

UNITEDHEALTH HEROES SERVICE-LEARNING GRANT APPLICATION

Application Instructions:

This is a two part application:

Part I is required of all applicants, including the budget spreadsheet for an award of up to \$500. Please complete the 3 sections of this application form:

[Section A: Applicant information](#) > [Section B: Proposed project information](#) > [Section C: Money Matters](#)

Part II is optional. It is for applicants who envision a larger service project. Some proposals may be eligible for an additional \$500.

Please utilize the Application Guidelines which follow. They provide information to help you complete your application accurately and completely.

When filling out this electronic form, please:

- Type your answers in the fields provided;
- Ensure your answers match their corresponding question;
- Do not use HTML code to format your responses;
- Remember that you must have an Internet connection to view the external hyperlinks and submit this application.

If you are a blind or visually impaired applicant and require assistance with the online form, please [send us an e-mail](#) with a clear explanation of your access issue.

Part I.

Section A: Applicant Information

This section asks for information about the applicant (the person filling out the application) and his/her organization. Please answer all questions. Unanswered questions indicate an incomplete application, and you will be unable to submit the form. Please use the hyperlinks to jump to the application guidelines.

A1. Email Address:	<input type="text"/>
A2. First Name:	<input type="text"/>
A3. Last Name:	<input type="text"/>
A4. Primary Phone: (area code and number)	<input type="text"/>
Alternate Phone: (area code and number)	<input type="text"/>
A5. Gender of Applicant:	Please Select One
A6. Age:	Please Select One
A7. I am applying as a:	Please Select One
Please indicate the subject/s you teach in school/program or your major in the health professions.	<input type="text"/>
A8. Name of Your School or Organization:	<input type="text"/>
If School, please indicate the level of school.	Please Select One
Type of School or Organization::	Please Select One
If Other, please specify.	<input type="text"/>
School/Organization's Mailing Address:	<input type="text"/>
City and County:	<input type="text"/>
State:	Please Select One

NOTE: If you selected Florida, Illinois or New York in the list above, please [check back to the Eligibility Quiz](#) to ensure you live inside the specified areas of those states. Please stop if you reside within one of the listed states but do not live in one of the specified regions of the state. For example, if you reside in Florida but do not reside in one of the listed counties, you are not eligible for consideration. Our review process will be stringent. Please do not apply unless you meet the general requirements.

Zip/Postal Code:	<input type="text"/>
A9. If Past grantee, what was the name of the program?	Please Select One
Date of Previous Award: mm/yyyy	<input type="text"/>
A10. How did you hear about this grant opportunity? (Check all that apply.)	<input type="checkbox"/> YSA Grant Subscriber email alert <input type="checkbox"/> YSA's Website <input type="checkbox"/> Organization newsletter/website <input type="checkbox"/> GYSD Lead Agency <input type="checkbox"/> GYSD National Partner <input type="checkbox"/> International Coordinating Committee member (ICC) <input type="checkbox"/> Newspaper/Magazine <input type="checkbox"/> Friend/relative

- YSA's National Service Briefing
- Servenet
- School
- United Health Care
- Other

If Other, please specify. Also, if you have specified a national partner, lead agency or international coordinating committee member, use this field to provide that organization's name.

A11. Who is your U.S. representative?

1st U.S. Senator:

2nd U.S. Senator:

Section B: Project Information

This section asks for information related to the service-learning project to be supported by this grant. Please complete all questions. Remember to utilize the hyperlinks to jump to the guidelines.

B1. Please provide a summary of your project that describes the "who, what, when, where, and how" as well as the number of volunteers participating in your project. (Four or five sentences that anyone can read and immediately understand what your project is about, where it will take place, and how many young volunteers will participate)

B2. Explain the community need for this project. Provide statistics, testimony, or research that shows there is indeed an issue to be addressed in your community. How will this service-learning project address the issue?

B3. Describe the service-learning project. Be specific about what you will do and how you will do it. **This is the most significant part of the application. See guidelines before answering.**

B4. Community Impact. What do you expect will change in your community as a result of this service project?

B5. Estimate total Number of Volunteers: (include children and adults)

Estimate number of volunteers ages 5-14.

Estimate number of Volunteers Ages 15-25.

Estimate number of Male Volunteers:

Estimate number of Female Volunteers:

B6. Which of the following groups of children and youth will be engaged as volunteers?

- Youth with disabilities
- Youth in the juvenile justice system
- Youth in foster care
- Youth who are refugees/recent immigrants
- Youth from low income families
- Latino
- Asian
- African-American
- Native-American
- Other

If Other, please specify.

Please describe the characteristics of the youth checked in B6. Describe how they will be engaged as volunteers in your service project.

B7. Estimate the number of people that will benefit from your project:

B8. How will you recruit the young volunteers?

B9. How are young volunteers involved in determining the community need and/or identifying and planning the project? Describe the youth-leadership and youth decision-making that the project entails.

B10. What academic skills will students be applying in preparing for and implementing this service-learning project? How does your service-learning project support established academic standards? [Click here for the Service-Learning Standards.](#)

What life skills (e.g. collaboration, goal-setting, decision-making, self-esteem) will youth participants gain from the service project?

B11. Explain what the young volunteers will do each month, in connection to the service and the learning.

January: Note that Martin Luther King Day of Service is January 19 and an excellent opportunity to launch your project with a special activity to mark the day.

February:

March:

April:

What will volunteers do on GYSD*April 24-26, 2009? A significant component of the project must take place on Global Youth Service Day (April 24-26).

B12. What business and community partners would you engage to carry out your service project? Include United HealthCare employees in your project, as feasible.)

How do you plan to engage the community partners in the project?

B13. What media contacts do you plan to engage? Please list names and affiliations.

How do you plan to engage the media contacts?

B14. What public officials do you plan to engage in the service project? Please include names and titles.

How do you plan to engage the public official(s)?

B15. How will the young volunteers teach others to replicate and/or scale up what they learned through this project?

B16. What reflection activities will you use to connect the students' service experience and learning objectives? [Click here for a helpful fact sheet.](#)

Section C: Money Matters

Please show how you plan to use the grant money by creating a budget. Describe things that you will need to buy and how much each item costs; using the downloadable template provided below, fill in the applicable cells. You may add rows or edit categories as needed. Fill out the chart first according to the budget guidelines and then write the narrative to explain requests. You are encouraged to request the entire \$500 if you are only completing the first part of this application.

To submit your budget:

- Download the budget Excel file below to your hard drive if you have not already done so.
- Save it to a location you will be able to readily access. We encourage you to save it where the application will later be saved as well.
- Upon opening the spreadsheet you will find a sample budget for a mock project.
- **PLEASE read the budget guidelines before you begin to fill in the spreadsheet.**
- In the first worksheet, titled "Sample Budget," you will see a mock budget to give you an idea of the items we're looking for.
- In the second worksheet, titled "Your Budget," you will see a budget with only the column headers listed for your guidance. This worksheet is the one you will complete.
- IMPORTANT: Save your budget as Last Name, First Name Budget.xls. For example: Potter, Harry Budget.xls.
- Use the Browse button below to upload your budget Excel file.
- Attachments in any other format are not acceptable.
- After uploading your budget, please fill in the total figures in the fields below.

[Click here To download the budget template.](#)

We accept budget formats in Excel only and in the layout provided. If you should require a free version of Microsoft Office to have access to the Excel template, [please click here to visit the Open Office project.](#) Note that this is an external link that will open in a new page.

Please provide your project budget.

 Browse...

Amount you, your school/organization or other donors are contributing or expected to contribute (may include in-kind contributions):

Amount Requested From YSA:

Total Amount for Project:

Budget Narrative:

Part II. (OPTIONAL)

Please note that filling out this part does not guarantee selection for additional amount.

If there was an additional \$500 available (for a total of \$1,000), how would you change the proposed project to enhance its scope and impact?

Submit Form

Application Guidelines for UnitedHealth HEROES Service-Learning Grant

In order to help you provide thorough and accurate information, these guidelines are intended to be used while filling out the application form.

Section A: Applicant Information

Please fill out this section with information about the contact person.

A1. The email address you give us is very important, as we will use it to communicate your award status. We also email a Memorandum of Understanding (MOU), and other information to grantees by email, so it is important that you give us a valid email that will neither bounce nor filter emails from Youth Service America. Please be sure that you check your email account regularly.

A4. Please provide two different phone numbers that we can use to reach you.

A8. Should you be selected as a grantee, the grant check will be made payable to the individual and along with the welcome packet, sent to this mailing address. Please indicate your full, ZIP code. Visit [the United States Postal Service](#) to determine yours.

A9. In order to disburse funds as widely as possible, YSA will evaluate applications from prior grantees according to the goals of each new submission and the source of prior funding within the same

year. Prior YSA grantees are eligible to an award; however, applicants will be awarded no more than one YSA grant per academic school year. Applicants who are not selected to receive this grant may reapply for other YSA grants.

A11. It is important to cultivate champions for service and service-learning, especially among public officials and other policy-makers. By engaging public officials in service-learning projects, youth can learn about civic engagement, advocacy, building professional relationships and how they can work together with their officials to help solve problems. Visit [Click here to return to Application Section A](#)

Section B: Project Information

All questions in Section B refer to the details of the service-learning project. This section will be reviewed by the grant selection panel thoroughly and your responses will be scored.

B1. Please review the [list of most recent grantees](#) to view examples of project descriptions. If selected, these are the project descriptions we will use to summarize your project to the media. Please be clear, creative and brief.

B2. Demonstrate that there is indeed a challenge with childhood obesity in your community, and that your service-learning project will address this challenge. List testimonials and/or public information and statistics that speak to the specific obesity issue you are addressing. For example:

- According to the school's website, 80% of the youth in the Southside community are eligible for free or reduced lunch. Eighth graders at a middle school decided to figure out how economic status relates to nutrition status.
- Newspapers report a rise in obesity and chronic disease among young children. Our fifth grade class (25 students) decided to figure out how well their class was doing in this regard by comparing their own nutrition and exercise to the recommended standards.

B3. We recognize that some details may not be determined until you start planning. Please provide the activities that will be conducted for your service-learning project, as well as potential sites. Give a planning timeline of your efforts. Tell us WHAT you will be doing and HOW you will be doing it. This description of service is the main idea of your application and should be laid out in detail. More specifics will make your application stronger.

Example

According to the school's website, 80% of the youth in the Southside community are eligible for free or reduced lunch. Eighth graders at a middle school decided to figure out how economic status relates to nutrition status. Five public health students carry out a service-learning project at an inner city Chicago public middle school. They collaborate with two Physical Education and Family and Consumer Science (FACS) teachers to engage 25 middle-school students in assessing their school's breakfast and lunch programs' nutritional values. They learn about the national and state information on childhood obesity in connection to the Physical Ed./Health curriculum and the FACS curriculum.

Together, the graduate students and the middle-school students design a format for collecting information on what is consumed in a week in their school cafeteria and vending machines (if any). They organize a nutrition fair and exhibit for their cafeteria and make two presentations: one at a school assembly during the day. They invite parents and families to attend and another in the evening (maybe at a PTA or other parent's night). They prepare healthy snacks together for the participants of both events.

Then they analyze the information about the food served in their school, and assess it according to nutrition standards that they have learned. If their findings are aligned with the standards, the students issue a recognition and commendation about their school's breakfast and lunch programs. They contact the local media and get their findings out to the local community.

If their analysis shows that the choices offered in school do not pass muster, they make a presentation to the school board in which they make specific recommendations in terms of menu items to be included and excluded in their cafeteria and then they publish their findings in their community by contacting local media.

AND this is an outcome we can hope for: The school district makes a major overhaul to improve the food choices offered to students in the following semester/year etc.

Beginning in January, in their FACS class, students will conduct research about current nutrition standards. The research will be primarily led by the graduate students and take place in five 7th grade classes. The research will consist of crafting one or more measure/s that will demonstrate the nutritional value of the food offered in the school cafeteria and vending machines (if any). Three or four speakers will be invited to address the five classes (or the entire school) on various aspects of wellness and nutrition. Teachers/grad students will suggest topics and speakers, and then the children will decide who they would like to invite to speak to their class/school, and write the letters of invitation. (We anticipate experts from the public health program at XYZ university, the WIC program (Illinois dept. of social services), and the Chicago department of health), and Rachel Ray. Youth will meet once a week at the school with the graduate students, two hours each for approx. four weeks to plan the service project. Based on their research findings, youth will organize themselves into task committees. A leader from each class will be selected by the students to coordinate the committees' work. We anticipate 25 youth (and some adults from the school and outside community) will attend these meetings. Youth will share action plans from these meetings with the adult helpers and solidify service project logistics.

In February, youth leaders will prepare a presentation for other classes (or the entire school) to raise awareness about nutrition and childhood obesity.

In March, students will design data collection and analysis to compare the nutritional value of food offered in their school with national standards. We anticipate inclusion of several food sources in the school such as the breakfast, lunch, and snacks offered in after school programs, the vending machines, and/or other sources of food in the school. Youth committees will be responsible to obtain necessary permission and also find adult helpers as needed.

In April, students will present their findings and analysis to the school during an assembly or nutrition fair on GYSD 2008. In May, students will present their findings to the school board.

We plan to have 3 formal reflection sessions, and several impromptu reflection sessions throughout the project timeline. After the planning phases, before action takes place, youth will be led by an adult facilitator in a journal and discussion activity to assess their experiences and thoughts up to that point. After the Friday and Saturday of service, we will have the youth committee leaders conduct another journal and discussion activity (with adult assistance and training). Finally, after our celebration activity, youth leaders will facilitate a final journal and dialogue session to share what volunteers have learned, what they liked and didn't like, how they felt, and possibilities for continued action in this area or another issue of their choosing.

After the assembly/nutrition fair, youth will convene at the Teen Center for a cook-out and wellness-themed games. One of the youth committees will be responsible for organizing this event, and all youth will be required to bring an item and solicit donations. We will invite all the volunteers and their parents, classroom guest speakers, teachers and adult helpers. Youth committees, youth leaders and all youth volunteers will be recognized and receive a t-shirt. Our day will end with our final reflection activity where we will discuss the strengths and challenges of our project; what was learned about childhood obesity, nutrition, and our community; and what we learned about ourselves.

Consult the following resources for project ideas:

YSA's Issue Specific Module on Health Lifestyles (section on obesity) <http://tools.ysa.org/downloads/modules/HealthyLifestyleModule.pdf>

This guide by United Health Care helps families adopt healthy eating and activity habits. http://tools.ysa.org/downloads/tipsheets/partnerresources/UHC_HealthyEatingandActivityforFamilies.pdf

USDA's resource site www.MyPyramid.gov

B4. Tell us what you expect to change in your community. In the example above, you can expect that the students who attended the fair and the volunteers who planned it will make healthier choices in their meals and snacks. And you could expect, as a result of engaging the school board, that the foods being offered through the breakfast, lunch, and snacks in the cafeteria will also include more healthy and nutritious choices.

B5. Indicate the estimated number of volunteers in each category.

B6. Youth Service America encourages applicants to engage children who are not traditionally asked to volunteer such as youth in foster care, youth with disabilities, low-income youth, younger youth, refugee youth, etc. ALL youth can participate in service activities, not just be the recipients of a service project. [See Effective Practices to Creating Inclusive and Accessible Days of Service.](#)

B7. This question refers to the recipients of service/the beneficiaries. This group can be other youth, senior citizens, adults, etc. Tell us the number of people who will be served by this project. This refers to the recipients of the service/ or beneficiaries. What are the estimated age-ranges of the people who will benefit from the service? The total should add up to the total number of people who benefit.

• For direct service projects (feed people without homes): how many people fed. • For indirect service projects (raise funds for people without homes): how many people without homes helped with money raised; • For advocacy service projects (write letters to congressional rep. to fund housing): estimated population who benefit from change.

[Click here to return to Application Section B.](#)

B8. If the young volunteers are part of a class in school indicate that here. If they are part of a youth group, indicate which one. If you are going to recruit children from a neighborhood, indicate how you will do so.

B9. Effective service-learning projects incorporate the ideas, decisions, and talents of youth. It is important that your proposed project demonstrates youth voice, and leadership at all phases. Projects where children are being served, are participating in a mandatory class assignment or have not been adequately integrated into the project planning will not be funded. What decision-making will the young people be responsible for? What training and support will be provided for them?

Example:

This project is youth-led. There is a youth committee that is leading, with adults serving as advisors. Youth will design the project by designing the data collection and analysis. They will receive training about how to gather relevant data from the graduate students. They will learn about the USDA's food guidelines and the nutrition pyramid. They will also learn to analyze the data that they gather about the food in their school. They will then make specific recommendations to the school board regarding the school's food offerings, and provide their rationale for doing so.

B10. Indicate the academic areas that will be utilized through your service-learning project e.g. biology, language arts, math, music, etc. Then, explain the service-learning connection in your proposed project. This is a critical component to a successful application. How is your project addressing and connecting with academic development (i.e. academic standards, curriculum objectives, No Child Left Behind legislation, etc.). YSA encourages you to consider how you can bring learning to life by expanding your service-learning project to be a part of semester-long curriculum through a Semester of Service. Visit <http://www.ysa.org/Programs/SemesterofService/tabid/170/Default.aspx> See Helpful Resources below for more on service-learning.

B11. Describe the activities that will take place each month. Service-learning projects typically follow four phases: preparation, action, reflection, and celebration. Each step is designed around specific questions to guide the group from beginning to end of the project. Specify the dates of the preparation, service, reflection and celebration components of your project. Dates may repeat or take place throughout project timeline. For example, reflection should be threaded through every step of the process, providing students with structured opportunities to analyze their service experience and the impact they are having on the community, make connections to academic topics, and to assess their own learning and growth. Reflection activities can take the form of journal writing, discussion, art work, peer interviews, and future planning exercises. [Click here for information on YSA's Semester of Service.](#)

A significant component of the project must take place on [GYSD 2009, April 24-26](#). This may be a media event, a planning session, a service session, a celebration, or a reflection session. We encourage applicants to participate in [Martin Luther King Day of Service](#) with an initial event to launch their projects (and continue beyond GYSD in April.

B12. Who will you invite to participate in the project? Think about groups that will be interested in your particular issue and people who are already working on that issue. This question is intended to guide applicants to explore possible connections in their area. Provide a list of possible partners and how you will ask them to be engaged. Identify specific connections. Consult the [toolkit](#) for ideas. Also visit <http://tools.ysa.org/downloads/curricula/cg2007pt5.pdf>

[Click here to return to Application Section B](#)

B13. GYSD will help your program and youth volunteers receive recognition for the great service done. Good media coverage can help convey to your community and nation the positive contributions youth make. Please indicate who you plan to invite (both name and affiliation) and how you plan to invite them to be involved. Remember this is a potential list of media; invitees need not be confirmed in order to list them here, but indications of possible acceptance are important. YSA will provide a press release template prepared especially for UnitedHealth Heroes grantees that they can complete with details about their own project. Grantees use the completed press release to contact local media and get media attention. [Consult the curriculum guide for details.](#)

B14. In order to help youth connect with the decision-makers and leaders in their community, it is important to encourage youth civic engagement with key stakeholders. List specific people (including their titles) that you plan to invite. Include what they will be doing, such as: We will invite Senator Townsend to make opening remarks at the nutrition workshop. For more ideas, [check out the YSA Tipsheet on How to Engage Public Officials.](#)

B15. If someone asked you how they could implement a similar project, what would you tell them? What will you do to teach what you learned to youth, adults, or other groups who did not participate (create a street play or a flyer/brochure; compose a song; make a PowerPoint presentation to the school board; conduct a presentation to other school classes, create a website or CD etc.)? We encourage the youth volunteers to become teachers themselves. Be creative!

B16. An effective reflection component to your service-learning project brings the entire project together – it's the bridge between the service and the learning. For more information and ideas on reflection activities [visit the National Service-Learning Clearinghouse Fact Sheet on Reflection for K-12.](#)

[Click here to return to Section B.](#)

Section C: Money Matters

Expenses may NOT include:

- Honoraria to specialists/associates, stipends/salaries, financial gifts or donations, payment for project leaders, entertainers, facilitators, dj's, students' time, etc.
- Major expenses or one-time use equipment such as a camcorder for \$450. However, we will consider requests for equipment that will sustain long-term service. Applicants should make every attempt to secure the short-term use of tools as in-kind contributions from the community.
- The use of "miscellaneous expenses" without explanation as a budget item.
- Long-range program expenses/overhead that are not related to the proposed project.
- Out-of-town travel or lodging

Expenses may include

- Local transportation for youth doing service. Please be sure it is clear who is being transported and for what reason.
- Administrative expenses such as communication (phone, fax, e-mail, postage), copying and print services that are directly related to service project

• Materials for service-learning project (seeds, plants, trash bags, paper, art supplies, etc.) • Refreshments and recognition that are integral to the project. Every effort should be made to secure funding from other sources for larger food costs and celebration activities. T-shirts, refreshments, certificates, plaques, etc... are considered recognition and celebration items. The total amount requested (for both refreshments and celebration items) should not exceed more than 50% of the budget.

Program expenses should cover all costs for the project activities. Budget Example is available in the spreadsheet:

• Changes to the budget are possible once a project is selected, but are subject to review and approval.

BUDGET NARRATIVE The budget narrative should follow the budget presentation and describe in some detail the costs presented in the budget. In other words, the narrative explains what the numbers mean and how they were determined. This example coincides with the above budget table. Explanation of funding requests:

We are anticipating 50 volunteers, so we need to provide transportation, ribbons and certificates for 50. We will be using a rental van to transport the 10 youth leaders to the project sites. We have received donations of water, healthy snacks, and gloves from area businesses. We will be printing 300 flyers to be posted at school and around town to recruit youth volunteers, so we will need black ink cartridges

UnitedHealth HEROES Helpful resources to promote good health

UnitedHealthcare and Youth Service America are pleased to provide you with resources to assist you in developing your service project:

- The American Academy of Pediatrics provides Prevention and Early Treatment Guidelines at <http://pediatrics.aappublications.org/cgi/content/full/102/3/e29>
- Find out how young people and families can learn about childhood obesity and take action at <http://tools.ysa.org/downloads/modules/HealthyLifestyleModule.pdf>
- Learn about nutrition, dietary guidance and links to scientific research at the U.S. Department of Agriculture's Center for Nutrition Policy and Promotion at www.usda.gov/cnpp
- See where your state ranks in the prevalence of obesity by looking at America's Health Rankings by the United Health Foundation at www.unitedhealthfoundation.org/shr.html
- Body Mass Index (or BMI) is an important metric for measuring obesity. Learn about BMI at www.trowbridge-associates.com, and learn how to use a BMI chart at www.cdc.gov/nchs/about/major/nhanes/growthcharts/clinical_charts.htm
- Go online with an actual nurse and learn more about childhood obesity at www.healthatoz.com

The Weight-Control Information Network (Children) helps young people and adults understand the challenges of childhood obesity and provide both solutions and links to more resources at www.niddk.nih.gov/health/nutrit/pubs/helpchld.htm

- Connect with the Alliance for a Healthier Generation, a partnership between the American Heart Association and the William J. Clinton Foundation, formed to fight childhood obesity at www.healthiergeneration.org
- Take the healthy challenge, get started on eating healthier and becoming more active, and learn about activities for children and families at www.igohugo.org
- Check out an online movie about childhood obesity at the Department of Health and Human Services and the Agency for Healthcare Research and Quality's Web site at <http://www.ahrq.gov/child/dvdobesity.htm>

Service-Learning Resources from Youth Service America

• **Global Youth Service Day Planning Tool Kit:** This comprehensive guide will help you plan your project, recruit volunteers, generate media attention, raise funds, and more.

The Tool Kit is also available for downloading in Spanish at http://tools.ysa.org/downloads/gysd/toolkits/spanish_TK.pdf

• **Global Youth Service Day Service-Learning Curriculum Guide:** Use this eight-lesson curriculum guide to develop students' project management skills while planning projects for Global Youth Service Day or year-round projects. The Guide is appropriate for educators and community leaders.

• **Semester of Service Strategy Guide:** A high impact, strategic service-learning curriculum designed to link Martin Luther King Jr. Day of service with Global Youth Service Day.

• **Global Youth Service Day Poster:** This colorful poster provides a great tool for recruiting volunteers and identifying project sites. On the back of the poster, you will find activity guides that you can photocopy and distribute to help you plan your project.

• **Guide to Engaging Youth with Disabilities in Service:** Too often, youth with disabilities are the recipients of service, rather than the providers of service. This helpful guide will provide tips on how you can reach youth with disabilities.

• **Effective Practices for Engaging Youth at Risk in Service:** An overview, examples, and effective practices in opening up opportunities for youth in difficult circumstances in service.

• **SERVEnet** is YSA's award-winning web site and the most comprehensive site on the Internet dedicated to service and volunteering. Home to a broad national database of local volunteer opportunities, events, jobs, news, effective practices and quotes, SERVENet matches the skills, experiences and enthusiasm of volunteers who wish to help with organizations that need them.

Service-Learning Resources from Youth Service America's Partners

• **The National Youth Leadership Council** is a leader in the service-learning movement, linking youth, educators, and communities in redefining the roles of young people in society. Each year, thousands of practitioners attend NYLC trainings and receive technical assistance.

• **Guide to creating quality service-learning.** These standards and indicators were vetted through a series of "reactor panels" convened nationwide by the National Youth Leadership Council and RMC Research Corporation. K-12 Service-Learning Standards for Quality Practice.

• **Martin Luther King, Jr. Day of Service:** In 1994, the US Congress passed the King Holiday and Service Act, designating the King Holiday as a national day of volunteer service. Instead of a day off from work or school, Congress asked Americans of all backgrounds and ages to celebrate Dr. King's legacy by turning community concerns into citizen action.

• **The National Service-Learning Exchange,** supported by State Farm and operated by the National Youth Leadership Council, is a national network of volunteer educators with experience and expertise in service-learning. Their technical assistance is provided free of charge. For more information, visit

• **The National Service-Learning Partnership** is a national advocacy network through which its members educate, organize, and mobilize for strategic leadership that promotes and strengthens the practice of service-learning. The Partnership is dedicated to advancing service-learning as a core element of the educational experience of every elementary, middle, and secondary schools in the United States. The partnership concentrates on strengthening the impact of service learning on young people's learning and development, especially their academic and civic preparation.

• **The National Service-Learning Clearinghouse,** supported by the Corporation for National and Community Service, the Clearinghouse is the largest repository of written information about service-learning available today. Visit the National Learn and Serve America Service-Learning Clearinghouse at

• **The Campaign for the Civic Mission of Schools** works with its coalition partners to bring about changes in state, local, and national policy. The Campaign's goal is to increase and improve civic

learning in grades K-12 by working for policies that implement the recommendations of the Civic Mission of Schools report.