

**Evaluation Report  
Tahoe Truckee Service Learning Partnership  
2002-2003**

During the 2002-2003 school year there continued to be an expansion of Service Learning. Service Learning is now taking place in ten schools in the Tahoe Truckee Joint Unified School District. A total of 12 Site Advocates provided support and resources to assist teachers in the implementation of service learning at school sites. There is a diversity of projects throughout the district. The following table provides an overview of the projects in which students, teachers, community members, organizations, and volunteers participated during the 2002-2003 school year.

**Table 1: Service Learning Activities, 2002-2003**

<b>School</b>	<b>Service Learning Projects</b>
<b>High Schools and Middle Schools</b>	
<b>North Tahoe High School</b>	<p>Grades 9-12 were involved in the Youth Educators Program            Grades 10-12 participated in Student Leadership            All grade levels had the opportunity to participate in the Interact Club            River Ecology was an elective at the school            Students in grades 10-12 were on the Service Learning Youth Team            Students in grades 10-12 served as family leaders for the Challenge Day            The Anatomy /Physiology class for students in grades 10-12 linked students to the Candy Stripers program</p>
<b>Tahoe Truckee High School</b>	<p>Students in grades 10-12 participated in producing public service announcements and worked on forums and fundraisers for the local TV station.            Students in grades 9-12 participated in Student Leadership            Students in grades 10-12 were on the Service Learning Youth Team.            Students in grades 10-12 served as Youth Educators.            The CSF Club participated in service projects.            The S Club is a service club open to students in grades 9-12.            Students assisted with the New Student Orientation and served as Peer Counselors.            Students served as CASC Region II officers and counselors.            Students from the Spanish classes provided Spanish translations, tutored their peers, and assisted in the court.            Students in the 10th grade health classes developed drug and alcohol public service announcements, assisted in World AIDS Day, and provided health education activities.</p>
<b>School</b>	<b>Service Learning Projects</b>

<b>Tahoe Truckee High School (continued)</b>	Students from the band class deigned and ran the band program for the elementary school Students served as family leaders for Challenge Day. A mini grant was awarded for the senior BINGO project.
<b>North Tahoe Middle School</b>	Students in the 8th grade were involved in community service projects linked with their social studies classes. Students in the psychology classes read to and interacted with local area preschoolers. Students were involved in a variety of campus beautification projects.
<b>Sierra Mountain Middle School</b>	Sixth grade students presented information of reviving Trout Creek to the Truckee Town Council. All grades participated in peer tutoring with special education students. Two mini grants were received to assist with the Eco Kid's Club and the Trout Creek restoration.
<b>Elementary Schools</b>	
<b>Donner Trail Elementary</b>	Received a mini grant award for nature trail restoration
<b>Glenshire Elementary</b>	This year the Service Learning staff was successful in recruiting a very enthusiastic Site Advocate. Data on Service Learning activities has not yet been collected.
<b>Kings Beach Elementary</b>	The Service Learning staff has been working to encourage a teacher to serve as a Site Advocate. No school wide information has been collected from this school as yet. A mini grant award was received to develop a Service Learning Bookshelf.
<b>Rideout Elementary</b>	Fourth graders participated in the school garden project. Students in grades K-2 created picture books which were placed in doctors' offices. Fourth graders were involved in erosion studies and controls. The school has a Cub Club which is open to all grade levels. A mini grant was received to develop a weather station.
<b>Tahoe Lake Elementary</b>	First graders were involved in fire ladder education and clean-up. All students participated in campus beautification projects.
<b>Truckee Elementary</b>	Fourth grade students were involved in garden projects. Students also studied local environmental and social issues. A mini grant was awarded for making Doggie Delight Dog Biscuits and Beautiful Bird Feeders. A mini grant was awarded to the first and fifth grade classrooms for the weather station.

The following are the goals and benchmarks which were developed for the Tahoe Truckee Service Learning Partnership and the progress made toward their achievement.

## Partnership Development

**Goal 1: To build the knowledge and collaboration of school and community partners for identifying community needs, developing service projects and supporting student activities.**

**Benchmark 1 Partner Training: Provide service learning training and support for at least 35 additional teachers.**

**Benchmark 2 Partnership Composition and Collaboration: Provide support and training to at least 35 teachers already participating in Service learning**

The Tahoe Truckee Service Learning Partnership provided a wide variety of service learning trainings and opportunities throughout the year for teachers who are new to service learning as well as those teachers who have been incorporating service learning into their curriculum. A table listing the staff development and training opportunities has been included on pages 13-14. During the project year, teachers had the opportunity to participate in the following:

- The Service Learning Retreat held in August of each year;
- Asset training;
- Teacher Treasure Chest workshops;
- Watershed trainings;
- The Jim Toole workshop;
- State and National Conferences,
- Sierra Nevada College classes;
- Partnership meetings;
- Student mentor trainings;
- Site Advocate and monthly teacher meetings which provide training and support.

A total of 31 teachers participating in service learning completed a survey in February. They identified the following as some of the differences that service learning has made in their teaching.

- I think more about how to take curriculum outside and provide more real experiences for kids.
- I haven't used it very much but in this case it helped extend my teaching.
- It has helped convey a message by doing a hands-on project.
- Links to real life experience.
- I think I did "service learning" type of projects prior to it being called that.
- It's made it more fun! I have learned so much myself! I've met wonderful people.
- Real world learning, more meaningful.
- Brought reality into learning.
- It empowered students.
- Motivated students to take active role in learning.
- Pulled the community into the classroom.
- Thinking of creative methods to get students involved.
- It's a great way to instigate community spirit.

Provides an opportunity for fun, meaningful learning and service to the community in which the children live.  
It has made me try to see and anticipate how to make lessons more “real”—more relevant to life in general.  
Real life, hands-on  
Everything that’s said about it!  
It’s much more fun!  
Allowed flexibility for curriculum.

The teachers identified the following resources or trainings that they needed in order to better implement service learning.

Books and examples of other projects that have been done.  
Looking forward to reading the service learning books that Jean Wernette bought.  
Release time.  
Not sure at this time, but I will let you know when I do. Thanks!  
Continued support that we receive in our district through S.L. programs-- site liaisons, grants, in-services, conferences.  
Time to plan projects.  
Could use community members who have gardening knowledge.  
River restoration help to replant native plants.  
Need better access to situations conducive to this activity.  
I would love to learn how other Physics and Biology teachers have implemented service learning in their classrooms. Idea exchange.  
Possibly observing a teacher who is experienced in teacher Service Learning would help.  
I need to know what’s out there and what is required or me/us to do the project. I want training in brief and on site. I’m not likely to give up a weekend or weeknight to get training unless it’s during the summer. Maybe you could make some training/overview videos like those that come with F.O.S.S. kits.  
Perhaps another project so I can see how to go about a project with different goals, parameters, and objectives.  
The classes are great.

**Achievement Status:** These two benchmarks have been listed together, as the training opportunities were open to all of the teachers and the participation records do not disaggregate the teachers based upon their years of service learning experience. Based upon a review of the participation records, a total of 57 teachers participated in at least one of the training opportunities. It should be noted that the participation information did not include the final three months of school and that additional teachers may have attended training events and have not been included in this count.

Teachers are incorporating service learning strategies into their classrooms and are identifying the differences that service learning has made in their teaching. Teachers continue to have needs for additional resources and support.

**Benchmark 3 Partnership Composition and Collaboration: Create additional partnerships with at least 10 community based organizations for a total of 25 partners.**

The Tahoe Truckee Service Learning Partnership has established a partnership with the following agencies, organizations, and businesses.

**Table 2: Service Learning Partners, 2002-2003**

<b>Partners</b>
AAW
Bear League
California Fish and Wildlife
California State Parks
Caring About Kids
CATT
CCTT
Critter Care Veterinary Service
Donner State Park
Kings Beach Family Resource Center
LTEEC
NLT
Parks
PCSD/Youth in Action
Placer County Health Department
Placer County Humane Society
Planned Parenthood
Project MANA
Rotary Club
Senior Center
Sierra Nevada College
Sierra Watershed Education Partnerships
Tahoe Truckee Community Foundation
Tahoe Truckee Disposal
TD Land Trust
TGIF
Truckee Donner PUD
Truckee Family Resource Center
Truckee River Day Organization
United States Geologic Survey (USGS)
VISTA
Zakaat (a charity organization)

**Achievement Status:** Partnerships have been established with 32 different organizations and businesses. This benchmark has been exceeded.

**High Quality Service Learning Projects**

**Goal 2: To establish community applications of state teaching standards to enhance student learning and build civic responsibility.**

**Benchmark 4 Community Needs and Assets: Develop a community needs list.**

Tahoe Truckee Service Learning Partnership has developed a list of community agencies and organizations which serve as resources for Service-Learning projects. The listing contains 27 organizations, contact information, and needs. The following groups are included on the community needs list.

**Table 3: Community Needs Listing**

<b>Community Needs Contacts</b>
Alder Creek Monitoring
Boys and Girls Club
CA Tahoe Conservancy
Caring About Kids
Chamber of Commerce
Donner State Park
Hospice
Humane Society
Lahontan Water Quality Board
LTEEC
Mountain Prevention Coalition
Placer City Health
PCSD Youth in Action
Project MANA
Sage Hen Field Station
Sierra Nevada Children’s Museum
Summer School TAs/TTUSD
SWEP
Tahoe Donner Land Trust
Tahoe Truckee Sierra Disposal
Tahoe Women’s Services
TGIF Counseling Center
Trout Creek
Truckee FRC/KidZone
Truckee Fire Department
US Forest Service
US Geological Survey

**Achievement Status:** This benchmark has been achieved.

**Benchmark 5 Service Learning Projects: Add 15 projects to the already created teacher projects list. Twenty teachers will improve at least one of the seven elements of service learning.**

The project has created a list of participating teachers. There are a total of 57 teachers on the list. More than 15 new teachers were added to the list this project year.

Eighteen teachers completed the Reflection Tool for Teachers using Service Learning. Teachers scored their service learning efforts on a rubric that ranged from one being the lowest level, to four being the highest. The results of this reflection have been entered into SPSS (a statistical analysis program) and will serve as baseline information. The following are the results of the Reflection Tool. (Please see the attachments for the complete results of the Teacher Reflection Tool.

### Community Involvement

#### 1. How well have my service learning efforts met actual community needs?

Rating	Rating Descriptors	Number of Teachers	Percent
1.50	1. Community needs are secondary to a project a teacher wants to do or in which only student learning needs are considered.	1	5.6%
2	2. Determined by making a guess at what community needs may be – or basing need identification on classroom brainstorming sessions.	5	27.8%
2.5		1	5.6%
3	3. Determined by past research of students with community and teacher assistance.	8	44.4%
4	4. Community needs determined by current research conducted or discovered by students with teacher and community assistance.	3	16.7%

**2. How well have my service learning efforts been coordinated in collaboration with the community?**

<b>Rating</b>	<b>Rating Descriptors</b>	<b>Number of Teachers</b>	<b>Percent</b>
1	1. Community members are coincidentally involved or not knowledgeable at all about youth service roles and projects	5	29.4%
2	2. Community members are informed of the project directly or invited to serve as “placement sites” for students.	1	5.9%
3	3. Community members act as consultants in the project development, such as classroom speakers or on-site trainers/supervisor.	5	29.4%
3.5		1	5.9%
4	4. Active, direct collaboration with community by the teacher and students as partners in the planning, implementation, and evaluation of the project.	5	29.4%

**Learning**

**3. How well have my service learning efforts been integrated into school curriculum?**

<b>Rating</b>	<b>Rating Descriptors</b>	<b>Number of Teachers</b>	<b>Percent</b>
1	1. Service Learning is supplemental to curriculum, in essence just a service project or good deed.	1	5.9%
2.5	2. Service Learning is a part of the curriculum with emphasis on service and no deliberate facilitation of learning.	1	5.9%
3	3. Service Learning as a teaching technique with content/service components integrated loosely and no formal reflection/evaluation tying back to student learning.	5	29.4%
4	4. Service Learning as an instructional strategy with content standards and service components integrated intentionally.	10	58.8%

**4. How well have my service learning efforts involved students in using skills and knowledge in new settings to solve problems and meet community needs?**

<b>Rating</b>	<b>Rating Descriptors</b>	<b>Number of Teachers</b>	<b>Percent</b>
1	1. Skills and knowledge used mostly in the classroom. No active community service experience (e.g. collecting coins for donation).	-	-
2	2. Some students are more involved than others or there is little application of skills directly associated with training/teaching.	5	27.8%
3	3. All students display some active application of new skill or knowledge but it is not formally documented.	9	50%
4	4. All students demonstrate direct application of skills or knowledge in new settings to solve problems and meet community needs that are documented and assessed.	4	22.2%

**Youth as Agents for Change**

**5. How well have my service learning efforts facilitated youth improving the quality of life for person(s) served?**

<b>Rating</b>	<b>Rating Descriptors</b>	<b>Number of Teachers</b>	<b>Percent</b>
1	1. Changes mainly decorative, of limited community benefit, or are not new and unique.	2	11.1%
1.50		1	5.6%
2	2. Changes mainly decorative, but new and unique benefits realized in the community.	2	11.1%
2.5		1	5.6%
3	3. Changes enhance an already good community situation.	3	38.9%
3.5		1	5.6%
4	4. Facilitate change or insight; help alleviate suffering; solve a problem; meet a need or address an issue.	4	22.2%

**6. How well have my service learning efforts facilitated youth involvement and voice throughout the service learning process?**

<b>Rating</b>	<b>Rating Descriptors</b>	<b>Number of Teachers</b>	<b>Percent</b>
1	1. Youth were not able to make or see change in their community.	1	5.6%
2	2. Youth were not included in selecting an issue, but were empowered to make change, however they saw no significant change.	2	11.1%
2.5		1	5.6%
3	3. Youth were able to make choices within parameters set by teacher and were empowered to make some change.	12	66.7%
3.5		1	5.6%
4	4. Youth were empowered to identify their interests and an issue to address, make change in their community, and were able to see change.	1	5.6%

**Reflection**

**7. How well have my service learning efforts facilitated quality active student reflection individually and in groups?**

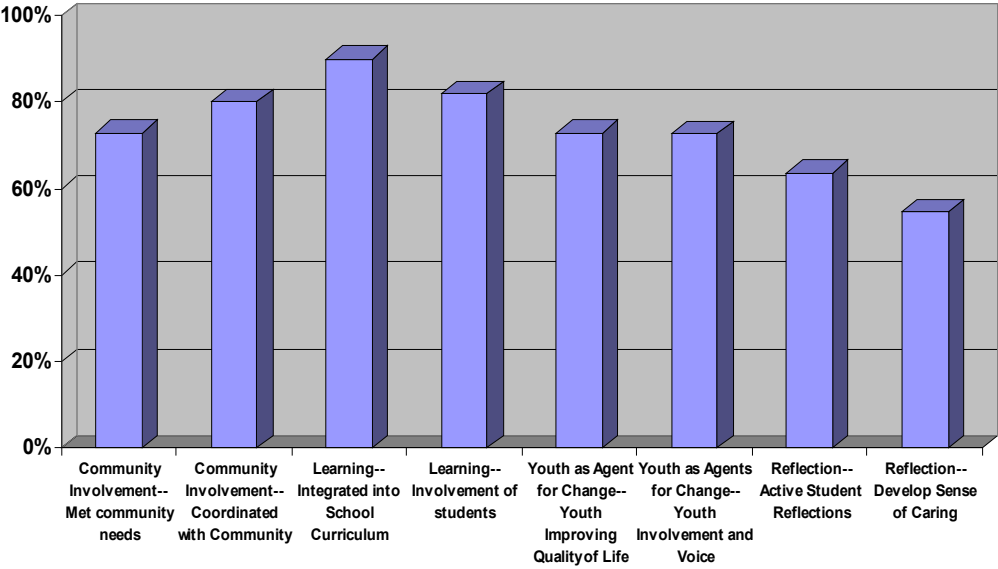
<b>Rating</b>	<b>Rating Descriptors</b>	<b>Number of Teachers</b>	<b>Percent</b>
1	1. Ran out of time for reflection; just provided a summary of events.	1	5.6%
2	2. Students share orally with no reflective products to facilitate their cognitive development.	5	27.8%
3	3. Students think about, share, and produce reflections that facilitate their cognitive development only at the end of the project.	7	38.9%
3.5		1	5.6%
4	4. Students think about, share, and produce reflective products throughout the service learning process that facilitate their cognitive development. Students were able to synthesize their learning in relation to the project.	4	22.2%

**8. How well have my service learning efforts helped develop in students a sense of caring for and about others?**

Rating	Rating Descriptors	Number of Teachers	Percent
1	1. Reflections limited to self-centered pros and cons of the service project (what students felt they did or didn't gain)	4	23.5%
2	2. Reflections restricted to pros and cons of particular service project regarding the community.	4	23.5%
3	3. Reflections show affective growth regarding the importance of community service, but don't reflect an increased ethic of service.	7	41.2%
3.5		1	5.9%
4	4. Reflections show affective growth regarding self in community, relevance of the curriculum, and the importance of service and civic duty/responsibility.	1	5.9%

The following graph provides a comparison of the percentage of teachers scoring themselves at a level three or four in the four areas. As can be observed, the greatest percentage of teachers rated themselves as in the three or four range in the area of integrating service learning into the school curriculum.

**Figure 1: Comparison of the Percentage of Teachers Rating Themselves as a Three or Four**



**Achievement Status:** Fifteen additional teachers have incorporated Service Learning into their classes. This part of the benchmark has been achieved. As the results from the Reflection Tool for Teachers is serving as baseline information, teacher improvement on the elements of Service Learning cannot be assessed at this time.

**Benchmark 6 Student Learning: Through qualitative student assessments, students who have been involved in service learning will demonstrate an increase in self-esteem and an increase in their involvement in the community.**

Through the CHESP<sup>1</sup> (Communities, Higher Education, and School Partnership) initiative, Tahoe Truckee youth completed questionnaires which provided information on demographics, academics, developmental assets, and civic responsibility. For the purpose of this evaluation, information on developmental assets and civic responsibility will be provided.

A total of 38 Tahoe Truckee youth completed the questionnaires. They ranged in age from ten to 18 years old, with the average age being 15 year. The majority (66%) of the respondents were female. The following are the findings:

A total of 79% of the respondents have participated in Service Learning programs in the past six months;

29% of the youth said they “learned a lot from their Service Learning experiences; 38% said it was “great, had a blast;” and 18% felt “it was OK.”

More than half of the youth reported they learned “a lot” about taking responsibility, leadership, and working with diverse groups.

The California Healthy Kids Survey was used to measure both the external and internal assets in youth. The following table provides the percentage of youth scoring at the high, moderate, and low asset levels.

**Table 4: California Healthy Kids Survey Results**

	Percentage of Students		
	High	Moderate	Low
<b>Total External Assets</b>	68	29	3
Caring Relationships	77	16	7
High Expectations	70	27	3
Meaningful Participation	63	30	7
<b>School Environment</b>	45	52	3
Caring Relationships: Adults in School	42	46	12
High Expectations: Adults in School	54	39	8
Meaningful Participation: Adults in School	41	41	17
<b>Home Environment</b>	63	33	3
Caring Relations: Adults in Home	57	33	10
High Expectations: Adults in Home	77	20	3
Meaningful Participation: Adults in Home	50	47	3

	Percentage of Students		
	High	Moderate	Low
<b>Community Environment</b>	70	26	4
Caring Relationships: In the Community	63	26	11

<sup>1</sup> Information for this benchmark has been taken from the CHESP Partnership: Community Collaborative of Tahoe-Truckee Summary Report 2003, Prepared by the Center for Program Evaluation and Partnership Development, University of Nevada, Reno. The report was prepared for the Community Collaborative of Tahoe-Truckee, September 30, 2003.

High Expectations: In the Community	70	26	4
Meaningful Participation: In the Community	76	20	4
<b>Peer Environment</b>	<b>65</b>	<b>26</b>	<b>10</b>
Caring Relationships: Peers	77	13	10
High Expectations: Pro-social Peers	43	40	17
<b>Total Internal Assets</b>	<b>73</b>	<b>23</b>	<b>3</b>
Cooperation and Communication	64	32	4
Self-Efficacy	65	35	0
Empathy	67	30	3
Problem Solving	50	43	7
Self-Awareness	60	40	0
Goals and Aspirations	84	12	4

As can be seen in the above table, very few youth scored at the low range on any of the assets. The majority of the youth scored in the high and moderate ranges in all of the assets. The greatest percentage of youth scored in the high range in the area of goals and aspirations. More than 70 percent of the youth scored in the high range in the following areas:

- Caring relationships;
- High expectations
- High expectations: Adults in the home;
- High expectations: In the community;
- Meaningful participation: In the community;
- Caring relationships: Peers;
- Total Internal Assets; and
- Goals and aspirations.

Youth were assessed on the New York Civic Responsibility Survey which measures 13 factors related to civic responsibility. The following table provides the results.

<b>Factors</b>	<b>Likert Scale</b>	<b>Mean Scores</b>
Personal responsibility to engage community issues	1-4	1.97
Personal responsibility to help others	1-4	1.94
I will volunteer	1-5	2.29
Vision to help	1-5	2.21
Work for justice	1-5	2.08
Social capital for community development	1-5	2.43
Leadership efficacy	1-5	2.39
Interest in politics	1-5	2.03
Agency to improve community	1-5	2.42
Follow the news	1-5	1.90
Employer responsibility for employees	1-5	2.34
Government responsibility for those in need	1-5	2.16
Structural/individual explanations for poverty	1-5 (one item on this scale is a 1-4 Likert scale)	1.95

The results indicate that the youth are showing a general norm of support for the factors of civic responsibility. However, the average factor scores are below the midpoint in all areas. The highest mean responses are on the following factors:

Social capital for community development;  
Agency to improve community;  
Leadership efficacy;  
Employer responsibility for employees; and  
I will volunteer.

**Achievement Status:** The 38 youth who completed the questionnaires and survey are demonstrating high levels on both internal and external developmental assets. Their attitudes toward the civic responsibility factors are below the midpoint. It is important to note that this is a small sample and not all of the students have recently been involved in Service Learning. This benchmark cannot be assessed as written as baseline and follow-up information is not available in order to analyze the growth of the individual students.

**Benchmark 7 Project Planning and Assessment: Provide support for teachers in the development of service learning lesson plans which can serve as resources for other teachers.**

Teachers enrolled in the Service Learning class at Sierra Nevada College developed extensive lesson plans incorporating service learning. The lesson plans were also based on the state standards. These lesson plans were submitted to CalServe and were made available to teachers as resources. The following are just some of the lessons plans which were developed:

An English lesson based service learning on *To Kill a Mockingbird*. Students partnered with seniors from a senior citizen's center and recorded their histories.

A tenth grade ecology and environment lesson in which students had the opportunity to select a project: 1) improvement of hiking and biking trails; or 2) researching the importance of the environment and writing letters to state representatives.

A lesson on ecology and ecosystems in which students studied blue birds and then built and installed bird houses.

A lesson on recycling in which the students studied waste management and worked to modify a company's recycling program.

A P.E. lesson which focused on students developing fitness activities to be incorporated into the stations of a health fair.

**Achievement Status:** This benchmark was achieved.

### **Organizational Capacity**

**Goal 3: To develop the infrastructure that supports the efforts and sustainability of the partnership.**

**Benchmark 8 Organizational Structure and Planning: Objectively review the organizational structure of the program and develop an organizational chart, along with a calendar of meetings.**

The Tahoe Truckee Service Learning Partnership has reviewed the organizational structure of the program and developed an organizational chart. (The organizational chart has been included in the attachments.)

A calendar of meetings was developed for the year, which also listed the trainings which were taking place. The following table provides an overview of the meetings and trainings which were held from September 2002 – August 2003.

**Table 5: Meeting and Training Calendar**

<b>Dates</b>	<b>Activity</b>	<b>Target Audience</b>
<b>September</b>		
9/5/02	Teacher’s Treasure Chest Reflection Workshop	Teachers
9/16/02	SL Management Team Meetings	SL Coordinators
9/17/02	TTSLP Partnership Meeting	All
9/21/02	SWEP River of Words Training	Teachers
9/31/02	SL Evaluation Team Meeting with Management Team Meeting	SL Coordinators, Administration, Grade Level Leads, Students
<b>October</b>		
10/1/02	Truckee High School Challenge Day	Students and Community
10/3/02	SL Evaluation Team Meeting with Management Team Meeting	SL Coordinators, Grade Level Leads, Students
10/4/02	SL Fundraiser: Cary Trivanovich—Powerful Theatrical Performance	All
10/7/02	Service Learning Steering Committee Meeting	SL Coordinators, Site Advocates, Community
10/17/02	Service Learning Management Team Meeting	SL Coordinators
10/24/02	Cathy Berger Kaye in Reno: Service Learning Bookshelf	Teachers
10/28/02	SL Management Team Meeting	SL Coordinators
TBA	School Site Project Meetings	Teachers and Site Advocates
<b>November</b>		
11/14/02	SL Management Team Meeting	SL Coordinators
11/19/02	Site Advocates Meeting	Site Advocates
11/25/02	SL Management Team Meeting	SL Coordinators
TBA	School Site Project Meetings	Teachers and Site Advocates
<b>December</b>		
12/9/02	SL Management Team Meeting	SL Coordinators
<b>January</b>		
1/6/03	Service learning Management Team Meeting	SL Coordinators

<b>Dates</b>	<b>Activity</b>	<b>Target Audience</b>
1/6/03	School Site Project Meetings	Teachers and Site Advocates
1/22/03	Regional Educational Workshop, Jill Sarick	Teachers Administrators, Community
1/23/03	Service learning Management Team Meeting	SL Coordinators
1/23/03	School Site Project Meetings	Teachers and Site Advocates
1/28/03	Service learning Steering Committee and Evaluation Meeting	Service learning Coordinators, Administrators, Grade Level Leads, Students

<b>February</b>		
2/10/03	Service learning Management Team Meeting	SL Coordinators
2/10/03	School Site Project Meetings	Teachers and Site Coordinators
2/27/03	Service learning Teacher Training with Jim Toole, National Consultant	SL Coordinators, Teachers and Site Advocates
2/28/03	Service learning District-wide Training with Jim Toole	Teachers, Administrators, Community
<b>March</b>		
3/10/03	Service learning Management Team Meeting	SL Coordinators
3/11/03	Celebration Event and Tahoe Truckee Service Learning Partnership Meeting for Spring Projects Kick-off	All
3/13/03	Teaching Treasure Chest	Teachers and Site Advocates
3/21/03	A Motivational Evening with Marlon Smith	All
3/27/03	SL Management Team Meeting	SL Coordinators
3/28/03	Evaluations conducted and collected for service projects	
3/31/03	Cesar Chavez Day of Service and Learning	All
<b>April</b>		
4/8/03	Service learning Steering Committee Meeting: Assessing and Planning	SL Coordinators, Site Advocates, Community
4/24/03	Service learning Management Team Meeting	SL Coordinators
4/23/- 4/26/03	National Service Learning Conference in Minneapolis	
April	School Site Project Meetings TBA	Teachers and Site Advocates
<b>May</b>		
5/15/03	Service learning Management Team Meeting	SL Coordinators
5/19/03	SL Steering Committee Meeting: Strategic Plan 2003-2004	SL Coordinators, Site Advocates, Community
5/26/03	Service learning Management Team Meeting	SL Coordinators
<b>June</b>		
6/12/03	Service learning Management Team Meeting	SL Coordinators
<b>July</b>		
	Service Learning Region 3 Institute	Teachers and Administrators
	A.A. Watershed Leadership Conference	Teachers and Administrators
<b>August</b>		
8/25/03	Service Learning Management Team Meeting	SL Coordinators

8/26/03	Service Learning Retreat	SL Coordinators, Site Advocates, Community, and Administrators
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During the summer, teachers had the opportunity to attend the following professional development opportunities:

- June 9, 2003: Region 6 “Trainer of Trainers” in Modesto;
- June 24 and 25: Service Learning Summer Institute at CSU Stanislaus; and
- August 13 – 15: CalServe Summer Leadership Institute, Sacramento.

**Achievement Status:** This benchmark has been achieved. The organizational chart has been completed. As can be seen in the preceding table, meetings were scheduled on a monthly basis and trainings were held throughout the year.

**Benchmark 9 Project Support: Develop a list of resources, partner contacts, and project ideas.**

Project staff has developed a contact list of teachers involved in service learning, along with a short description of each project, including the community partners.

**Achievement Status:** This benchmark was achieved.

**Benchmark 10 Sustainability: Incorporate a service learning component into the site plans of at least two schools.**

A Service Learning component was incorporated into the site plans of Rideout Elementary School and Tahoe Lake Elementary School.

**Achievement Status:** This benchmark was achieved.

### **Youth Support**

**Goal 4: To involve youth as leaders in enhancing their educational experience and development opportunities.**

**Benchmark 11 Youth Leadership Training and Involvement: Effectively link youth to youth leadership training and involvement opportunities. A core group of ten students will be linked to multi-day programs. An additional 30 youth will be trained as mentors for peer programs.**

The core group of students participated in the following trainings:

**Table 6: Youth Leadership Opportunities**

<b>Date</b>	<b>Activity</b>
9/30/02	Service Learning Evaluation Team Meeting/Management Team Meeting
01/1/02	Truckee High School Challenge Day
10/3/02	Service Learning Evaluation Team Meeting/Management Team Meeting
December	Panel Discussion at the California School Board Association in San Francisco
1/28/03	Service Learning Steering Committee and Evaluation Meeting
3/11/03	Celebration Even and Partnership Meeting for Spring Projects Kick-off
3/31/03	Cesar Chavez Day of Service and Learning
8/13/-8/16/03	California Association of Student Councils Summer Camp
8/26/03	Service Learning Retreat

Three students who were part of the core group of students were interviewed in a focus group. (Please see the attachments for the complete transcript.) They were asked what they liked best about service learning.

Helping others. Establishing and accomplishing goals.  
Knowing you have a say in the decisions that are made in your class.  
Trying to make a difference. Changing things.  
It keeps us connected to our world.

They identified the following as some of the things they have learned through Service Learning, that they perhaps wouldn't have learned in just a regular classroom situation.

Even though you're a kid you can still teach others.  
Teaching others and knowing what is going on. Hands on experience.  
Probably I wouldn't have found out I have a strong voice when I want to have something happen. Usually I am reserved.

The students identified the following barriers to service learning.

A lot of kids who don't know what it is don't want to participate. A lot complain about school. If they really knew what it was about they could make changes.  
Students don't know about Service Learning. If they did, they could try to change things.  
We probably need to spread the information more.

In addition to the core group of students, 30 youth received training and participated in the Challenge Day program held on October 1, 2002.

**Achievement Status:** Students had an opportunity to participate in a variety of trainings and leadership opportunities. This benchmark was achieved.

**Benchmark 12 Youth/Adult Partnership: Through the development of a common vision, the project will create and/or identify opportunities for youth to work together with adults in a meaningful way on five to ten projects during the year.**

Youth and adults had the opportunity to work together on the following projects during the year:

- Challenge Day
- The annual Service Learning Retreat
- The Teacher Treasure Chest workshops
- Partnership Meetings
- The Jim Toole workshops
- Serving as panelists at the California School Boards Association
- Service Learning workshops

**Achievement Status:** This benchmark was achieved. Students are involved in leadership positions in the Truckee Tahoe Service Learning Partnership.

### **Resource Development**

**Goal 5. To strengthen financial stability and to broaden community support for the Service Learning effort.**

**Benchmark 13 Public Relations: Enhance community outreach/education by developing a presentation packet and making presentations to five service clubs and/or organizations.**

Tahoe Truckee Service Learning Partnership created a presentation packet. During the year, presentations on Service Learning were made to the following organizations and groups:

- The Tahoe Truckee Community Collaborative;
- The Mountain Prevention Coalition;
- The Peace One Day event;
- The Kid's Day Community Celebration; and
- A presentation by Shaun Hirschl to the entire District staff at the all District convocation on August 29<sup>th</sup>. The topic was Cesar Chavez inspired service learning.

**Achievement Status:** This benchmark was achieved. Presentations were made to five different groups. Information and education on Service Learning is being provided to all of the District staff members and to community members.

**Benchmark 14 Funding Strategies: Develop a sustaining program across the strands regardless of future funding.**

Tahoe Truckee Service Learning Partnership is working with the regional Adopt a Watershed people and the local Sierra Watershed Education Partnership. These groups are providing match for the funding of mini grants and professional development opportunities.

**Achievement Status:** The Tahoe Truckee Service Learning Partnership is working to attain this benchmark. Sustainability efforts will continue to be ongoing.

**Benchmark 15 Partner Recognition: Plan and implement partnership recognition strategies and activities.**

This year teachers and partners were honored at the end of the year celebration. Teachers were also recognized at the start of the year retreat held in August.

**Achievement Status:** This benchmark has been achieved.