



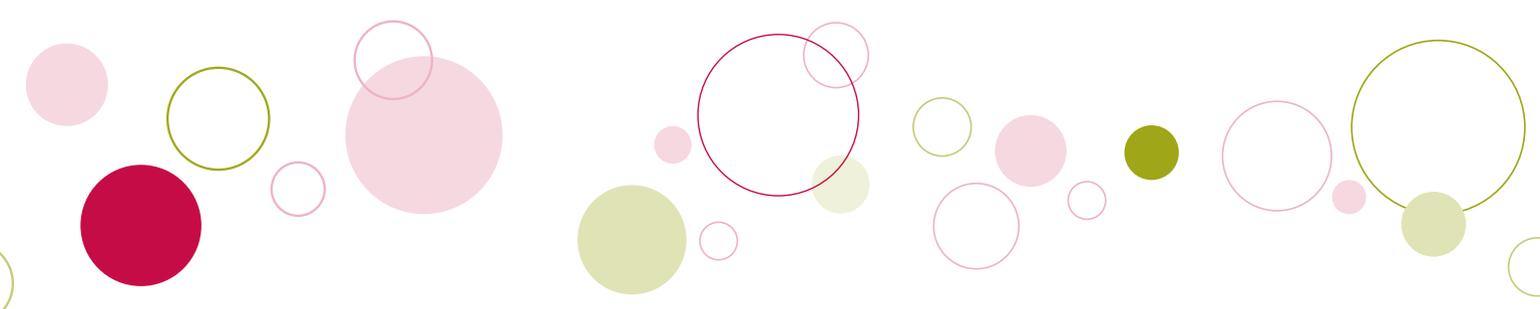
# Youth Service and Civic Engagement

Involving Young People as Civic Leaders through Community-Based Learning



## Table of Contents

Introduction . . . . .	2
What Are the Benefits of Youth Service and Civic Engagement? . . . . .	2
The Shift Towards High Quality Service-Learning . . . . .	4
Case Study: Galt City Council Youth Committee . . . . .	5
Standards of High Quality Service-Learning . . . . .	5
Sacramento Regional Approaches to Service-Learning and Community Service. . . . .	7
Community Advocacy for More Youth Civic Engagement . . . . .	10
Recommendations for Policy and Practice . . . . .	11
Resources . . . . .	13
Committed to Youth in Sacramento and Beyond . . . . .	13



## Introduction

The 2008 election, more than any other election since the 1960's, has activated young people to get involved, make a difference, and vote. There is no doubt that young people want to participate in civic action, but few communities in the nation are encouraging and equipping them to do so in an ongoing and systematic way.

In order for young people to be part of policy or systems change, they need intentional opportunities to acquire the knowledge and skills necessary to apply democracy in action<sup>1</sup>. This process, known as youth civic engagement, builds young people's abilities to care for others by contributing to their community through active participation to promote change<sup>2</sup>.

Youth civic engagement can take shape in many forms of participation, ranging from volunteerism to political activism. One particular civic engagement strategy for youth is Service-Learning, a philosophy that integrates broad academic learning goals with experiential community-based service efforts to promote community change. A Service-Learning approach is unique due to the intentional integration of specific learning goals to compliment the service activity. It also includes an intentional focus on "civic" skills and impact, and includes youth voice and leadership development.

Across the state and throughout the Sacramento region, youth civic engagement is taking place in schools and community groups through service-based projects. In 1996, the State Superintendent of Public Instruction established that 25 percent of California's 994 school districts should offer students at least one community service or Service-Learning opportunity at each grade span

(K-5, 6-8, 9-12)<sup>3</sup>. Today, this Service-Learning standard has increased to include 50 percent of all California school districts<sup>4</sup>. In addition, there is growing community support and efforts from the government and community organizations to engage youth in civic activism and service.

## What Are the Benefits of Youth Service and Civic Engagement?

### Student Benefits

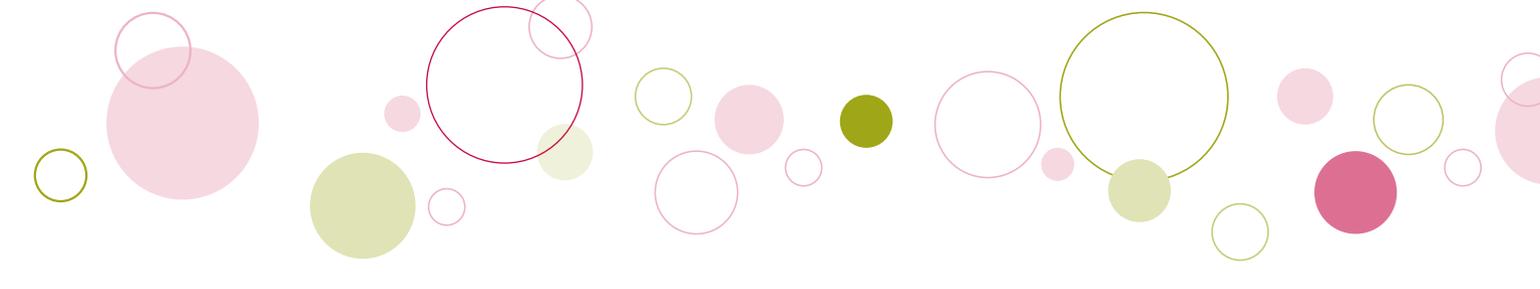
#### Application of Academic Studies

For students, Service-Learning offers an opportunity to participate in civic causes while testing, strengthening, and applying their academic studies, making learning more relevant.

Development of leadership, sense of purpose, and connection to community: These opportunities promote avenues for career exploration, diversity, and mutual respect for all participants through the development of specific leadership skills such as conflict resolution, group decision-making, collaboration, and identifying and analyzing multiple perspectives<sup>5</sup>. Youth become more aware of community resources providing more avenues to seek assistance or support. Youth gain a sense of connection and purpose by helping others and studying community issues. Youth become better able to advocate for self and others as they gain confidence and skills working on community issues that are important to them.

#### Positive Civic Outcomes

These benefits lead to improved student outcomes and help to prepare youth for the 21st century. According to a study by the National Youth Leadership Council, youth who participated in Service-Learning that included a structured



reflection achieved positive civic outcomes later in adulthood<sup>6</sup>. Students who understand how government works and how they can impact community outcomes through civic actions will be more likely to vote in the future, more likely to engage in community issues as adults and have a greater sense of personal power.

### Higher Graduation Rates

Students develop a heightened interest in their classes due to the integration of classroom learning and experiential community-based projects. Students who participated in voluntary community service were 19% more likely to graduate from college than those who did not participate in voluntary service<sup>7</sup>. Additionally, recent research indicates that Service-Learning is a strategy for drop-out prevention and increased academic achievement, as students develop a heightened interest in their classes due to the integration of classroom learning and experiential community-based projects<sup>8</sup>.

### School Benefits

**Lower Drop-out Rates:** Recent research indicates that Service-Learning is a strategy for drop-out prevention and increased academic achievement<sup>9</sup>. In the recent report *Engaged for Success*, 82% of students participating in Service-Learning (79% of all students and 80% of at-risk students) would feel more positive about school if they had more Service-Learning. Seventy seven percent of students participating in Service-Learning say that it had a very or a fairly big effect on motivating them to work hard. In “The Silent Epidemic” students report

that being bored at school is one of the top ten reasons for dropping out.

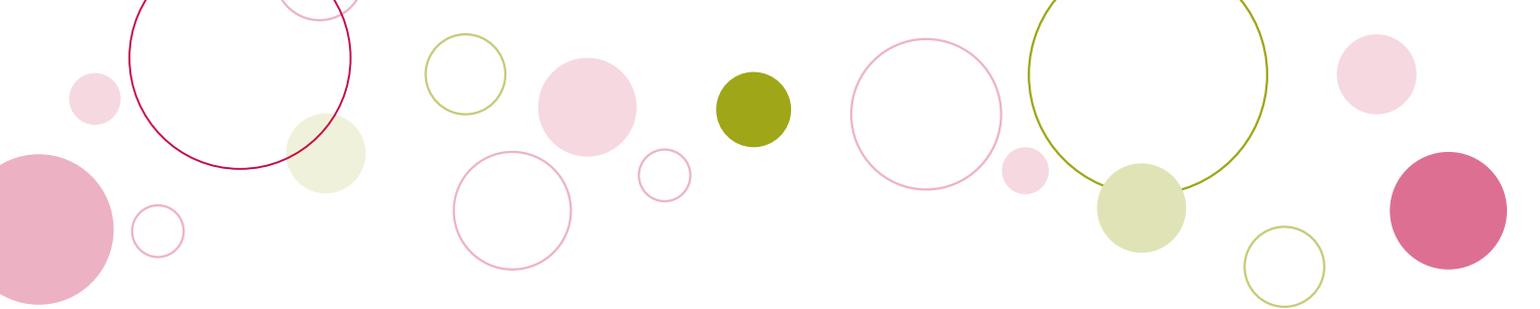
**Improved Relationships / Higher Attendance Rates / Higher Graduation Rates:** Teachers that used Service-Learning said that it led to stronger relationships with students and improved attendance. John Durand, Service-Learning Coordinator for Galt Joint Union School District, explained that the above-mentioned benefits to students and schools ultimately offer “an engagement tool that keeps students in school.”<sup>10</sup> When students become more connected with their school and academic environment, overall school climate improves. Additionally, through Service-Learning, young people become engaged in their community, which, in turn, promotes community involvement in school settings<sup>11</sup>.

**New Partnerships That Lead to More Resources for Schools:** Service learning requires schools partner with community. These partnerships can lead to more resources and supports for schools and classrooms.

### Community Benefits

**Stronger Communities:** Service-Learning strengthens communities by promoting youth to give back, thereby initiating community improvement, as well as improving community perception of young people.

**Increased Voting Rates:** Correlations can be drawn between volunteering and voting. According to CIRCLE, young people who discuss a volunteer experience are 16% more likely to try to influence



someone’s vote, illustrating how these service experiences promote youth to care and give back to their communities<sup>12</sup>.

**Developing Long-term Volunteers and Leaders:** Collaborative and mutually supportive partnerships with local schools diversify a community’s volunteer pool to include more young people. Local communities are then more likely to form a connection with youth, which positively perpetuates the desire to seek young volunteers, as well as instills the desire in some young people to continue to serve as they grow into adulthood<sup>13</sup>.

**Policies and Community Actions Better Represent the Voice of Constituents:** Government policy that seeks youth input and voice is more likely to be effective in addressing the issues that impact and matter to youth.

### The Shift Towards High Quality Service-Learning

Service-Learning efforts vary from igniting initial civic participation through short-term projects—such as organizing a graffiti paint-out—to higher levels where youth serve as philanthropists funding youth community improvement projects (the Grants Advisory Board for Youth), to youth being in positions as joint decision makers with adults on civic matters such as serving on city commissions or task forces focused on certain policy or community improvement issues (The County Children’s Coalition), to youth leading civic groups (City Youth Commission) to youth changing policies through community organizing (Area Congregations Together Youth Organizing efforts). High quality Service-Learning refocuses attention on young people as resources for civic action as opposed to young people as recipients of community services.

High quality service learning moves youth from doing discrete service activities to improve their community to engaging in and effecting policies and resource allocation that impact all youth and the community’s health and well-being.

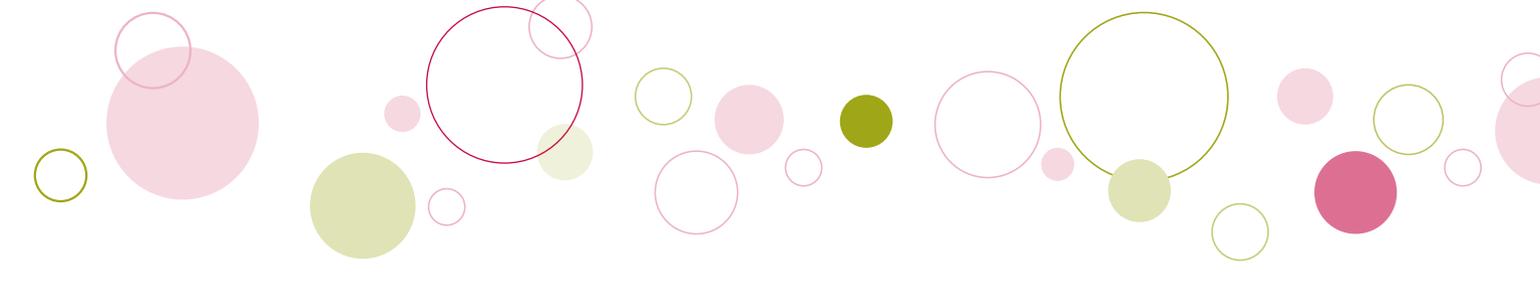
Figure 1 illustrates this shift in how young people can serve their community through high quality Service-Learning:

From	To
Consumers of public services	Regulators of public services
Citizens as customers	Citizens as shareholders or owners
Ignore community issues	Framers of community issues
Political apathy	Political action
Subjects of the law	Owners of the law
Government for the people	Government with the people
Not voting	Voting
Voting	Running for public office
No authority/ responsibility for civic system	Active authority/ responsibility for civic system

Figure 1: CalServe, “Need to Refocus Attention on How Youth Serve Their Community,” 2008.

In Figure 1, the change from consumers of public services versus regulators of public services, involves more than just being educated about one’s right to have a voice in the regulation of services. This shift requires following through with intentional action and a desire to promote change in how services are regulated.

Recent studies have found that providing youth with high quality service experiences increases overall youth engagement. “Lessons in Leadership”



by the Innovation Center<sup>14</sup>, studied twelve youth programs around the country that used civic activism as a young engagement strategy. The study found that these programs, unlike more traditional youth development programs, empowered those who otherwise felt powerless to make changes in their communities—whether because of lack of money, resources or language skills. These high quality youth service experiences offer innovative examples of how to prepare young people, particularly minority and older youths, for the 21st century by instilling in them a sense of identity, civic responsibility, and power in action.

### **Case Study: Galt City Council Youth Committee**

This shift towards high quality Service-Learning is best illustrated in Galt, California where in 2005; young people expressed a need to their local councilwoman for more ways for youth's needs and interests to be heard. As Councilwoman Barbara Payne explains, instead of making Galt's young people choose from pre-existing activities designed by adults, or letting young people “get more and more involved in gangs,” she opted for a non-traditional, youth development approach.

The Galt City Council created a Youth Committee<sup>15</sup> which became a means for young people to take an active role in shaping their community's opportunities for youth involvement. Since the youth committee's inception in 2005, they have designed and hosted events such as the Galt Festival, skateboard exhibition, the Tour de Galt, the Grand Opening of Monterey Park, Diversity Day, and Napoleon Dynamite Day. As Lucia Prado—a youth committee co-chairperson—explains, “I have learned how important it is to help out your

community, not just by living in it, but also by doing something in it.”<sup>16</sup> The Galt City Council Youth Committee is one example of a high quality youth service experience that incorporates youth voice and governance opportunities in the regulation of youth services.

### **Standards of High Quality Service-Learning**

As identified by National Youth Leadership Council (2008) and Youth Service California (2006)

The following section provides a review of the key elements of high quality service learning projects

#### **Meaningful Service**

Meaningful Service-Learning actively engages participants in personally relevant service activities.

#### **Indicators**

- Service-Learning experiences are age appropriate, well organized, and reflect participants' interests.
- The service responds to an actual community need.
- Service-Learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
- Service-Learning leads to attainable and visible outcomes that are valued by those being served.

#### **Link to Curriculum**

Service-Learning is intentionally used as an instructional strategy to meet developmental learning goals and/or content standards.

### Indicators

- The service informs the learning content, and the learning content informs the service through clearly-articulated goals that align with the academic and/or programmatic curriculum.
- Life skills learned in the community setting are integrated back into classroom-based learning, teaching participants how to transfer knowledge and skills from one setting to another.
- Service-Learning that takes place in schools is formally recognized in school board policies and student records.

### Civic Responsibility

The Service-Learning effort promotes participants' responsibility to care for others and impact their community in meaningful ways.

### Indicators

- Participants understand how they can view themselves as agents of change.
- Young people understand how government decision-making works, and learn tactics to influence decisions.
- Participants engage in their communities as active, contributing resources
- A high level service project has youth engaged in impacting policies, organizational practices and/or systems creating sustainable changes in community.

### Youth Voice

Service-Learning provides youth with a strong voice in planning, implementing, and evaluating Service-Learning experiences with guidance from adults.

### Indicators

- Participants take on roles and tasks that are developmentally age-appropriate.
- Young people are engaged in generating ideas and making decisions during all phases of the effort.
- Youth and adults create an environment that supports trust and the open expression of ideas.
- Service-Learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.

### Duration and Intensity

Service-Learning has sufficient duration and intensity to address community needs and meet specified outcomes.

### Indicators

- Service-Learning is conducted during concentrated blocks of time across a period of several weeks or months.
- There is enough time to address identified community needs and achieve learning goals.
- The experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.

### Collaboration and Partnerships

Service-Learning partnerships are collaborative, mutually beneficial, and address community needs.

### Indicators

- Service-Learning involves a collaboration of diverse partners, including youth, educators, families, community members, community-based organizations, after school programs, school and program administrators, and/or businesses.

- Partnerships are characterized by frequent communication to keep all partners well-informed about activities and progress.
- Partners collaborate to establish a shared vision and set common goals to address community needs.
- Partners collaboratively develop and implement action plans to meet specified goals.
- Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

### Reflection

Service-Learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

### Indicators

- A variety of verbal, written, artistic, and non-verbal activities capture understanding and changes in participants' knowledge, skills, and/or attitudes.
- Reflection occurs before, during, and after the service experience.
- Reflection prompts participants to think deeply about complex community problems and alternative solutions.
- Reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- Reflection encourages participants to examine a variety of social and civic issues related to their Service-Learning experience so that they understand the connections to public policy and civic life.

### Evaluation

Service-Learning engages participants in an on-going process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

### Indicators

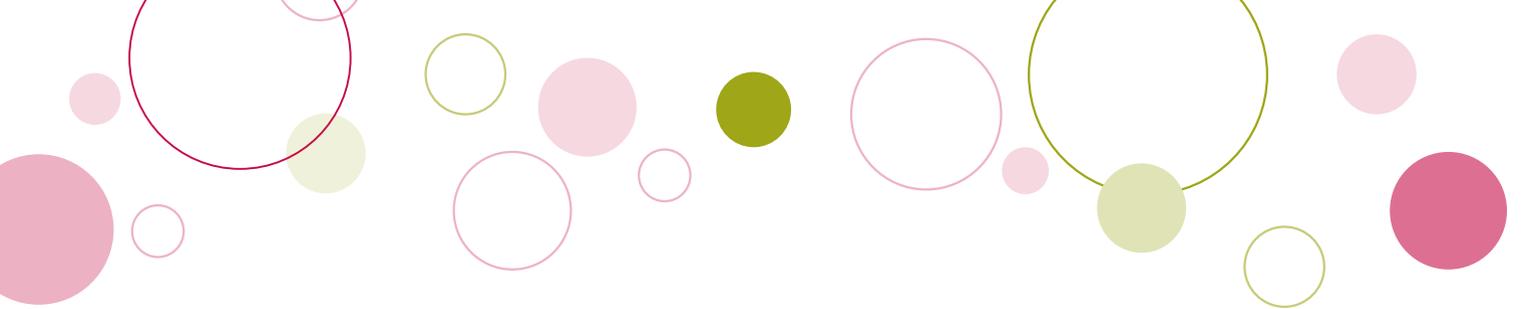
- Young people evaluate the quality and effectiveness of the Service-Learning experience from multiple sources throughout the duration of the experience
- Participants use evidence to improve Service-Learning experiences.
- Participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen Service-Learning understanding and ensure that high quality practices are sustained.

## Sacramento Regional Approaches to Service-Learning and Community Service

Throughout the greater Sacramento region, innovative examples of Service-Learning and community service projects are being implemented across a multitude of sectors. School districts, community-based organizations, government entities are demonstrating unique approaches to implementing service learning projects, as described in the following sections.

### District-Wide Service Approach

Two school districts in the Sacramento region have demonstrated innovative district-wide approaches to implementing Service-Learning. In 2003, Elk Grove Unified School District (EGUSD) established a district-wide Service-Learning program that



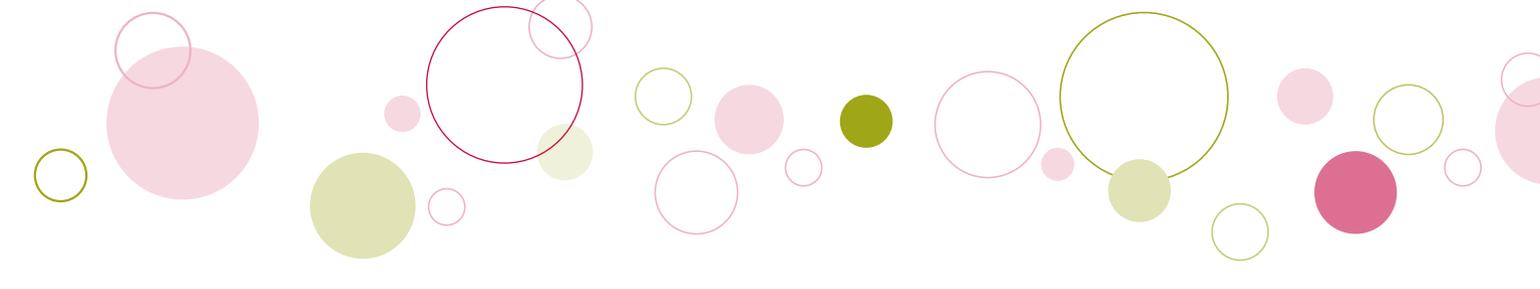
Elk Grove Unified's Youth Leadership Program trains high school students to mentor elementary school students about California's wetlands and wildlife. Students learn about environmental science and ecology while giving back to their environment and peers. Students can earn Service-Learning hours, and one star mentor will receive a \$500 scholarship.

has now expanded involvement from elementary, middle, and high schools. In 2007, EGUSD's Board of Education adopted a board policy to strengthen Service-Learning throughout the district. (Please see "Resources for School Boards" to view this board policy.) Elk Grove Unified's creative approach to sustaining their Service-Learning program is to partner with local community-based organizations which fund 62 percent of the program<sup>17</sup>. The Service-Learning opportunities available to schools and students in Elk Grove Unified range from hands-on historical restoration projects to environmental education programs that incorporate student peer mentoring across grade spans.

In particular, the Youth Leadership Program—a cross-age mentoring program that teaches students about California's wetlands and wildlife—trains high school students to mentor elementary school students<sup>18</sup>. This program not only provides learning and service opportunities around environmental science and ecology, but also provides life skills experiences for students by teaching the importance of giving back through mentoring. As Nancy Lucia, Associate Superintendent of Education Services for Elk Grove Unified explains, "The Service-Learning program has been an excellent addition to our students' curriculum... Our [district] goal with the Service-Learning program is to develop partnerships with organizations within our community that have need for service and make connections to teachers and students who are interested in Service-Learning."<sup>19</sup>

Elk Grove Unified also demonstrates an innovative model for engaging alternative schools in their Service-Learning efforts. Calvine Alternative High School is recognized by the district for using Service-Learning as a strategy to engage hard to reach youth who are likely to drop out. Their model incorporates field experiences—such as watershed exploration and clean-up—with reflective assignments that draw upon their skills in English, Science, American Government, Math, and Economics, multi-media and video blogging.

Similarly, Galt Joint Union School District has also established a district-wide approach to Service-Learning. Specifically, they provide on-going support for the district-wide effort by creating a district position for a Service-Learning Coordinator. This position serves as the intermediary between CalServe state-funded programs, local district and school administrators, teachers, students, businesses, and community-based organizations to help provide diverse Service-Learning opportunities across the school district. Having a Service-Learning Coordinator not only strengthens the district-wide program through community promotion via partnerships, but also provides the necessary administrative research and planning to assist teachers and students in locating local service opportunities to integrate into their learning plans.



## Community-Based Organizations' Service Approach

Community-based organizations (CBOs) often have service-focused missions. CBOs can best implement their service needs through collaborations with other local entities, as many in the Sacramento region have done. One innovative example of a community-based program that partnered with a local school is the GEO Garden Project at Grant High School in Sacramento. The GEO Garden Project engages Grant High School students in maintaining a community garden on the school site. The students then use the vegetables to make salsa, which they then bottle, advertise, and sell at local farmer's markets. The program teaches students about environmental sustainability, food systems, marketing and communication, financial literacy, and leadership skills to maintain a student-run business. The program would not be able to operate, were it not for the partnership established between the GEO Garden Project and Grant High School.

### Supporting Volunteerism in the Region

Another example is local organizations that are dedicated to connecting volunteers to volunteer opportunities. Hands-On Sacramento, as well as the Volunteer Center of Sacramento, are a resource bank to connect participants to volunteer opportunities, including user-friendly web sites for students, parents, and schools interested in signing up for pre-arranged volunteer projects. These are offered in partnership with other community agencies.

To view a video of a Calvine Alternative High School service-learning project, please visit:

[http://www.sdcoe.net/edoptions/service\\_learning.asp](http://www.sdcoe.net/edoptions/service_learning.asp)

The Volunteer Center of Sacramento is currently publishing a guide for volunteer opportunities, to be available in spring 2009. In addition, Hands-On Sacramento offers a youth service program called Youth Engaged in Sacramento (YES!) which provides youth-friendly service opportunities that promote hands-on learning and self and community reflection<sup>20</sup>. This type of youth-focused service program is ideal for students interested in completing community service hours. Additionally, local volunteer agencies have created DOVIA—a support organization of local volunteer agencies—which coordinates volunteer opportunities, and provides training and networking for volunteers. (Please visit [www.dovia.org](http://www.dovia.org) for more information.)

### Grants Advisory Board for Youth

The Sacramento Region Community Foundation in partnership with Sierra Health Foundation have developed three Grants Advisory Boards For Youth in the region—Sacramento, El Dorado and Placer County. The Gabby includes a youth funders board who make grants to youth lead projects in their community. The Sacramento GABBY has recently created a web based training series for students to learn about philanthropy and civic activism. Students can use the web based systems to develop a project and apply online for funds ([www.gabby.sacregcf.org](http://www.gabby.sacregcf.org)).

### City and County Volunteer and Service Approaches

While schools districts and CBO approaches to service are often perceived as the most likely strategies for fostering opportunities for youth service, City and County governments also provide service opportunities. One such model is the Placer County Peer Court, a “partnership that challenges an entire community to take an active role in

To learn more about how to locate a particular service project in the Sacramento region, or how to get the most out of your youth service experience, check out Hands On Sacramento's volunteer guide at: <http://handsonsacto.org/AboutUs/index.php/Youth%20Volunteering%20Guide.htm>.

solving juvenile crime.”<sup>21</sup> Juvenile court cases are referred to Peer Court from the juvenile probation department, school site police officers, the juvenile court, or local police agencies. The juvenile then appears before the peer court, where young people assume the roles of jurors, teen attorney, clerk, and bailiff. (Adult mentor attorneys are also present, as well as an adult judge who presides.)

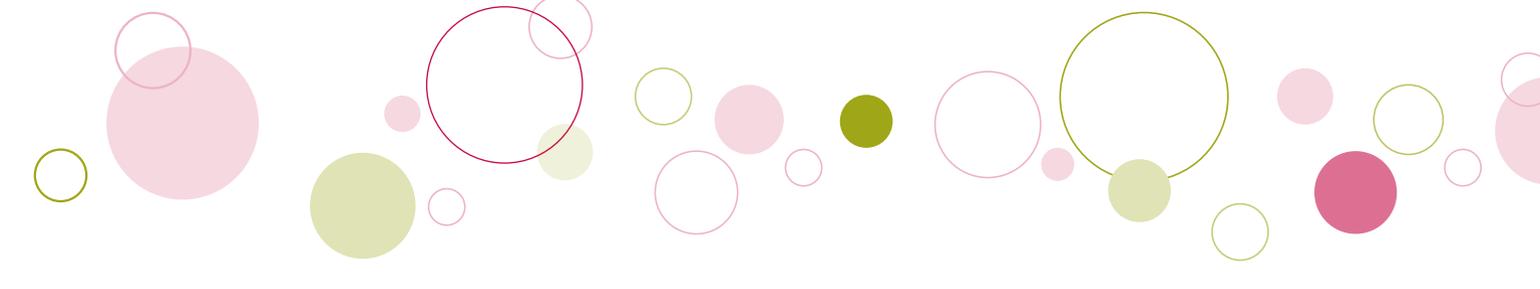
Together, the Placer County Peer Court forms a unique partnership between the following city entities: Superior Court Judges, Placer County Probation Department, Placer County District Attorney, Juvenile Justice Delinquency Prevention Commission, Peer Court Coordinator, Police Department, Business Community, Placer Dispute Resolution Services, and Placer County Office of Education, Educators, and Youth Representatives. This peer court model illustrates the power of creative partnerships—involving city departments—to help tackle youth issues, while promoting service to the community, life-changing learning and reflection, and life skills development for our young people coping with ethical decision-making.

Another partnership that illustrates innovative volunteer opportunities is the City of Sacramento Volunteer Program, and its affiliates. Most recently, the City of Sacramento Volunteer Program

partnered with AmeriCorps, Sacramento City Unified School District, Hands On Sacramento, Sacramento Food Bank, and Habitat for Humanity to create additional service projects throughout the Oak Park neighborhood in Sacramento. Together, this collaboration fostered the development of community gardens, built the frame for a house, sorted donations, deep-cleaned the interiors of local schools, and planted trees in neighborhood school yards. While these kinds of service opportunities were available to all ages, the City of Sacramento Volunteer Program noted a substantial increase of 53,178 hours of service between the 2004-2005 year and the 2005-2006 year, which illustrates the growing trend of service throughout the Sacramento region<sup>22</sup>.

### **Community Advocacy for More Youth Civic Engagement**

The Sierra Health Foundation is currently funding an \$8 million effort over three years to support nine communities as they create youth friendly communities in partnership with youth. All of these communities work in partnership with youth to seek to change policies and systems so that youth have a greater voice and also the full range of developmental supports they need to grow up to be successful (safe places, caring adults, opportunities to participate, community involvement and engaging learning opportunities). As a result of the work of these coalitions, youth service involvement has increased; from neighborhood clean ups, to a group of students getting the El Dorado Board of supervisors to invest in a buses to get youth to the new teen center also created by the coalition. Today, the County funds three buses to the Teen center.



## **Area Congregations Together (ACT), “Stand Together For Youth” Campaign**

An innovative example of engaging youth in community organizing is the work being done by Sacramento ACT. ACT, a faith based organizing group that is part of the national PICO, is committed to engaging youth in its organizing activities. In 2008 ACT worked with its youth leaders to organize a Mayoral Forum that had over 1000 youth and adults turn out. The forum included a youth developed video on the challenges youth face against violence in their neighborhoods, it included a youth platform for more jobs for youth, support with helping kids graduate and increasing mentors for youth.

In April of 2008, the Capitol Region Ready by 21 Coalition—a coalition of cross sector stakeholders—had over 230 community leaders, including youth, sign a community compact for youth that included six commitments for youth success: safe place, caring adults, opportunities for youth to participate and give back to their community, healthy start of all youth, and effective education where youth can learn 21st century skills. The coalition is currently working on policy commitments from schools and cities to support more youth in leadership roles, including expanded service opportunities for youth. Through tremendous community backing and creative initiative, Sacramento is leading the region toward a region-wide transformation in the way in which it collaborates to promote opportunities for youth service.

## **Recommendations for Policy and Practice**

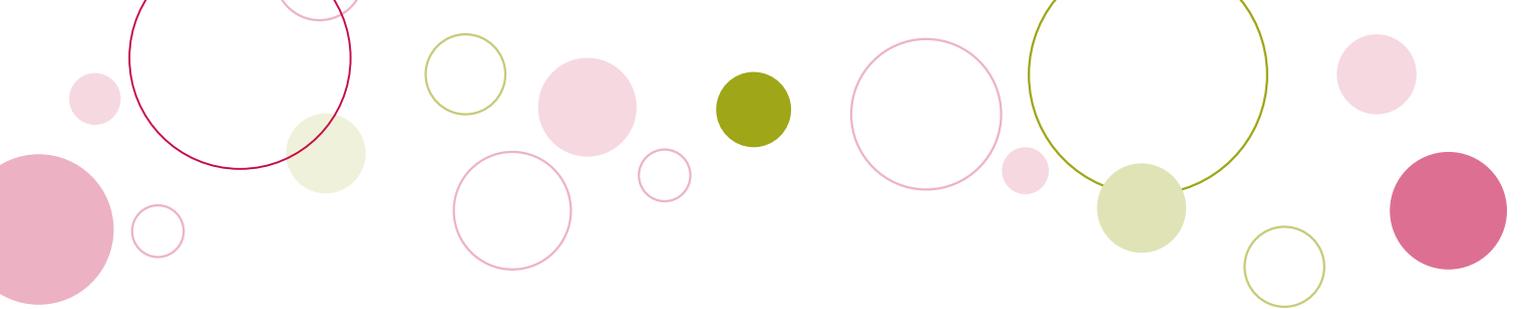
The following recommendations for policy and practice convey strategies for promoting service opportunities for young people in the greater Sacramento region. These recommendations

reflect the innovative strategies currently being implemented throughout the various sectors across the region, as well as suggestions for further actions to be taken.

### **Recommendations to Districts and School Boards**

- Adopt a service-learning policy as a way to support multiple, relevant pathways to learning. Fund your district’s service-learning program by applying for Cal Serve Grants. For information, contact Mike Brugh, CalServe Director, 916-319-0543, or [mbrugh@cde.ca.gov](mailto:mbrugh@cde.ca.gov).
- Work in partnership with community agencies to link the classroom to the community. Direct teachers and students to the Volunteer Center, Hands-On Sacramento, or the Youth Development Network to help identify service partnerships.
- Teach students how to find service opportunities in their community and what it means to do service.
- Establish a Service-Learning Coordinator for your district to assist in program promotion throughout the community, and connect teachers and students to potential service opportunities.
- Require service learning as part of senior projects.
- Support the Regional Compact for Children and Youth and advocate for more youth leadership and service opportunities for youth.

For information about the Ready by 21 Community Compact, contact Bina Lefkovitz at Youth Development Network at (916) 231-5333.



## Recommendations to Community-Based Organizations

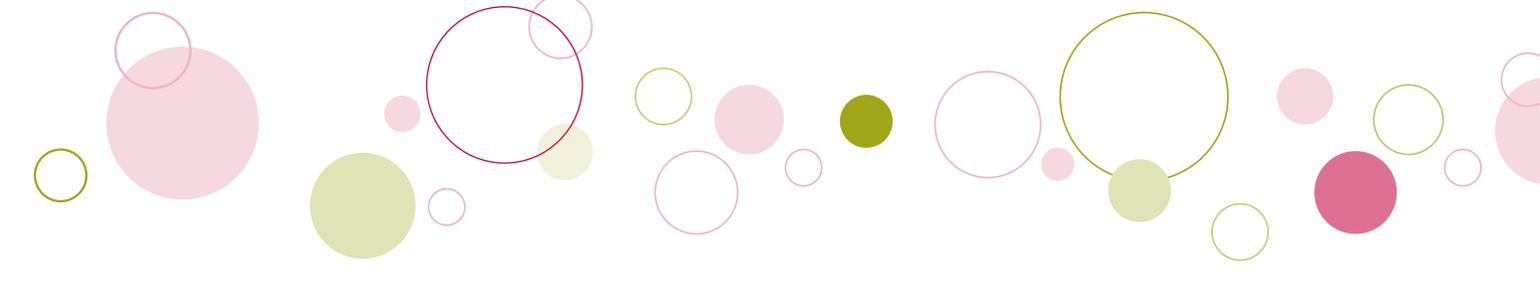
- Offer volunteer or service-learning opportunities as part of your agencies programming. Register with the Sacramento Volunteer Center or Hands Together Sacramento to post your service opportunities. Train your staff on how to engage youth in meaningful service.
- Partner with local districts and schools to support student projects and classroom learning by using your agency's services, knowledge and expertise to support student learning.
- Invite students to help your organization work on a research or service delivery project (i.e.: pulling water reeds in the river, helping paint over graffiti, researching a question that will inform your service delivery).
- Support the Regional Compact for Children and Youth and advocate for more youth leadership and service opportunities for youth.

## Recommendations to Government Agencies and Policy Bodies

- Create youth volunteer, leadership and service learning opportunities throughout municipal government, and document how schools and youth can access these opportunities. Train staff on how to develop and offer youth friendly volunteer and civic opportunities.
- Partner with local schools, districts, and community-based organizations to implement service-learning. Have staff make classroom presentations on joint government and classroom service learning opportunities.
- Co-host with the Youth Development Network a city/county wide volunteer fair for students

and teachers on how to access city and CBO volunteer and service-learning opportunities.

- Support policies and efforts that increase youth voice in civic decision-making and governance.
  - Create youth commissions that have resources, training and clout to advise on policy matters.
  - Put youth on other commissions and boards to have equal voice with adults on community matters.
  - Create neighborhood based civic action teams.
  - Hold youth led town halls that can spur ideas for civic engagement and policy change.
- Ensure training infrastructure exists in the community to train adults on how to engage youth in service and leadership and to train youth on how to be leaders and volunteers.
- Elected leaders promote service learning and youth leadership to the community. Government supports efforts to organize regional service days linked to national service days.
- Involve your local Chambers of Commerce to get businesses to adopt a school that promotes youth service in your city.
- Support the Regional Compact for Children and Youth and advocate for more youth leadership and service opportunities for youth



## Resources

### For Schools and School Districts:

- California schools can apply for funding through CalServe grants. Contact Mike Brugh, CalServe Director, 916-319-0543, or [mbrugh@cde.ca.gov](mailto:mbrugh@cde.ca.gov).
- The California Department of Education Service-Learning web pages offer numerous listings of current service opportunities by district, as well as provide information about Service-Learning standards: [www.cde.ca.gov/ci/cr/sl](http://www.cde.ca.gov/ci/cr/sl)

### For School Boards:

- The California School Boards Association published an article in March 2007 that suggests questions to consider when developing or enhancing Service-Learning programs or community service classes. This article can be found at: *California School Boards Association* (March 2007). “Governance and Policy Services News.”
- For school boards interested in adopting a Service-Learning policy, visit the California Department of Education website ([www.cde.gov/ci/cr/sl/elkgrovecpolicy.asp](http://www.cde.gov/ci/cr/sl/elkgrovecpolicy.asp)) for a sample Service-Learning policy from the Elk Grove Unified School District’s Board of Education<sup>23</sup>.

### Additional Information on Service-Learning:

- Corporation for National and Community Service, Learn and Serve America, [www.learnandserve.org](http://www.learnandserve.org).
- Youth Service California, [www.yscal.org](http://www.yscal.org).
- Learn and Serve America’s National Service-Learning Clearinghouse, [www.servicelearning.org](http://www.servicelearning.org).

- Region 3 Service-Learning Leads: Bina Lefkovitz at [bina@ydnetwork.org](mailto:bina@ydnetwork.org), or 916-213-9679 and Deborah Bruns at [Deborah.Bruns@ycoe.org](mailto:Deborah.Bruns@ycoe.org) or (530)668-3781.

## Committed to Youth in Sacramento and Beyond

The Youth Development Network exists to promote strength-based principles that support the positive development of youth. By supporting families, communities, schools and organizations, YDN works to give adults and youth the necessary skills to become healthy, thriving adults. Civic engagement is only one component to youth’s long term success. To learn about more youth development principles, contact Bina Lefkovitz at [bina@ydnetwork.org](mailto:bina@ydnetwork.org), or call 916-213-9679.

## Endnotes

1. CalServe (2008a). "Putting the 'Civics' in Service Learning."
2. Youth Service California (2006). "Seven Elements of High-Quality Service-Learning." [www.yscal.org](http://www.yscal.org).
3. California Department of Education (1999). "Service-Learning: Linking Classrooms and Communities." The Report of the Superintendent's Service-Learning Task Force.
4. California School Boards Association (March 2007). "Governance and Policy Services News."
5. LEARNS at the Northwest Regional Educational Laboratory. "Youth Impact." (3), 1-13. [www.nwrel.org](http://www.nwrel.org).
6. LEARNS at the Northwest Regional Educational Laboratory. "Youth Impact." (3), 1-13. [www.nwrel.org](http://www.nwrel.org). As cited from Finlay, Flanagan, & Black, 2007.
7. Dávila, A. and Mora, M. (2007). "An Assessment of Civic Engagement and Educational Attainment." CIRCLE. [http://www.civicyouth.org/PopUps/FactSheets/FS\\_Mora.Davila.pdf](http://www.civicyouth.org/PopUps/FactSheets/FS_Mora.Davila.pdf).
8. California Department of Education (1999). "Service-Learning: Linking Classrooms and Communities." The Report of the Superintendent's Service-Learning Task Force.
9. California Department of Education (1999). "Service-Learning: Linking Classrooms and Communities." The Report of the Superintendent's Service-Learning Task Force.
10. Interview, John Durand. November 5, 2008.
11. California Department of Education (1999). "Service-Learning: Linking Classrooms and Communities." The Report of the Superintendent's Service-Learning Task Force.
12. CIRCLE (2006). "2006 Civic and Political Health of the Nation" and "The Civic and Political Health of the Nation: A Generational Portrait." [www.civicyouth.org/?page\\_id=237](http://www.civicyouth.org/?page_id=237).
13. LEARNS at the Northwest Regional Educational Laboratory. "Youth Impact." (3), 1-13. [www.nwrel.org](http://www.nwrel.org).
14. Innovation Center. 2003. "Lessons in Leadership." [http://www.theinnovationcenter.org/files/Lessons\\_in\\_Leadership\\_exec.pdf](http://www.theinnovationcenter.org/files/Lessons_in_Leadership_exec.pdf)
15. Ackerman, R. (November 24, 2008). "Youth Committee Needs Your Input.." The Galt Herald. <http://www.thegaltherald.com/story21.shtml>
16. Ackerman, R. (November 24, 2008). "Youth Committee Needs Your Input." The Galt Herald. <http://www.thegaltherald.com/story21.shtml>
17. Johnson, T. D. (December 24, 2007). "EGUSD Receives Statewide Award for Service Learning Programs." Elk Grove Citizen.
18. CalServe (2008b). "Service Learning in the EGUSD." [www.egusd.net/calserve/opportunities.html](http://www.egusd.net/calserve/opportunities.html)
19. Johnson, T. D. (December 24, 2007). "EGUSD Receives Statewide Award for Service Learning Programs." Elk Grove Citizen.
20. Hands On Sacramento (2008). "YES!" <http://www.handsonsacramento.org/AboutUs/index.php/youth.htm?PHPSESSID=b5d192d28e329ebcf87a8502609da521>
21. City of Sacramento Volunteer Program (2005-2006). Newsletter/Annual Report.
22. Placer County Peer Court. Pamphlet. [www.peercourt.com](http://www.peercourt.com).
23. Board Policy (Spring 2007). "Service-Learning in the Elk Grove Unified School District." <http://egservicelearn.edublogs.org/board-policy/>





**Mailing Address**

P.O. Box 269003  
Sacramento, CA 95826-9003

**Physical Address**

10474 Mather Blvd.  
Mather, CA 95655

**Ph:** 916.231.5333

**Fax:** 916.231.5334

**[www.ydnetwork.org](http://www.ydnetwork.org)**

