carolina, 0.1% 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.

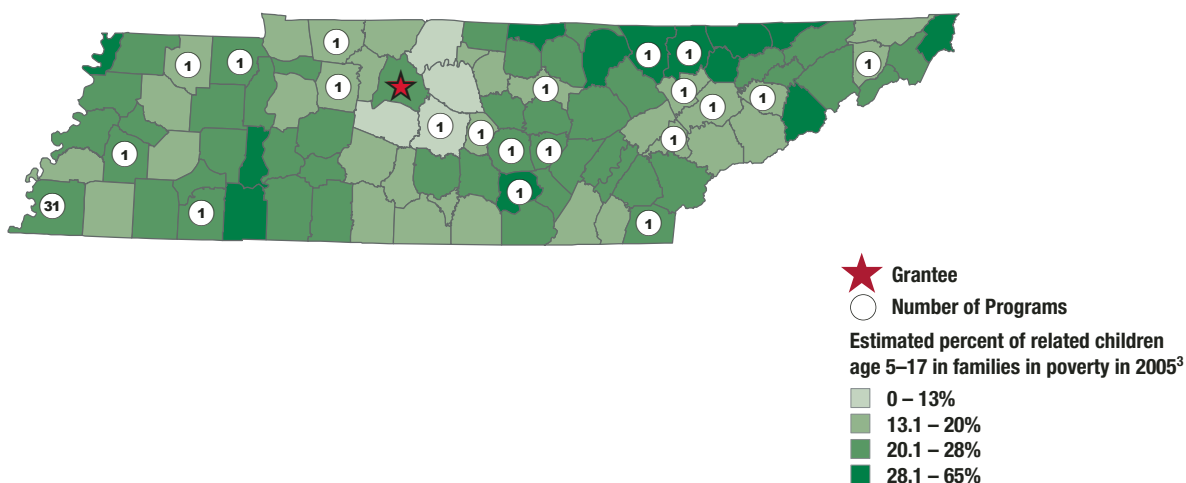
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Tennessee:  
51 Learn and Serve America  
Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Tennessee, 2006-2007: \$319,704**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Tennessee</b>	<b>National Median<sup>4</sup></b>
Number of student participants	6,083	7,607
Median number of student participants per program	63	191
Total number of service hours	150,868	148,277
Number of teachers/staff involved with Learn and Serve programs	627	338
Median number of teachers/staff per program	5	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

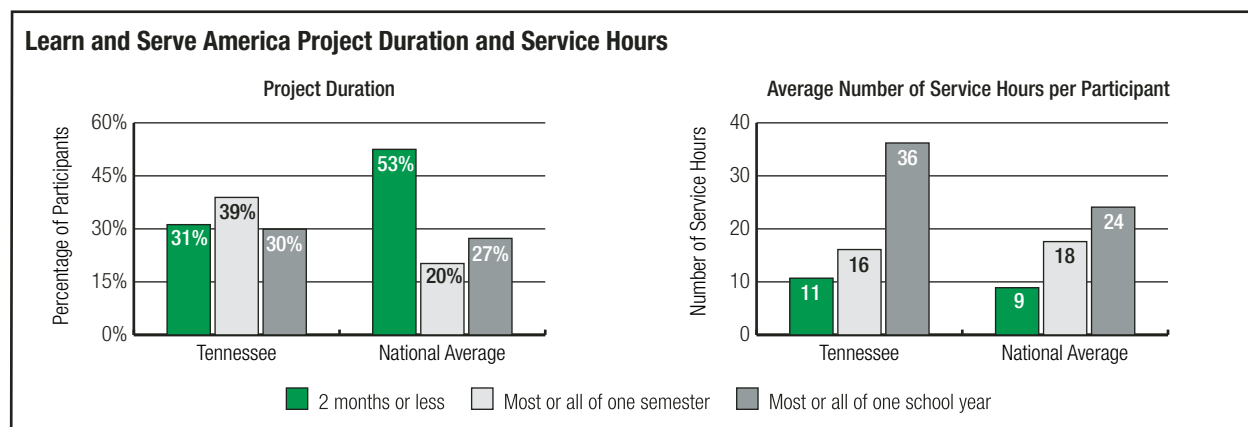
2 This map depicts the number of programs reported for Tennessee. Of the 51 programs represented, 51 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Tennessee, 46 of 51 (90.2%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Tennessee	Percent School Age (5-17 years old) <sup>2</sup> Population in Tennessee
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	7.4% / 92.6%	3.9% / 96.1%
<b>Race</b>		
Native American/Alaskan Native	0.1%	0.3%
Asian American	1.1%	1.3%
Black or African American	59.5%	21.5%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	32.4%	75.0%
Two or More Races	6.9%	1.8%



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	32%	50%	0.32	0.50
Has a Service-Learning Coordinator <sup>4</sup>	60%	72%	0.60	0.72
Service-Learning is part of the Strategic Plan	85%	77%	0.85	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	68%	58%	0.68	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	55%	54%	0.55	0.54
Institutionalization Index Score Total			3.00	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Tennessee, 2.0% of student participants were categorized as Race Unknown.

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

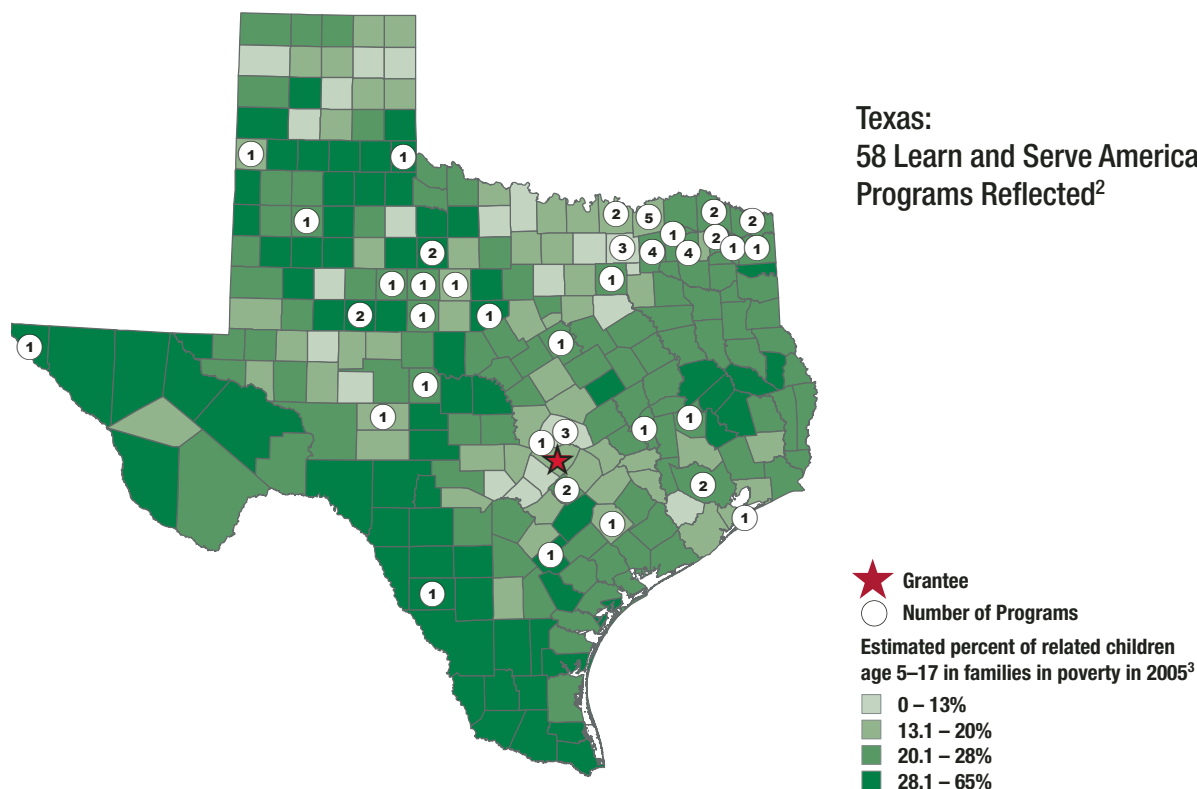
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Texas, 2006-2007: \$1,476,796**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Texas</b>	<b>National Median<sup>4</sup></b>
Number of student participants	39,363	7,607
Median number of student participants per program	167	191
Total number of service hours	376,051	148,277
Number of teachers/staff involved with Learn and Serve programs	2,151	338
Median number of teachers/staff per program	11	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

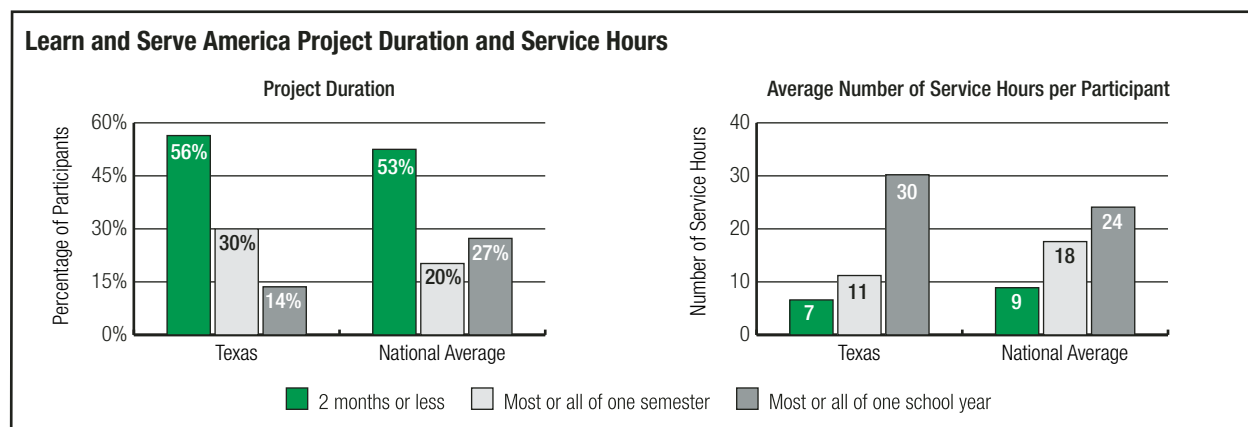
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Texas. Of the 58 programs represented, 51 are funded through 2006 grant funds, and 7 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Texas, 58 of 58 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Texas	Percent School Age (5-17 years old) <sup>2</sup> Population in Texas
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	31.8% / 68.2%	43.3% / 56.7%
<b>Race</b> Native American/Alaskan Native	0.1%	0.7%
Asian American	3.8%	3.0%
Black or African American	13.8%	13.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	68.8%	81.1%
Two or More Races	13.5%	1.8%



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	42%	50%	0.42	0.50
Has a Service-Learning Coordinator <sup>4</sup>	85%	72%	0.85	0.72
Service-Learning is part of the Strategic Plan	76%	77%	0.76	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	30%	58%	0.30	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	67%	54%	0.67	0.54
Institutionalization Index Score Total			3.00	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Texas, 12.6% 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.

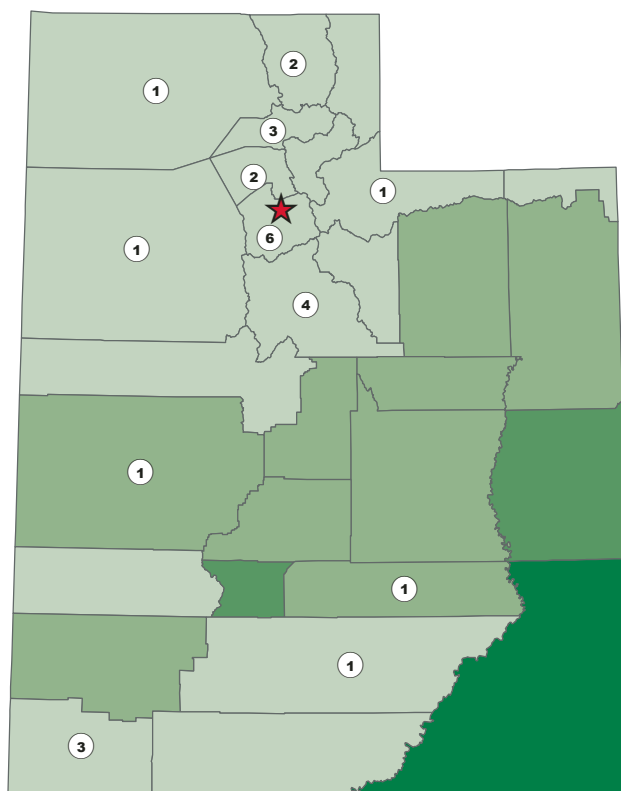
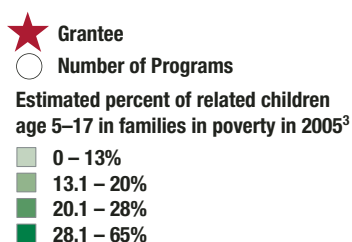
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Utah:**  
**26 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Utah, 2006-2007: \$225,000**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Utah</b>	<b>National Median<sup>4</sup></b>
Number of student participants	35,593	7,607
Median number of student participants per program	675	191
Total number of service hours	310,553	148,277
Number of teachers/staff involved with Learn and Serve programs	1,369	338
Median number of teachers/staff per program	23	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

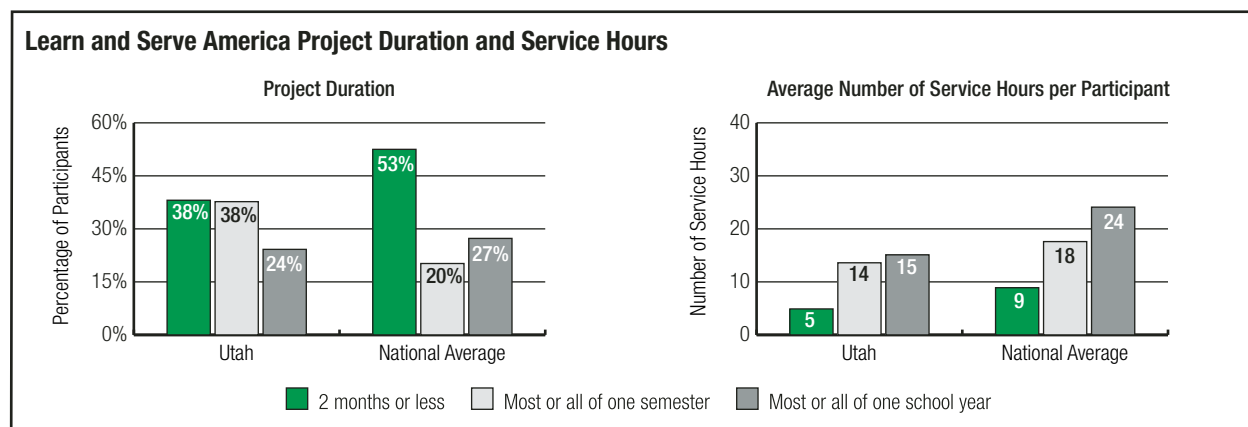
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Utah. Of the 26 programs represented, 9 are funded through 2006 grant funds, and 17 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Utah, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Utah	Percent School Age (5-17 years old) <sup>2</sup> Population in Utah
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	31.6% / 68.4%	13.5% / 86.5%
<b>Race</b>		
Native American/Alaskan Native	1.6%	1.6%
Asian American	2.1%	1.5%
Black or African American	2.2%	1.2%
Native Hawaiian/Pacific Islander	2.1%	1.0%
White	87.3%	92.2%
Two or More Races	4.7%	2.5%



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	20%	50%	0.20	0.50
Has a Service-Learning Coordinator <sup>4</sup>	64%	72%	0.64	0.72
Service-Learning is part of the Strategic Plan	76%	77%	0.76	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	58%	58%	0.58	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	43%	54%	0.43	0.54
Institutionalization Index Score Total			2.61	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Utah, 26.6% 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.

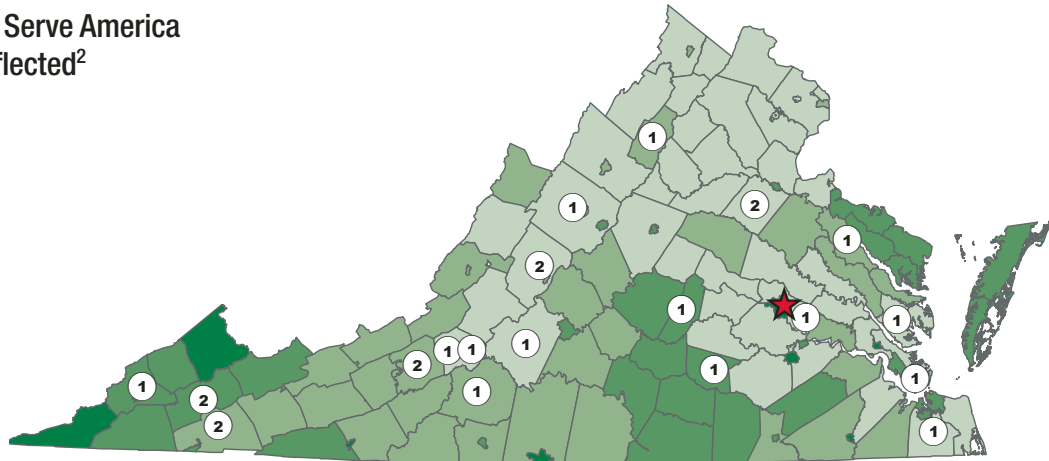
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Virginia:**  
**24 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



- ★ Grantee
- Number of Programs
- Estimated percent of related children age 5-17 in families in poverty in 2005<sup>3</sup>
  - 0 – 13%
  - 13.1 – 20%
  - 20.1 – 28%
  - 28.1 – 65%

**K-12 Formula Funding for Virginia, 2006-2007: \$358,270**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Virginia</b>	<b>National Median<sup>4</sup></b>
Number of student participants	9,215	7,607
Median number of student participants per program	210	191
Total number of service hours	155,564	148,277
Number of teachers/staff involved with Learn and Serve programs	338	338
Median number of teachers/staff per program	9	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

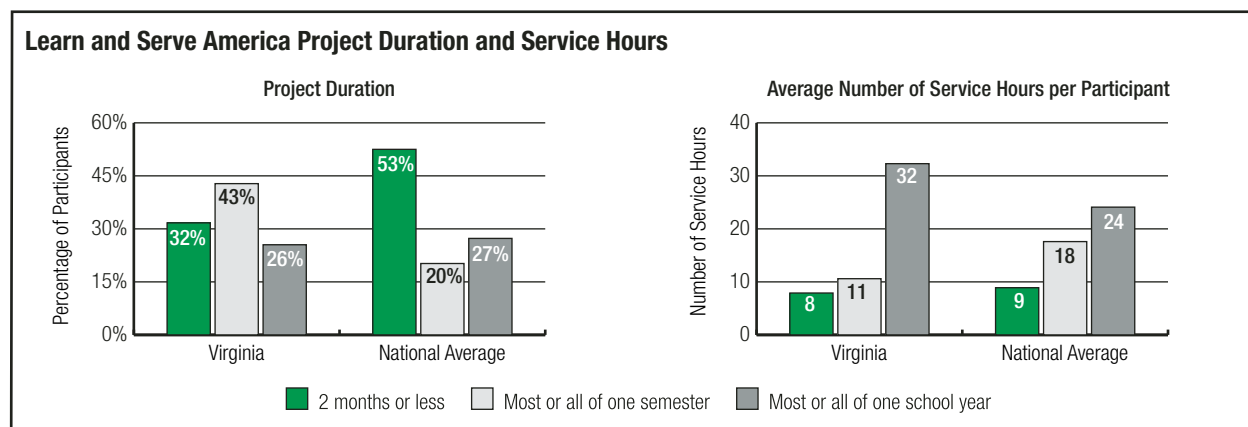
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Virginia. Of the 24 programs represented, 13 are funded through 2006 grant funds, and 11 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Virginia, 24 of 24 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Virginia	Percent School Age (5-17 years old) <sup>2</sup> Population in Virginia
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	7.2% / 92.8%	7.4% / 92.6%
<b>Race</b> Native American/Alaskan Native	0.2%	0.3%
Asian American	1.3%	4.4%
Black or African American	16.4%	23.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
White	80.2%	68.9%
Two or More Races	1.9%	3.0%



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	21%	50%	0.21	0.50
Has a Service-Learning Coordinator <sup>4</sup>	33%	72%	0.33	0.72
Service-Learning is part of the Strategic Plan	57%	77%	0.57	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	68%	58%	0.68	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	61%	54%	0.61	0.54
Institutionalization Index Score Total			2.40	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Virginia, 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.

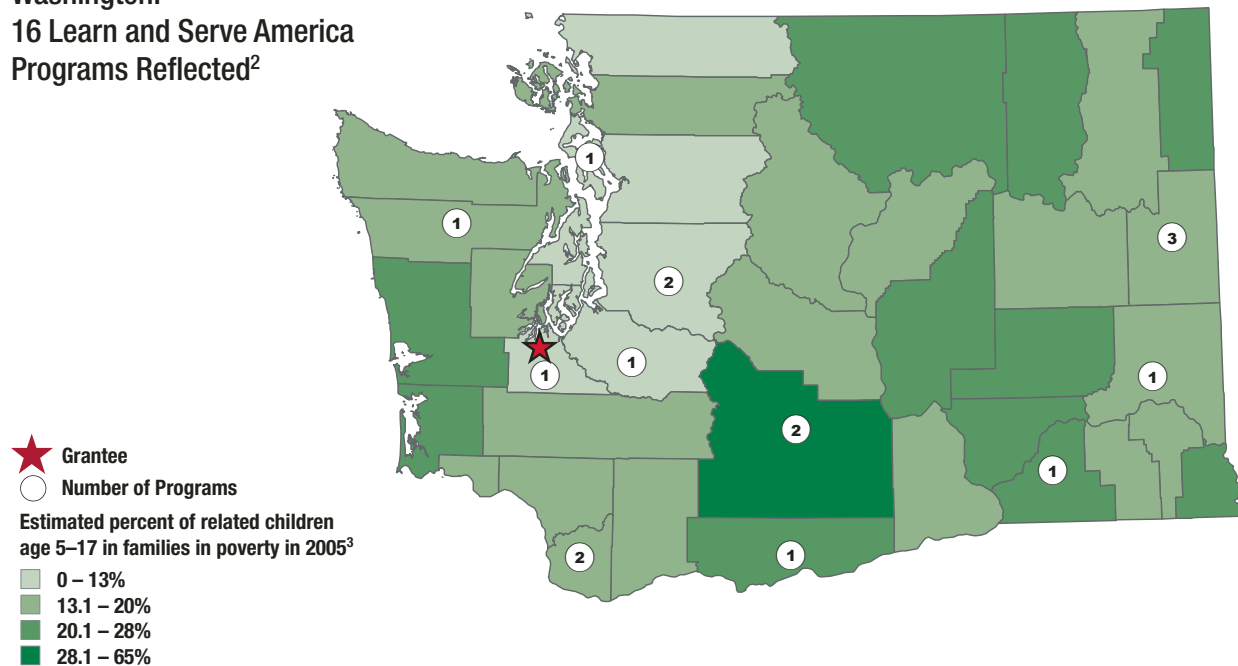
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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



**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**Washington:**  
**16 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for Washington, 2006-2007: \$304,272**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Washington</b>	<b>National Median<sup>4</sup></b>
Number of student participants	6,104	7,607
Median number of student participants per program	187	191
Total number of service hours	81,820	148,277
Number of teachers/staff involved with Learn and Serve programs	297	338
Median number of teachers/staff per program	10	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

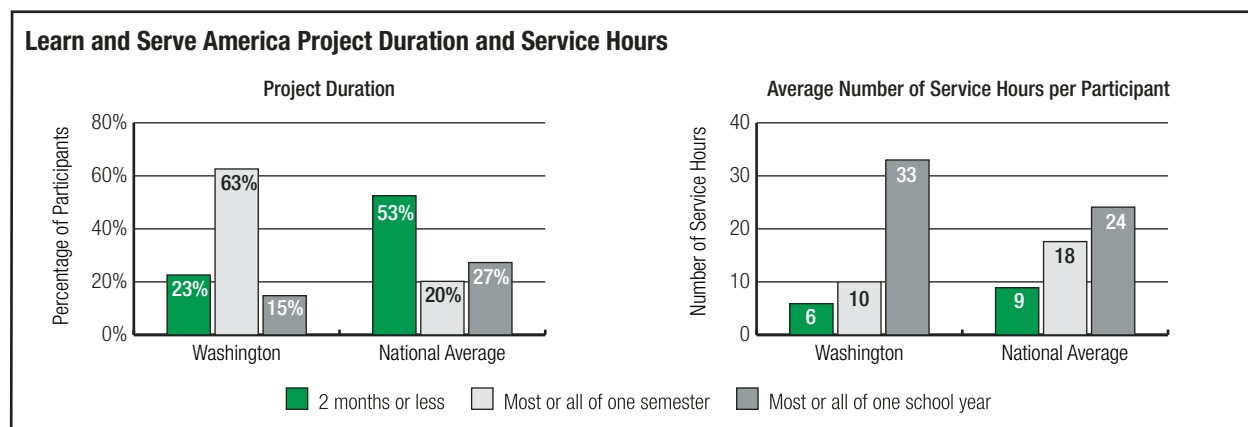
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Washington. Of the 16 programs represented, 16 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Washington, 16 of 16 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in Programs in Washington	Percent School Age (5-17 years old) <sup>2</sup> Population in Washington
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.0% / 88.0%	13.5% / 86.5%
<b>Race</b> Native American/Alaskan Native	1.9%	2.0%
Asian American	7.6%	5.8%
Black or African American	7.0%	4.3%
Native Hawaiian/Pacific Islander	1.0%	0.6%
White	76.6%	81.7%
Two or More Races	5.8%	5.6%



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	27%	50%	0.27	0.50
Has a Service-Learning Coordinator <sup>4</sup>	31%	72%	0.31	0.72
Service-Learning is part of the Strategic Plan	67%	77%	0.67	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	57%	58%	0.57	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	47%	54%	0.47	0.54
Institutionalization Index Score Total			2.29	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Washington, 11.5% 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.

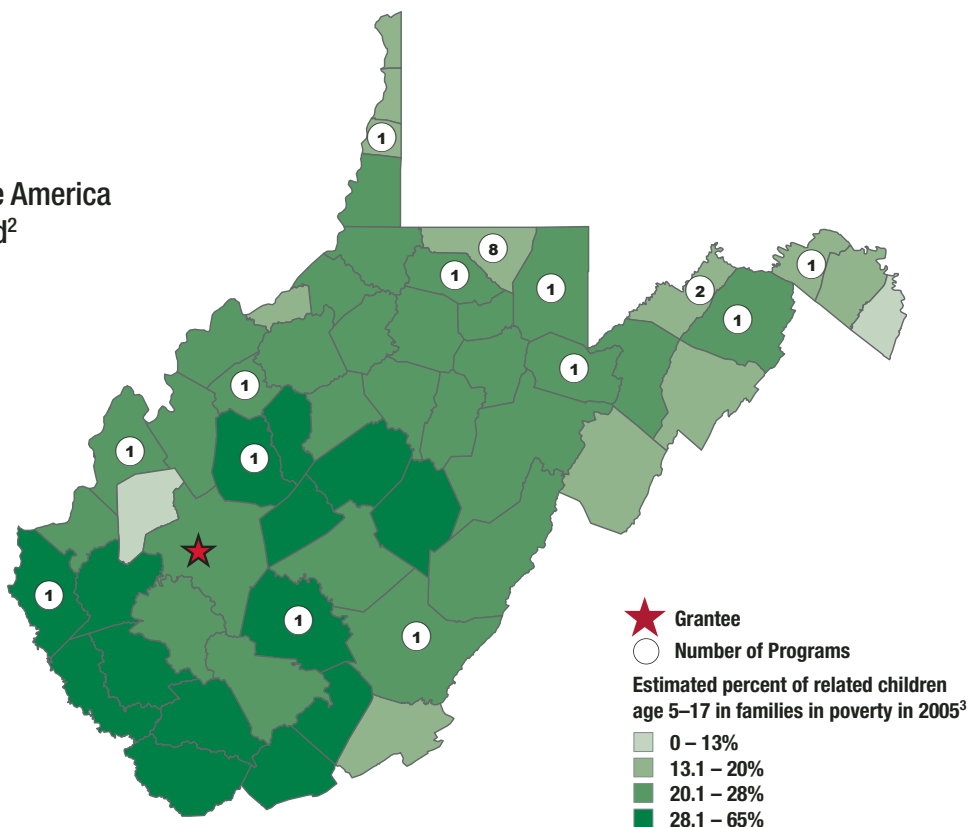
4 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***

**West Virginia:**  
**22 Learn and Serve America**  
**Programs Reflected<sup>2</sup>**



**K-12 Formula Funding for West Virginia, 2006-2007: \$127,041**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>West Virginia</b>	<b>National Median<sup>4</sup></b>
Number of student participants	3,505	7,607
Median number of student participants per program	50	191
Total number of service hours	80,530	148,277
Number of teachers/staff involved with Learn and Serve programs	139	338
Median number of teachers/staff per program	4	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

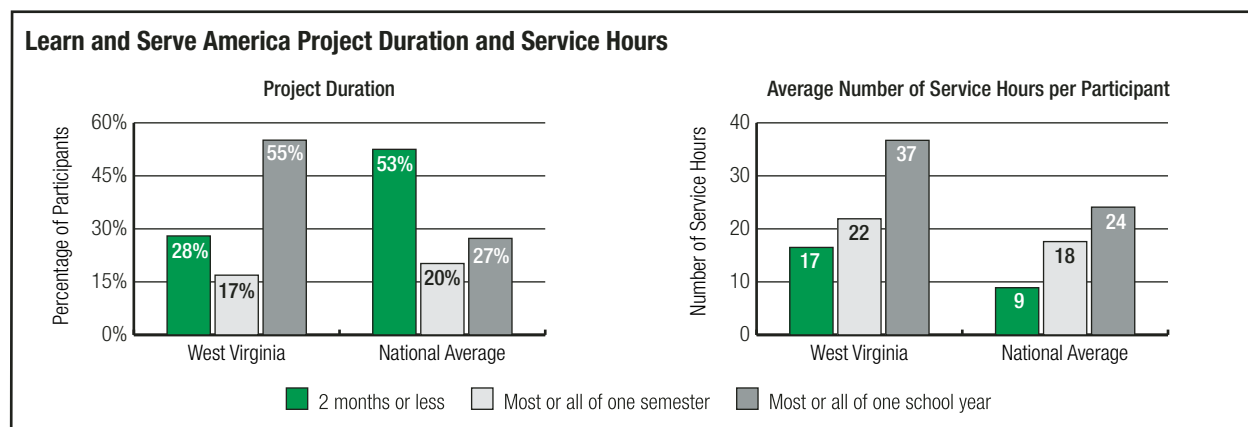
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for West Virginia. Of the 22 programs represented, 22 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For West Virginia, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

	Percent Participating in 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	8.5% / 91.5%	1.2% / 98.8%
<b>Race</b> Native American/Alaskan Native	0.4%	0.2%
Asian American	1.2%	0.6%
Black or African American	11.9%	3.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	80.4%	93.6%
Two or More Races	6.1%	1.7%



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	16%	50%	0.16	0.50
Has a Service-Learning Coordinator <sup>4</sup>	67%	72%	0.67	0.72
Service-Learning is part of the Strategic Plan	63%	77%	0.63	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	63%	58%	0.63	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	60%	54%	0.60	0.54
Institutionalization Index Score Total			2.69	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For West Virginia, 1.7% of student participants were categorized as Race Unknown.

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

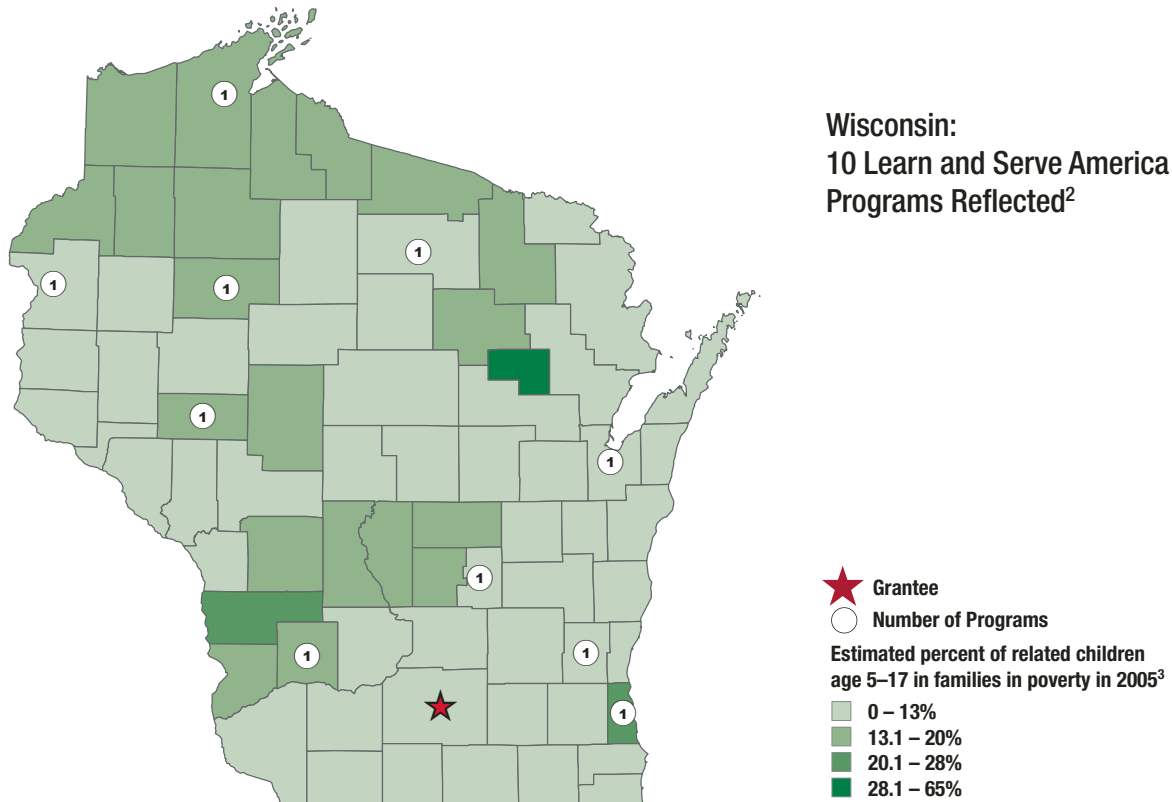
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Wisconsin, 2006-2007: \$283,246**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Wisconsin</b>	<b>National Median<sup>4</sup></b>
Number of student participants	6,247	7,607
Median number of student participants per program	313	191
Total number of service hours	43,424	148,277
Number of teachers/staff involved with Learn and Serve programs	311	338
Median number of teachers/staff per program	22	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

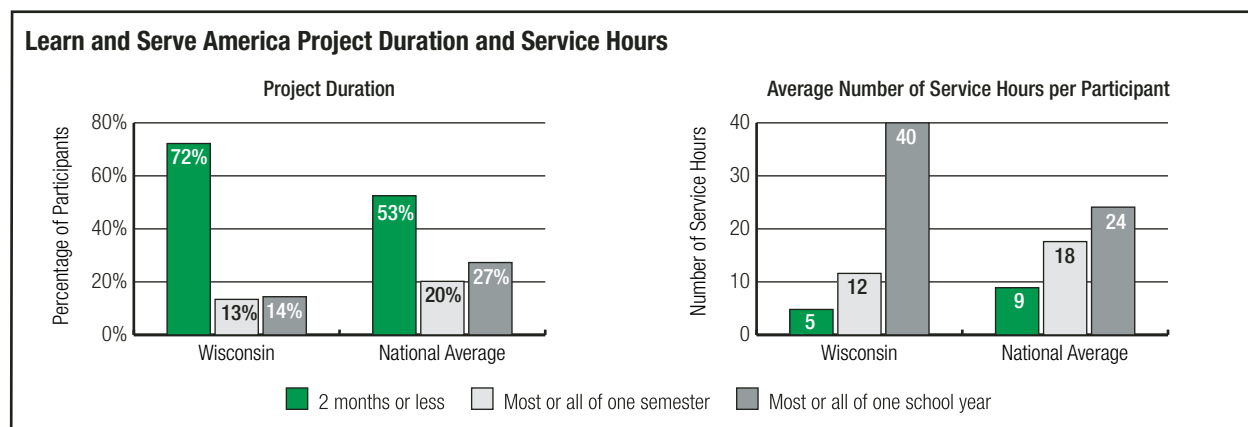
1 A program is defined as any entity, e.g., school or community organization, that receives Learn and Serve America funding and operates or manages service-learning activities.

2 This map depicts the number of programs reported for Wisconsin. Of the 10 programs represented, 10 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Wisconsin, 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 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.

Learn and Serve America Student Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in Programs in Wisconsin	Percent School Age (5-17 years old) <sup>2</sup> Population in Wisconsin
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	1.2% / 98.8%	6.7% / 93.3%
<b>Race</b>		
Native American/Alaskan Native	0.9%	1.2%
Asian American	0.7%	2.8%
Black or African American	0.7%	8.8%
Native Hawaiian/Pacific Islander	0.0%	0.0%
White	97.4%	84.9%
Two or More Races	0.3%	2.2%



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	90%	50%	0.90	0.50
Has a Service-Learning Coordinator <sup>4</sup>	80%	72%	0.80	0.72
Service-Learning is part of the Strategic Plan	50%	77%	0.50	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	67%	58%	0.67	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	40%	54%	0.40	0.54
Institutionalization Index Score Total			3.27	3.11

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Wisconsin, 0.6% of student participants were categorized as Race Unknown.

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

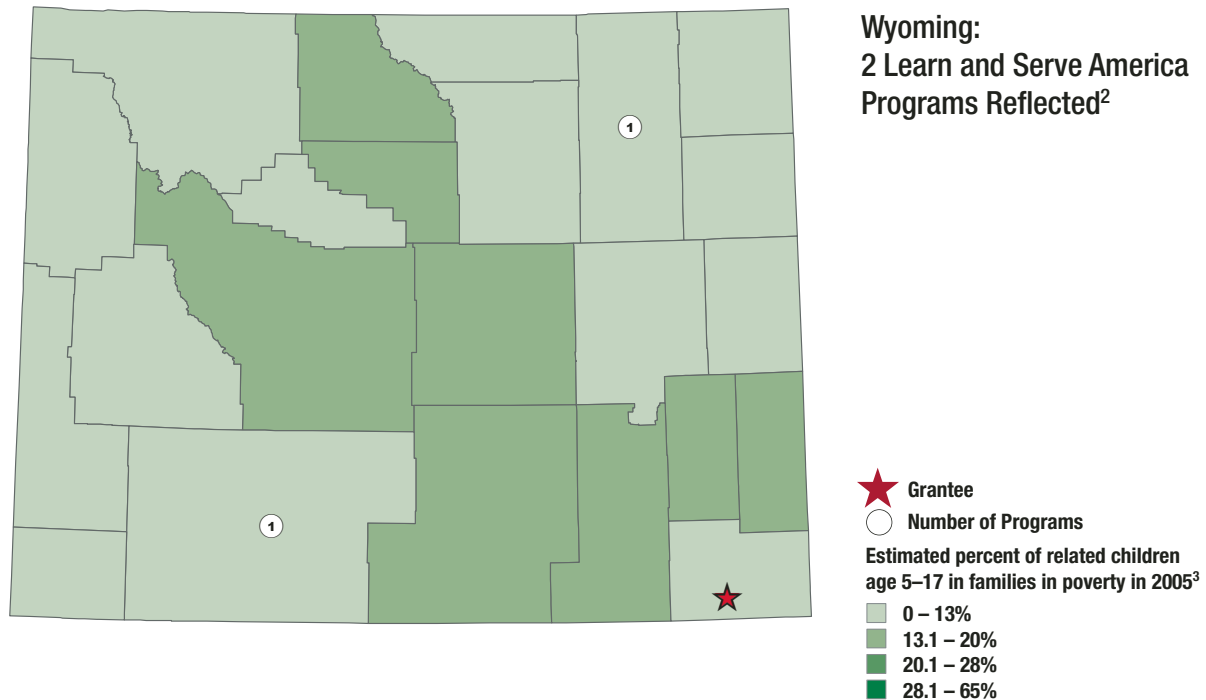
3 The Institutionalization Index is composed of five indicators related to the institutionalization of service-learning within an organization. The index score for each indicator is either 1 or 0, where 1 means the indicator is present in the organization and 0 means that it is absent. An average of 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.

**Formula-Funded K-12 Programs<sup>1</sup> for the 2006-2007 Program Year\***



**K-12 Formula Funding for Wyoming, 2006-2007: \$33,894**

<b>Learn and Serve America Student and Adult Participants</b>		
	<b>Wyoming</b>	<b>National Median<sup>4</sup></b>
Number of student participants	69	7,607
Median number of student participants per program	35	191
Total number of service hours	2,604	148,277
Number of teachers/staff involved with Learn and Serve programs	13	338
Median number of teachers/staff per program	7	11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

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

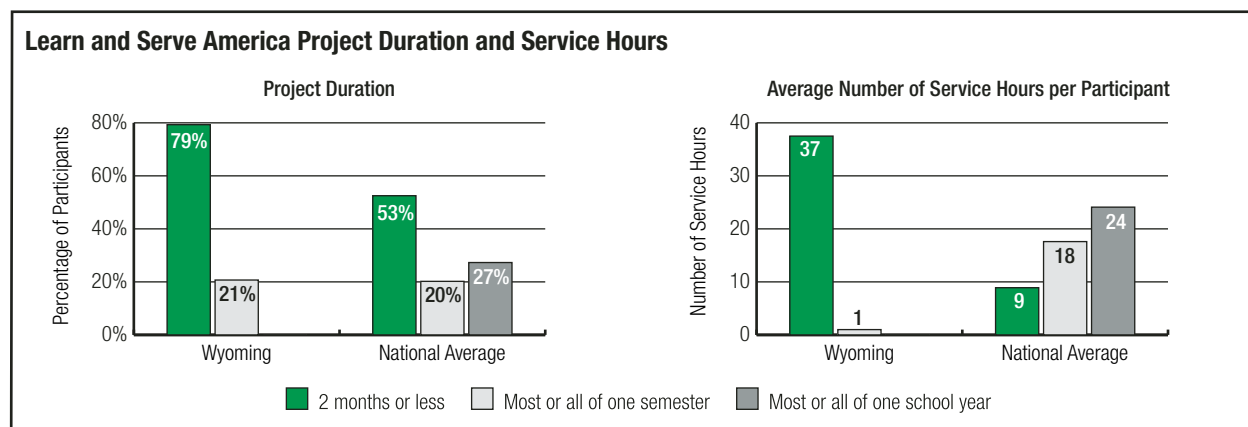
2 This map depicts the number of programs reported for Wyoming. Of the 2 programs represented, 2 are funded through 2006 grant funds, and 0 are funded through a no-cost extension. Data tables are based on the number of programs that submitted reports through LASSIE. For Wyoming, 2 of 2 (100.0%) programs are represented in the data tables.

3 Estimate of related children age 5-17 in families in poverty for 2005, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch. <http://www.census.gov/hhes/www/saie/tables.html> – accessed January 2008.

4 Data include those K-12 Formula subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 96.6% completed and submitted the survey for the 2006-2007 program year.



	Percent Participating in Programs in Wyoming	Percent School Age (5-17 years old) <sup>2</sup> Population in Wyoming
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	2.9% / 97.1%	9.5% / 90.5%
<b>Race</b>		
Native American/Alaskan Native	0.0%	3.5%
Asian American	0.0%	0.6%
Black or African American	1.4%	1.1%
Native Hawaiian/Pacific Islander	1.4%	0.1%
White	92.8%	92.3%
Two or More Races	4.3%	2.4%



<b>Service-Learning Institutionalization Index<sup>3</sup></b>	<b>Percentage of Programs</b>		<b>Institutionalization Index Score</b>	
	<b>Wyoming</b>	<b>National Average</b>	<b>Wyoming</b>	<b>National Average</b>
Has a Service-Learning Advisory Board	100%	50%	1.00	0.50
Has a Service-Learning Coordinator <sup>4</sup>	100%	72%	1.00	0.72
Service-Learning is part of the Strategic Plan	100%	77%	1.00	0.77
Service-Learning is part of the Core Curriculum <sup>5</sup>	0%	58%	0.00	0.58
Technical Assistance is provided for Service-Learning Activities <sup>6</sup>	50%	54%	0.50	0.54
<b>Institutionalization Index Score Total</b>			<b>3.50</b>	<b>3.11</b>

1 While both Learn and Serve America and the U.S. 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 Learn and Serve America programs for comparison with Census state-level data. For Wyoming, 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.

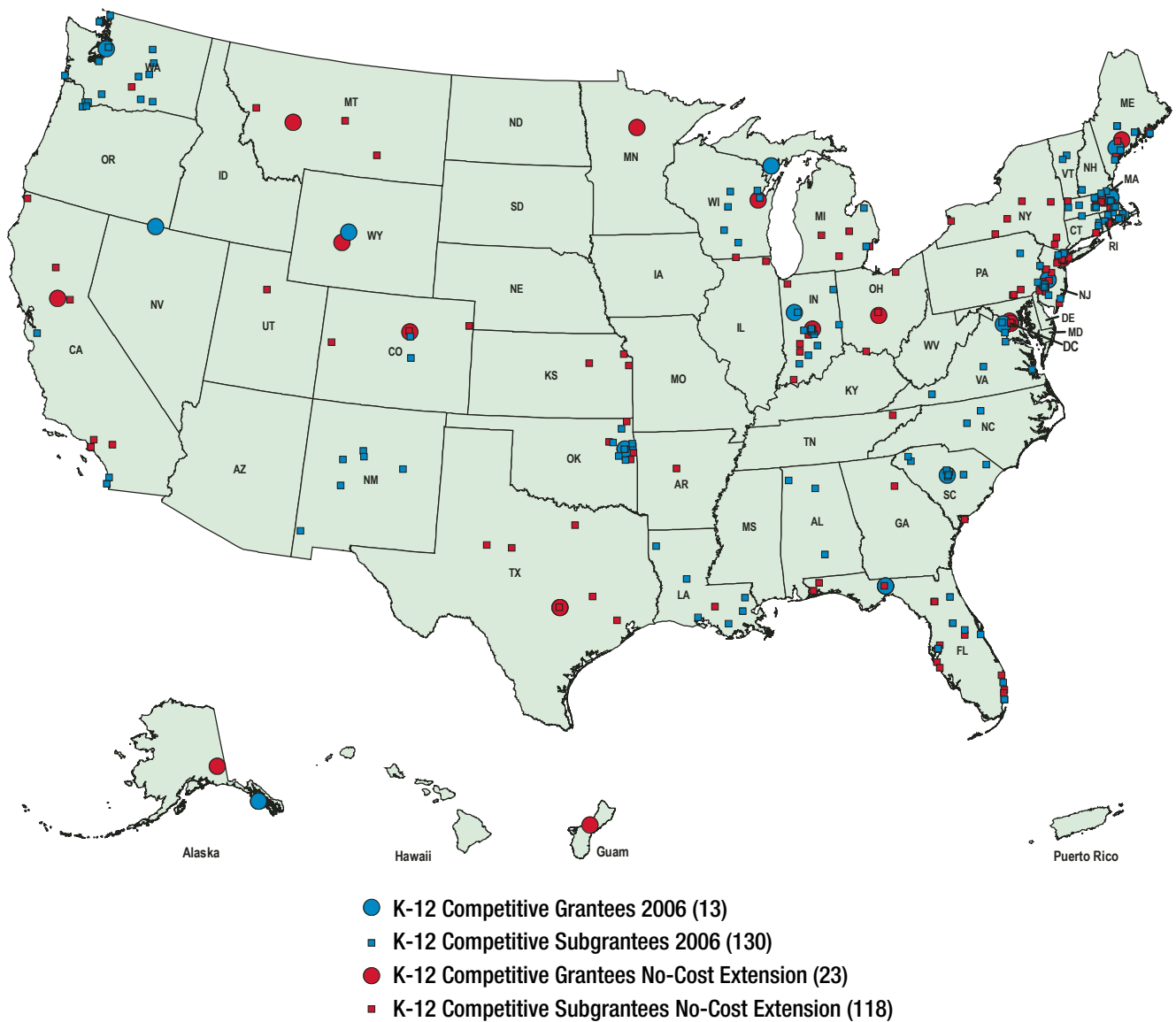
5 Service-learning is part of the core curriculum in at least one subject in at least one grade within the school or district reporting.

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

***K-12 Competitive Grants***

# Learn and Serve America K-12 Competitive Grants

## Distribution of K-12 Competitive Awards to Learn and Serve America Grantees: Program Year 2006-2007\*



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

# Learn and Serve America

## K-12 Competitive Grants

13 Grants Awarded, 2006-2007\*

Median 2006-2007 Grant Award: \$372,000

### Distribution of Learn and Serve Funding Amount for K-12 Competitive Grants<sup>1</sup>

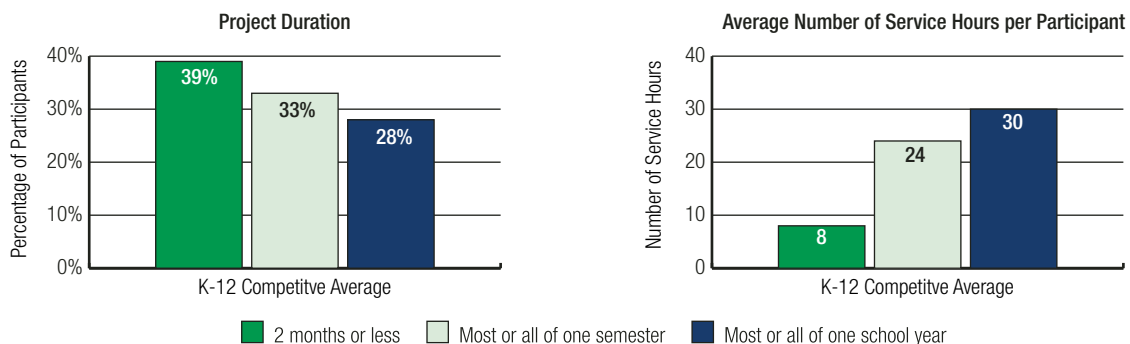
	Percentage
Subgrantees receiving less than \$5,000	21%
Subgrantees receiving \$5,000 to \$9,999	24%
Subgrantees receiving \$10,000 to \$19,999	19%
Subgrantees receiving \$20,000 or more	36%

Number of subgrantee awards for the typical K-12 Competitive grantee – 7

### Learn and Serve America Student and Adult Participation<sup>2</sup>

Total number of student participants	136,907
Total number of student participants for the typical grantee	1,265
Median number of student participants per program	161
Total number of teachers/staff involved with Learn and Serve programs	6,865
Number of teachers/staff for the typical grantee	56
Median number of teachers/staff per program	14
Total number of service hours for the typical grantee	10,875

### Learn and Serve America Project Duration and Service Hours



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 The data presented here are based on subgrantee and sub-subgrantee reporting for the typical K-12 Competitive grantee. There were 36 Learn and Serve America K-12 Competitive grantees in 2006-2007 (13 2006 grantees; 23 NCE grantees). Values were calculated for each of the 36 grantees, based on data reported by their subgrantees and sub-subgrantees, and the median value is reported.

2 Data include those K-12 Competitive subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 86.4% completed and submitted the survey for the 2006-2007 program year.

# Learn and Serve America

## K-12 Competitive Grants

Student and Adult Participation by Ethnicity and Race <sup>1</sup>		
	Percent Participating in K-12 Competitive Programs	Percent School Age (5-17 years old) National Population
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.4% / 87.6%	18.7% / 81.3%
<b>Race</b> Native American/Alaska Native	5.1%	1.2%
Asian American	4.7%	3.9%
Black or African American	15.8%	15.6%
Native Hawaiian/Pacific Islander	0.8%	0.2%
White	69.3%	76.4%
Two or More Races	4.3%	2.7%

Service-Learning Institutionalization Index <sup>2</sup>	Percentage of Programs		Institutionalization Index Score	
	K-12 Competitive Grants	K-12 Formula National Average	K-12 Competitive Grants	K-12 Formula National Average
Has a Service-Learning Advisory Board	47%	50%	0.47	0.50
Has a Service-Learning Coordinator <sup>3</sup>	58%	72%	0.58	0.72
Service-Learning is part of the Strategic Plan	75%	77%	0.75	0.77
Service-Learning is part of the Core Curriculum <sup>4</sup>	62%	58%	0.62	0.58
Technical Assistance is provided for Service-Learning Activities <sup>5</sup>	48%	54%	0.48	0.54
Institutionalization Index Score Total			2.90	3.11

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 While both Learn and Serve America 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 Learn and Serve programs for comparison with Census state-level data. For K-12 Competitive data reported, 3.5% 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.

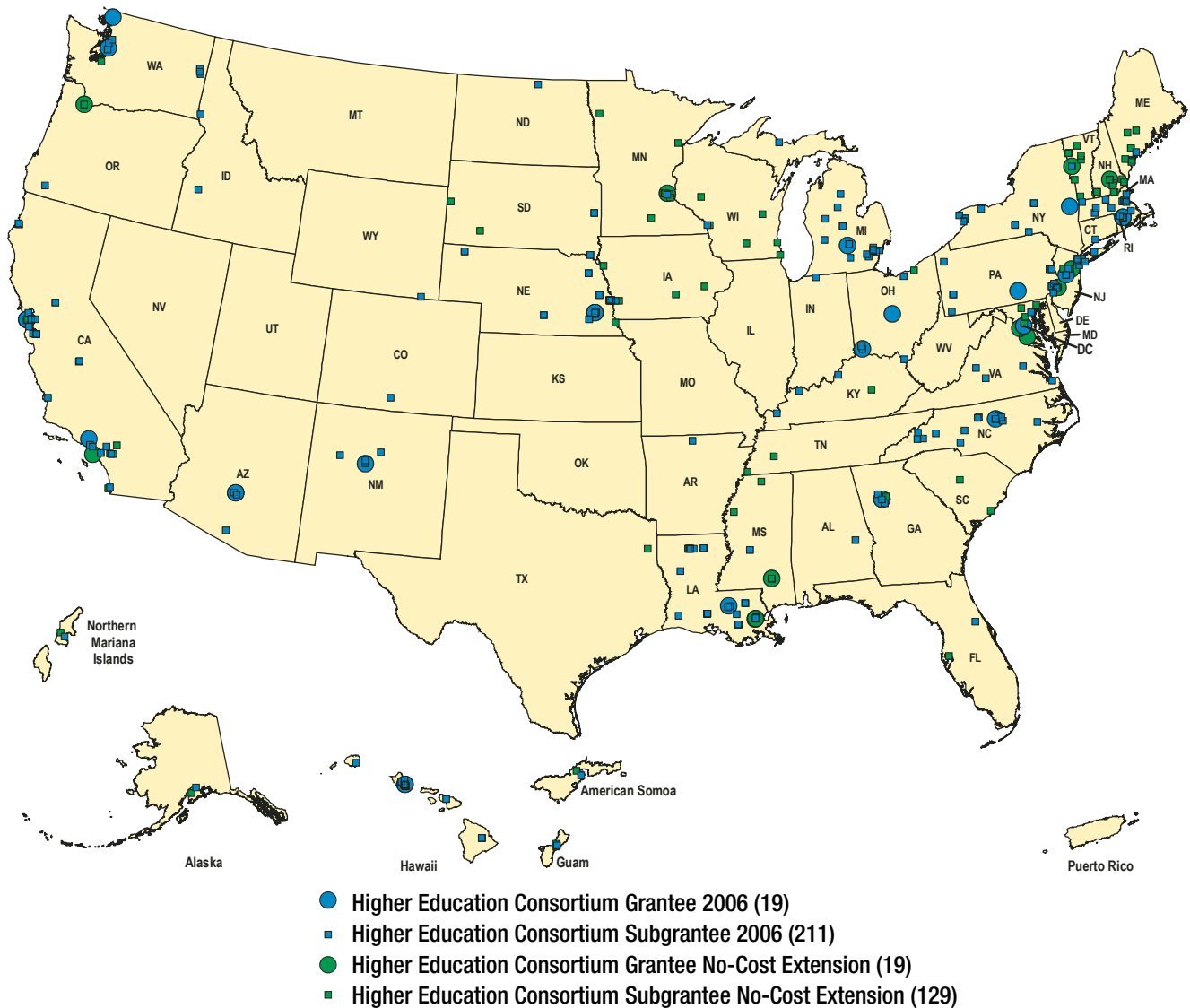
3 A service-learning coordinator is defined as an individual who coordinates or assists with service-learning activities beyond the scope of his or her individual classroom.

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.

*Higher Education  
Consortium Grants*

**Distribution of Higher Education Consortium Awards to Learn and Serve America Grantees: Program Year 2006-2007\***



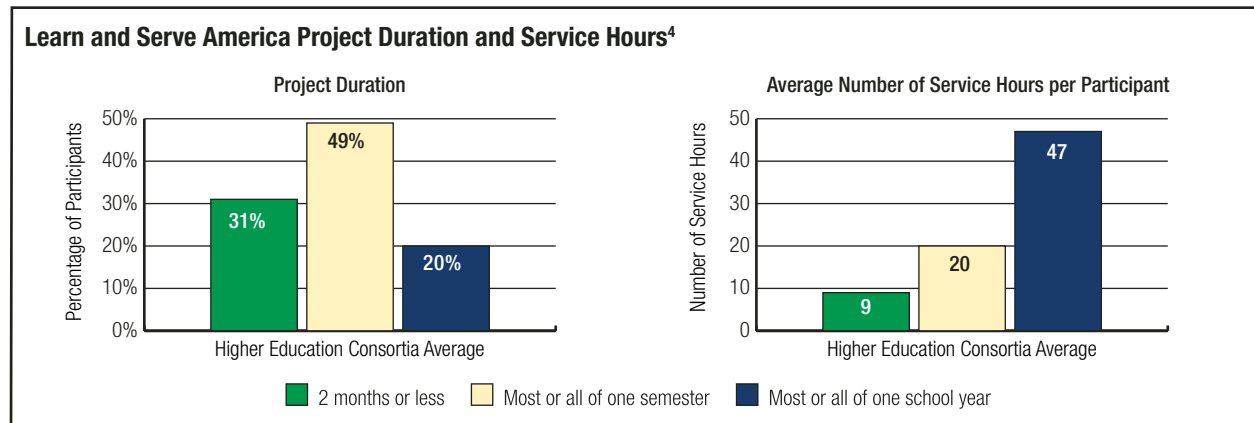
\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.



<b>19 Grants Awarded, 2006-2007*</b>	<b>Median 2006-2007 Grant Award: \$406,340</b>
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<b>Distribution of Learn and Serve Funding Amount for Higher Education Consortia Grants<sup>1</sup></b>	
	<b>Percentage</b>
Subgrantees receiving less than \$5,000	11%
Subgrantees receiving \$5,000 to \$9,999	28%
Subgrantees receiving \$10,000 to \$19,999	25%
Subgrantees receiving \$20,000 or more	36%
Number of subgrantee awards for the typical Higher Education Consortium grantee – 9	

<b>Learn and Serve America Student and Adult Participation<sup>2,3</sup></b>	
Total number of participants	124,976
Total number of participants for the typical grantee	1,771
Median number of participants per program	141
Total number of Higher Education Service-Learners	68,702
Number of Higher Education Service-Learners for the typical grantee	1,032
Median number of Higher Education Service-Learners per program	50
Total number of faculty and staff	9,976
Number of faculty and staff for the typical grantee	199
Median number of faculty and staff per program	16
Total number of service hours for the typical grantee	22,611



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 The data presented here are based on subgrantee and sub-subgrantee reporting for the Typical HED Consortium grantee. There were 38 Learn and Serve America Higher Education Consortium grantees in 2006-2007 (19 2006 grantees; 19 NCE grantees). Values were calculated for each of the 38 grantees, based on data reported by their subgrantees and sub-subgrantees.

2 Data include those Higher Education Consortium subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 97.1% completed and submitted the survey for the 2006-2007 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<sup>1</sup></b>		
	<b>Percent Participating in HED Consortia Programs</b>	<b>Percent College Age (18-25 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	12.1% / 87.9%	17.6% / 82.4%
<b>Race</b> Native American/Alaska Native	1.4%	1.2%
Asian American	8.9%	4.3%
Black or African American	27.5%	14.7%
Native Hawaiian/Pacific Islander	6.6%	0.2%
White	52.6%	77.7%
Two or More Races	3.1%	1.9%

<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	49%
Has a Service-Learning Coordinator <sup>2</sup>	88%
Service-Learning is part of the Strategic Plan	78%
Service-Learning is part of the Core Curriculum <sup>3</sup>	68%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	66%
Service-Learning is included in Professional Development <sup>5</sup>	50%
Students are involved in Decision-Making <sup>6</sup>	36%

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 While both Learn and Serve America 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 Learn and Serve programs for comparison with Census state-level data. For Higher Education Consortia data reported, 9.5% 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.

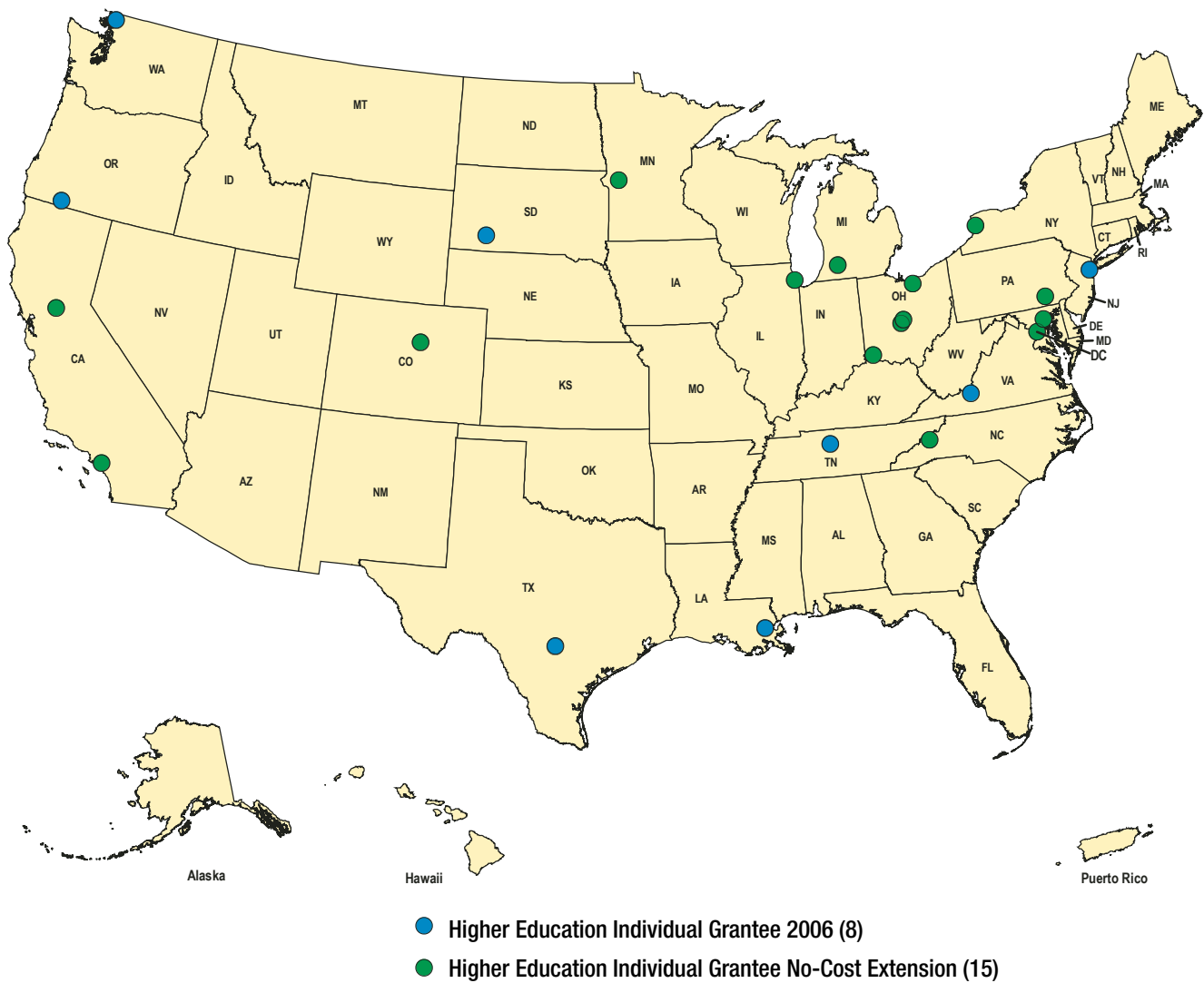
4 Institutions frequently or always provide technical assistance for planning and/or implementing service-learning activities.

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.

*Higher Education  
Individual Institution Grants*

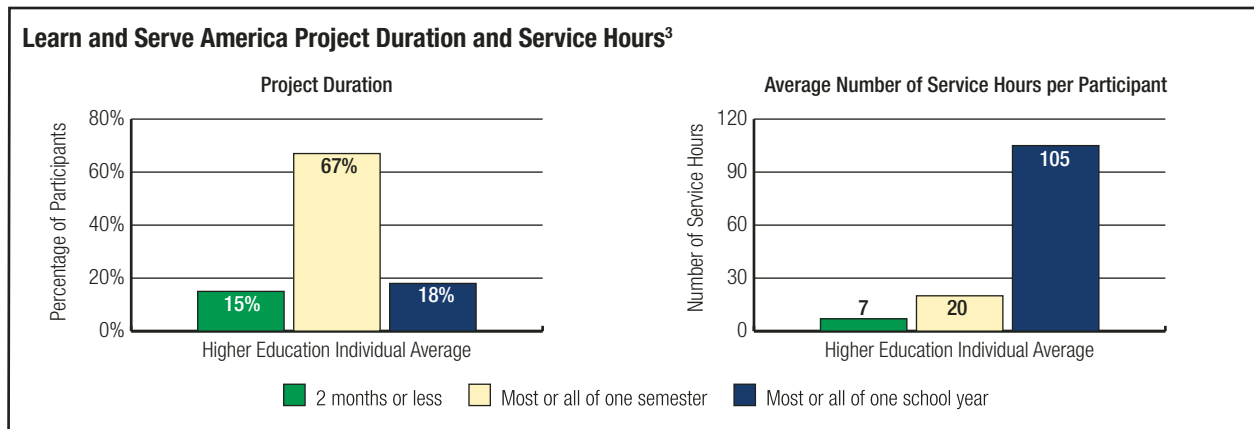
**Distribution of Higher Education Individual Awards to Learn and Serve America Grantees: Program Year 2006-2007\***



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

<b>8 Grants Awarded, 2006-2007*</b>	<b>Median 2006-2007 Grant Award: \$148,775</b>
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<b>Learn and Serve America Student and Adult Participation<sup>1,2</sup></b>	
Total number of participants	12,746
Total number of participants for the typical grantee	306
Total number of Higher Education Service-Learners	7,243
Number of Higher Education Service-Learners for the typical grantee	160
Total number of faculty and staff	766
Number of faculty and staff for the typical grantee	20
Total number of service hours for the typical grantee	4,538



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 The data presented here are based on grantee reporting for the typical Higher Education Individual grantee. There were 23 for the 2006-2007 program year (8 2006 grantees; 15 NCE grantees). Data include those Higher Education Individual grantees that completed and submitted the 2006-2007 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, 100% completed and submitted the survey for the 2006-2007 program year.

2 Service-learning participants include undergraduate and graduate students, K-12 students, faculty, staff and community members.

3 "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race<sup>1</sup></b>		
	<b>Percent Participating in HED Individual Programs</b>	<b>Percent College Age (18-25 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	18.4% / 81.6%	17.6% / 82.4%
<b>Race</b> Native American/Alaska Native	2.9%	1.2%
Asian American	4.0%	4.3%
Black or African American	23.9%	14.7%
Native Hawaiian/Pacific Islander	0.6%	0.2%
White	66.6%	77.7%
Two or More Races	2.1%	1.9%

<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	48%
Has a Service-Learning Coordinator <sup>2</sup>	83%
Service-Learning is part of the Strategic Plan	82%
Service-Learning is part of the Core Curriculum <sup>3</sup>	65%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	68%
Service-Learning is included in Professional Development <sup>5</sup>	38%
Students are involved in Decision-Making <sup>6</sup>	30%

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 While both Learn and Serve America 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 Learn and Serve programs for comparison with Census state-level data. For Higher Education Individual data reported, 28.6% 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.

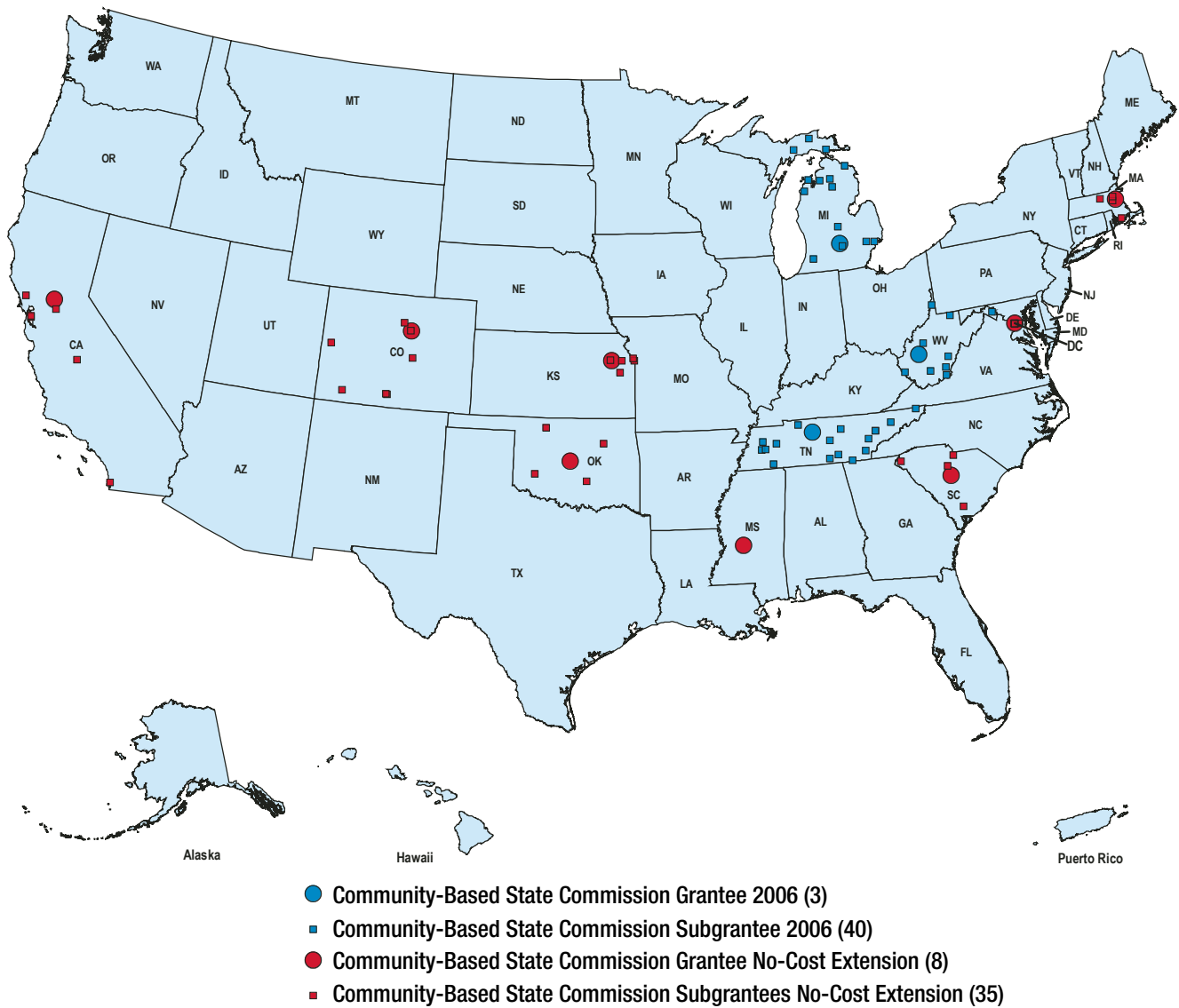
5 Institutions frequently or always include service-learning activities in their professional development plans.

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.

***Community-Based  
State Commission Grants***



**Distribution of Community-Based State Commission Awards to Learn and Serve America Grantees: Program Year 2006-2007\***



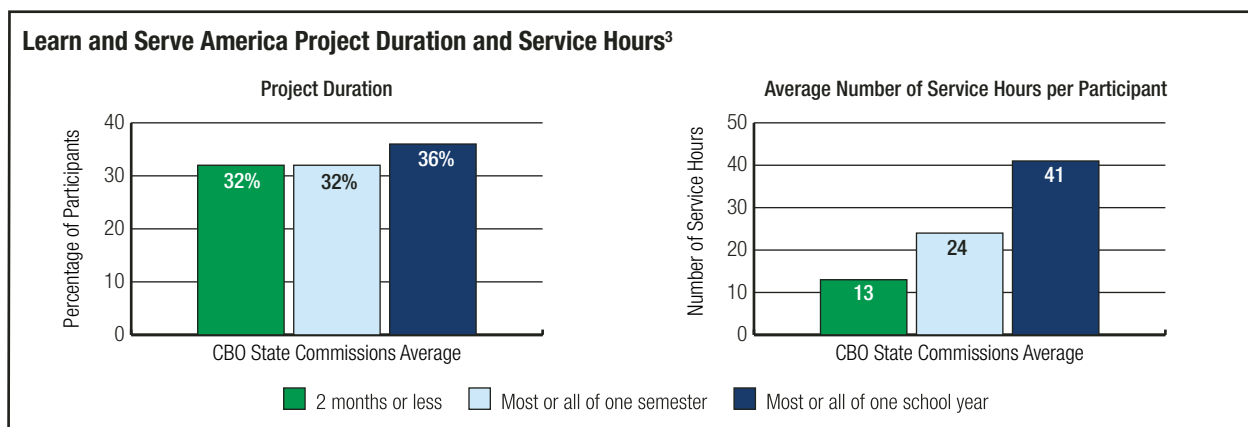
\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007. Includes local subgrants and sub-subgrants.

<b>3 Grants Awarded, 2006-2007*</b>	<b>Median 2006-2007 Grant Award: \$339,750</b>
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<b>Distribution of Learn and Serve Funding Amount for Community-Based State Commission Grants<sup>1</sup></b>	
	<b>Percentage</b>
Subgrantees receiving less than \$5,000	1%
Subgrantees receiving \$5,000 to \$9,999	1%
Subgrantees receiving \$10,000 to \$19,999	65%
Subgrantees receiving \$20,000 or more	32%

Number of subgrantee awards for the typical Community-Based State Commissions grantee – 7

<b>Learn and Serve America Student and Adult Participation<sup>2</sup></b>	
Total number of student participants	28,538
Total number of student participants for the typical grantee	519
Median number of student participants per program	95
Total number of teachers/staff involved with Learn and Serve programs	634
Number of teachers/staff for the typical grantee	50
Median number of teachers/staff per program	6
Total number of service hours for the typical grantee	13,037



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Community-Based State Commission grantee. There were 11 Learn and Serve America CBO State Commission grantees in 2006-2007 (3 2006 grantees; 8 NCE grantees). Values were calculated for each of the 11 grantees, based on data reported by the subgrantees and sub-subgrantees.

2 Data include those Community-Based State Commission subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 94.4% completed and submitted the survey for the 2006-2007 program year.

3 "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race<sup>1</sup></b>		
	<b>Percent Participating in CBO State Commission Programs</b>	<b>Percent School Age (5-17 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	20.5% / 79.5%	18.7% / 81.3%
<b>Race</b> Native American/Alaska Native	8.5%	1.2%
Asian American	0.7%	3.9%
Black or African American	19.6%	15.6%
Native Hawaiian/Pacific Islander	0.4%	0.2%
White	67.3%	76.4%
Two or More Races	3.5%	2.7%

<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>	79%
Service-Learning is part of the Strategic Plan	78%
Service-Learning is part of the Core Curriculum <sup>3</sup>	88%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	59%
Service-Learning is included in Professional Development <sup>5</sup>	59%
Youth are involved in Decision-Making <sup>6</sup>	69%

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 While both Learn and Serve America 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 Learn and Serve programs for comparison with Census state-level data. For Community-Based State Commission data reported, 5.2% 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.

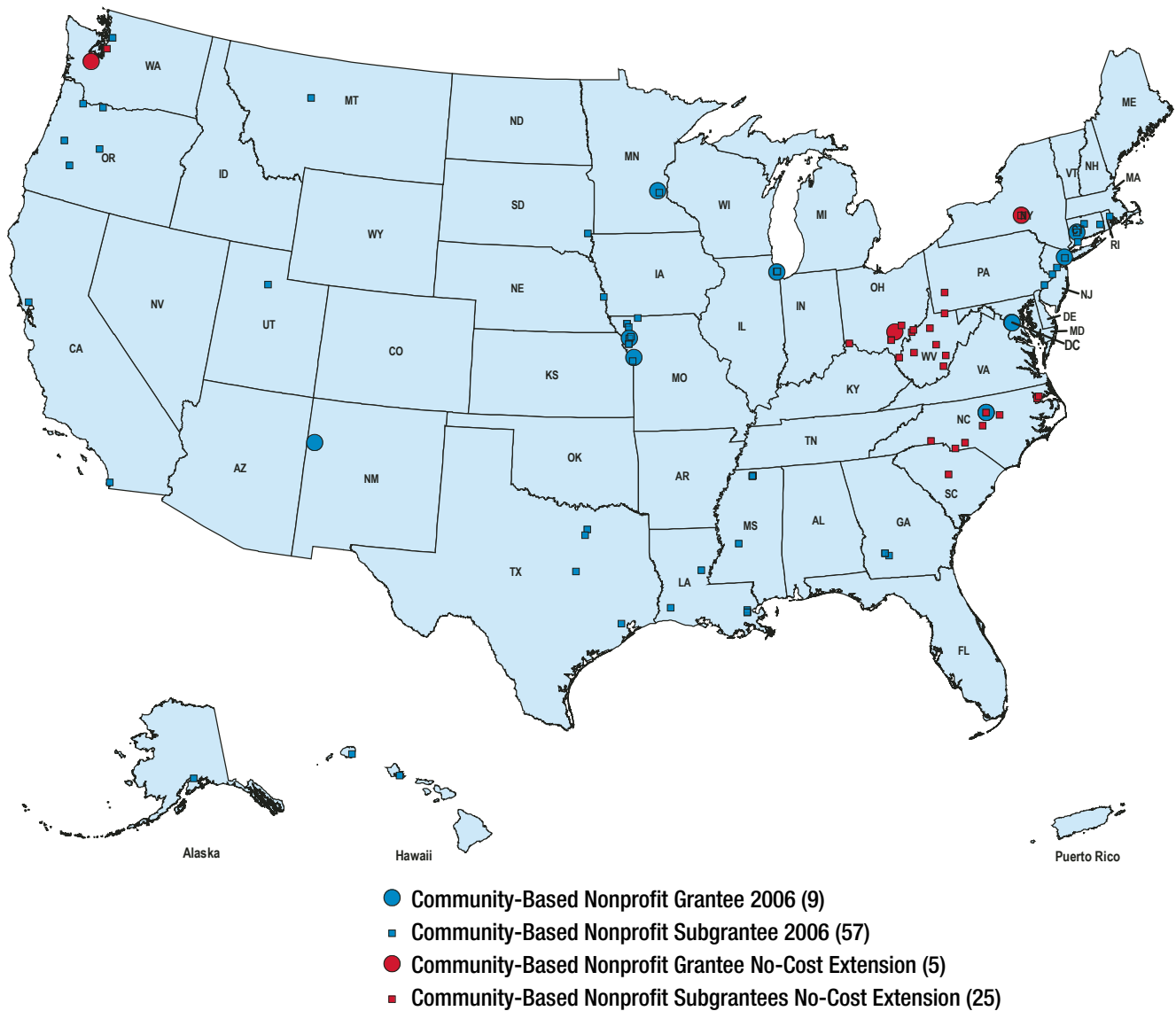
4 Organizations frequently or always provide technical assistance for planning and/or implementing service-learning activities.

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.

***Community-Based  
Nonprofit Organization Grants***

**Distribution of Community-Based Nonprofit Awards to Learn and Serve America Grantees: Program Year 2006-2007\***

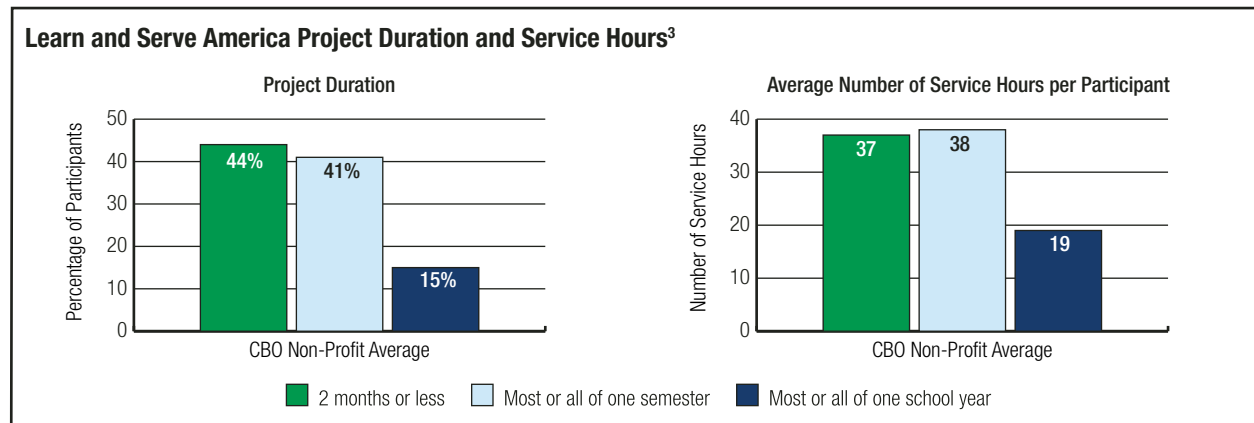


\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007. Includes local subgrants and sub-subgrants.

<b>9 Grants Awarded, 2006-2007*</b>	<b>Median 2006-2007 Grant Award: \$351,342</b>
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<b>Distribution of Learn and Serve Funding Amount for Community-Based Nonprofit Grants<sup>1</sup></b>	
	<b>Percentage</b>
Subgrantees receiving less than \$5,000	5%
Subgrantees receiving \$5,000 to \$9,999	35%
Subgrantees receiving \$10,000 to \$19,999	31%
Subgrantees receiving \$20,000 or more	29%
Number of subgrantee awards for the typical Community-Based Nonprofit grantee – 6	

<b>Learn and Serve America Student and Adult Participation<sup>2</sup></b>	
Total number of student participants	18,804
Total number of student participants for the typical grantee	397
Median number of student participants per program	41
Total number of teachers/staff involved with Learn and Serve programs	498
Number of teachers/staff for the typical grantee	31
Median number of teachers/staff per program	4
Total number of service hours for the typical grantee	5,554



\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

<sup>1</sup> The data presented here are based on subgrantee and sub-subgrantee reporting for the typical Community-Based Nonprofit Organization grantee. There were 14 Learn and Serve America CBO Nonprofit grantees in 2006-2007 (9 2006 grantees; 5 NCE grantees). Values were calculated for each of these 14 grantees, based on data reported by their subgrantees and sub-subgrantees.

<sup>2</sup> Data include those Community-Based Nonprofit subgrantees and sub-subgrantees that completed and submitted the 2006-2007 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, 98.8% completed and submitted the survey for the 2006-2007 program year.

<sup>3</sup> "Programs lasting 2 months or less" includes intensive Summer programs.

<b>Student and Adult Participation by Ethnicity and Race<sup>1</sup></b>		
	<b>Percent Participating in CBO Nonprofit Programs</b>	<b>Percent School Age (5-17 years old) National Population</b>
<b>Ethnicity:</b> Hispanic / Non-Hispanic Participants	13.4% / 86.6%	18.7% / 81.3%
<b>Race</b> Native American/Alaska Native	2.6%	1.2%
Asian American	20.4%	3.9%
Black or African American	30.3%	15.6%
Native Hawaiian/Pacific Islander	0.2%	0.2%
White	44.9%	76.4%
Two or More Races	1.6%	2.7%

<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	33%
Has a Service-Learning Coordinator <sup>2</sup>	72%
Service-Learning is part of the Strategic Plan	56%
Service-Learning is part of the Core Curriculum <sup>3</sup>	86%
Technical Assistance is provided for Service-Learning Activities <sup>4</sup>	57%
Service-Learning is included in Professional Development <sup>5</sup>	52%
Youth are involved in Decision-Making <sup>6</sup>	68%

\* For reporting purposes in this document, program year 2006-2007 spans July 1, 2006 through June 30, 2007.

1 While both Learn and Serve America 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 Learn and Serve programs for comparison with Census state-level data. For Community-Based Nonprofit data reported, 11.5% 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.