

Tier One Intervention Curriculum
Attendance Strategy High Schools
Service-Learning

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Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at www.cisnc.org.



The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP’s mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.




The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach, and partnerships.

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Communities In Schools of North Carolina
222 North Person Street, Suite 203 | Raleigh, NC 27601
Phone: (919) 832-2700 | Toll Free: (800) 849-8881 | Fax: (919) 832-5436
<http://www.cisnc.org/>



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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions and supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies


There are a multitude of strategies that claim to address attendance, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions and supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with attendance-related strategies based on the best evidence from prior research and recent evaluations in high schools. In the context of our review, we propose six strategies designed to help improve high school attendance:

- Monitoring Data strategy
- School-Family-Community Partnerships strategy
- Positive Behavior Interventions and Supports (PBIS) strategies (2)



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- Character Education strategy
- Service-Learning strategy

Problem/Rationale

Regular, on-time attendance is vital to student academic success. Over the past decade, research on dropout prevention has become focused on using evidenced-based practice and data-driven decision to mitigate students' dropping out of high school and to support and prepare students for college and career. Early warning systems or on-track indicators in which readily available student-level data are used to predict whether a student is likely to drop out, are being harnessed by schools, districts, states, and support organizations nationwide to keep students on track to graduate high school as well as offer additional educational support and services to those who need them (Pinkus, 2008).


Chronic absenteeism is one of the early warning indicators (EWIs) predicting students dropping out of school. When students miss too many school days, it can negatively impact their academic achievement, be disruptive to classroom instruction as teachers have to shift attention to students who need to catch up with the rest of the class, as well as have a negative effect on the overall school climate. Students who do not attend school or will not attend school may be positively influenced by a stronger sense of engagement and belonging at school. Students who feel that adults in school care about them and value them may be more likely to attend school (Chang & Romero, 2008).

Promoting a schoolwide culture and climate that encourages positive behaviors while reinforcing the school's expectations, including regular, on-time attendance, is one of the strategies that schools can use to influence student outcomes (Flannery, Sugai, & Anderson, 2009). By offering multiple opportunities for students to learn about, discuss, and enact positive social behaviors, schools have a unique opportunity to explain and reinforce the core values upon which academic success is based (U.S. Department of Education).

In one study, 82% of students reported that their feelings toward school would be more positive if they had more classes that incorporated service-learning (Bridgeland, Dilulio & Wuslin, 2008).

Purpose

The purpose of this document is to provide school staff with an overview of service-learning as one method for engaging students and reducing absenteeism, and to provide steps for developing an effective service-learning project.



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Implementation Plan

Uses

There are two uses for this guide:

- The Student Support Specialist can share the presentation and resources with school staff to guide the development of an effective service-learning project.
- Teachers can use the lesson plan with students to initiate a pre-service-learning activity to activate thinking about civic responsibility.


Audiences

The primary audience for this guide is the school staff.

Activities

The activity highlighted is described in further detail in the Sample Lesson below.

- Develop a plan for integrating Service-Learning into the curriculum
 - Identify learning goals
 - Align with curriculum and standards
 - Consider potential community partners
 - Identify needs
 - Ascertain opportunity for student engagement and learning
- Develop Service-Learning Project(s)
 - Give students a voice by:
 - Including them in the development, implementation, and evaluation of projects
 - **Define civic responsibility as a first step to introduce service-learning to students**
 - Involving them in decision-making processes throughout the project
 - Involve community partners in the planning process
- Reflect
 - Engage students, staff, and community partners in reflective practices that stimulate deep thinking about changes in their own knowledge, skills, and/or attitudes
 - Engage students, staff, and community partners in reflection about social impacts of service-learning project(s)
- Monitor progress
 - Collect data throughout the service-learning project
 - Make data-based decisions for continuous project improvement
- Communicate with families about service-learning objectives and projects
- Celebrate achievements



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Materials/Equipment/Space

Staff presentation

- Presentation slides
- *Engaging Students Through Academic Service-Learning* document (see Resources section)

Student lesson

- Access to computers and the Internet
- Whiteboard or Smartboard

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

Service-learning planning

- Service-Learning projects are most effective when given adequate time for student and community learning, e.g., a full semester or school-year.
- While students should be involved in the planning of service-learning projects, staff should begin pre-planning for service-learning as an ABC strategy prior to the start of the school year.

Student lesson

- Homework assignment – about 1 hour
- Class discussion time – 45 minutes

Lesson Plan of Activity

The following is a lesson to be used with students to initiate the conversation about civic responsibility prior to initiating a service-learning project.

Sample Lesson for Service-Learning Project Planning

Activity	Process Notes
Define civic responsibility <ul style="list-style-type: none"> • Introduce the topic of civic responsibility • Ask students to define civic responsibility 	- <i>Make a connection to the curriculum by having student explore how a person in history, specific career field or character in literature contributed to society or engaged in civic duty for the benefit of others.</i>
Classroom discussion <ul style="list-style-type: none"> - Discuss various definitions <ul style="list-style-type: none"> o How are definitions similar? o Are there significant differences? - Discuss various: <ul style="list-style-type: none"> o Character traits 	<i>Note commonalities in definition on whiteboard or Smartboard.</i> <i>Note these on whiteboard or Smartboard, highlighting</i>




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<ul style="list-style-type: none"> ○ Values ○ Knowledge ○ Skills ○ Attitudes ○ Behaviors <ul style="list-style-type: none"> ▪ Again, are there similarities? ▪ Significant differences? 	<p><i>commonalities and frequency when same are repeated.</i></p> <p><i>If the assignment included identifying an individual from the lesson, then ask students about who they identified and why?</i></p>
<p>Homework assignment</p> <ul style="list-style-type: none"> - Have students research and write a short essay on civic responsibility <ul style="list-style-type: none"> ○ Students should use multiple sources ○ Identify the character traits, values, knowledge, skills, attitudes, and behaviors that an effective citizen should possess. 	

Adapted from:

Gottlieb and Robinson (eds.) (2006). *A Practical Guide for Integrating Civic Responsibility into the Curriculum (2nd ed.)*. Washington, DC: Community College Press.



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Tier 2 Intervention and Support Examples

Some students struggle to attend school because of the school itself. They may perceive the school to be unwelcoming, or have teachers who are unable to connect/form meaningful relationships with them. In addition, they may be in environments that do not have rules that are clear and consistent about student behavior.

Example 1: Moral Issues Class


Develop a structured program integrating daily attendance monitoring, sports participation and a class on moral character and leadership for students with attendance issues. The class would address moral character and examine ethical issues that students face on a daily basis, as well as require students to journal regularly about their experiences, participation in the program, and academic and career aspirations.

Marvual, J. N. If you build it, they will come: A successful truancy intervention program in a small high school. *Urban Education*, 47(1), 144-169.

Example 2: Mentor Students

Students who are engaged attend school and are more likely to earn better grades and perform well on standardized exams (Fredricks et al., 2004). Check and Connect is a targeted intervention already being used in some schools to connect struggling students with school staff who monitor attendance, behavior and academic progress.

Maynard, B. R., Kjellstrand, E. K., & Thompson, A. M. (2014). Effects of check and connect on attendance, behavior, and academics: A randomized effectiveness trial. *Research on Social Work Practice*, 24(3), 296-309.



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Resources

The following resource(s) are identified as part of the activity. Read through the resource(s) carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

National Coalition for Academic Service-Learning

<http://ncasl.org/learn/>

- *Engaging Students Through Academic Service-Learning*.
Retrieve from: <http://ncasl.org/wp-content/uploads/Engaging-Students-Through-Academic-Service-Learning-Implementation-Guide.pdf>


American Association of Community Colleges. Sample Reflection Questions. Retrieve from: http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/reflection_2.pdf

Tennessee State University. Defining Citizenship and Civic Engagement. Retrieve from: <http://www.tnstate.edu/servicelearning/documents/Defining%20Citizenship%20and%20Civic%20Responsibility.pdf>

The following websites offer ideas, connections, and resources for service-learning projects.

- Corporation for National & Community Service – <http://www.nationalservice.gov/>
- Hands on Network – <http://www.handsonnetwork.org/>
- National Coalition for Academic Service-Learning
- National Dropout Prevention Center/Network <http://www.dropoutprevention.org/effective-strategies/service-learning>
- National Service-Learning Clearing House – <https://gsn.nylc.org/clearinghouse>
- National Youth Leadership Council – <http://nylc.org/>
- Points of Light – <http://www.pointsoflight.org/>
- Search Institute <http://www.search-institute.org/>
- TakingITGlobal – <https://www.tigweb.org/>
- Youth Service America – <http://www.ysa.org/>


The following optional resources provide additional information and concepts, or may be used in sharing with others or to expand the activity. Read through these resources to become familiar with the information and to determine their level of usefulness within the school setting.



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Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention. Retrieve from: http://civicenterprises.net/MediaLibrary/docs/engaged_for_success.pdf

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.



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Measuring Success

Identifying outcomes and collecting data to measure the success of PBIS strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

Academic performance

- Develop rubric for service-learning project.
- Track academic performance for students involved in service-learning projects across subjects in which service-learning projects are aligned.

Attendance

- Track changes in overall attendance rates.
- Track student attendance rates for service-learning days versus non-service-learning days.


Reflective questioning

- Use multiple reflection activities throughout the service-learning project that prompts students to think deeply and analyze their own experiences, learning, and changes in perspective concerning aspects of the project, community, and social impact. (See Resources section for a list of sample reflection questions.)

Observations by school staff and community service-learning partners of students' behavior and skills development

- How do students interact with peers and adults during service-learning activities?
- How do students apply problem-solving skills to service-learning project?

Use rubric from *Engaging Students Through Academic Service-Learning* (page 20) for assessing quality of service-learning experience.



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Appendix A: Glossary

Following are some key terms used in the Attendance Curriculum Guides.

Average Daily Attendance (ADA) – is the presence of a student on days when school is in session. A student is counted as present only when he/she is actually at school, present at another activity sponsored by the school as part of the school’s program, or personally supervised by a member of the staff. ADA is based on the sum of the number of days in attendance for all students divided by the number of days in the school month. No state allotments are based on ADA (Public Schools of North Carolina, 2014).

Average Daily Membership (ADM) – is the total number of school days within a given term – usually a school month or school year – that a student’s name is on the current roll of a class, regardless of his/her being present or absent, is the “number of days of membership” for that student. Average Daily membership is a calculation using data from the Principal’s Monthly Report. The calculation uses the number of days in the school month and the number of Non-violation (NVIO) Membership Days (Public Schools of North Carolina, 2014).


Chronic Absenteeism – “is typically based on the total number of days of school missed, including both excused and unexcused absences” (Balfanz and Byrnes, 2012).

Excessively Absent – defined in some locales as missing 20 days or more of school (Balfanz and Byrnes, 2012).

Expulsions – Students who are expelled are to be withdrawn from school (Public Schools of North Carolina, 2014).

Germs (pathogens): types of microbes that can cause disease.

Hand hygiene - a general term that applies to routine hand washing, antiseptic hand wash, antiseptic hand rub, or surgical hand antiseptics.



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Hand sanitizer – alcohol-based: for alcohol- based hand sanitizers, the Food and Drug Administration (FDA) (5) recommends a concentration of 60% to 95% ethanol or isopropanol, the concentration range of greatest germicidal efficacy

Hand washing: the vigorous, brief rubbing together of all surfaces of lathered hands, followed by rinsing under a stream of water. Hand washing suspends microorganisms and mechanically removes them by rinsing with water. The fundamental principle of hand washing is removal, not killing.

Influenza: a viral infection that attacks your respiratory system — your nose, throat and lungs.


Lawful Absence – When satisfactory evidence of a lawful absence is provided to the appropriate school official, the absence should be coded as lawful (Public Schools of North Carolina, 2014).

Medically Fragile and Teacher-In-Treatment - The 1H absence code should only be used for students who have been identified as medically fragile or for students who are enrolled at one of the six Teacher-In-Treatment sites (Public Schools of North Carolina, 2014).

Microbes: tiny living organisms that may or may not cause disease.

School Refusal – refers to student absenteeism because of (short-term or long-term) emotional stressors related to school attendance (most common occurrence is in students aged 5, 6, 10, and 11) (American Family Physician).

Suspensions – The absence of a student which results from the suspension or expulsion of that student for misconduct may not be used for a compulsory attendance violation action (Public Schools of North Carolina, 2014).




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Truancy – “typically defined as a certain number of or certain frequency of unexcused absences” (Balfanz and Byrnes, 2012).

Unlawful Absences – Students who are willfully absent from school without a lawful excuse are to be considered unlawfully absent (Public Schools of North Carolina, 2014).

Vaccine: A product that stimulates a person’s immune system to produce immunity to a specific disease, protecting the person from that disease. Vaccines are usually administered through needle injections, but can also be administered by mouth or sprayed into the nose.


Vaccination: the act of introducing a vaccine into the body to produce immunity to a specific disease



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Appendix B: References

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence:	Implementation
<p>Bridgeland, J., Dilulio, J. & Wuslin, S. (2008). <i>Engaged for success: Service-learning as a tool for high school dropout prevention</i>. Washington, DC: Civic Enterprises.</p>	<p>Service-learning is an educational technique that incorporates community service into the academic curriculum. It differs from generic community service in that it has specific academic goals, is organized through schools, and involves reflection activities for participants.</p> <p>Service-learning is most effective when it is well integrated into the curriculum. This integration is the key difference between service-learning and community service.</p> <p>Youth voice is essential. Students are best served when they play a significant role in identifying the community problem they want to address, designing the service initiative, and carrying it out. Meaning is key.</p> <p>Duration matters. Service learning projects should take place during concrete blocks of time over the course of several weeks or months in order to maximize their effects.</p> <p>Service-learning instructors should incorporate regular progress monitoring and build reciprocal partnerships with community</p>	<p>807 high school students, including 151 at-risk students</p>	<p>One of the primary warning signs for future dropouts is poor attendance. Between 59 and 65 percent of high school dropouts missed class often during the year they dropped out, and 33 to 45 percent missed class often the previous year. The survey of students for this report indicates that service-learning would improve attendance.</p> <p>Eighty-two percent of students said that their feelings toward school would be more positive if they had more classes that incorporated service-learning. This figure is highest for students at low-performing schools (86</p>	<p>Service learning can take many forms, from individual projects in which students write children’s books about historical events and then read them to younger students, to group activities in which an entire class paints a mural depicting themes from their science class.</p>



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Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence:	Implementation
	<p>organizations.</p> <p>Curricular integration is enhanced by reflection activities like group discussions and journaling that challenge students to think critically about their experiences.</p>		<p>percent) and for African Americans (84 percent).</p>	
<p>Kielsmeier, J. C., Scales, P. C., Roehikepartian, E. C., & Neal, M. (2004). Community service and service-learning in public schools. <i>Reclaiming Children and Youth</i>, 13(3), 138-143.</p>	<p>This was a nationally representative study of principals and other administrators in K-12 public schools that looked at the nature and scope of community service and service-learning in public schools. The study defined service learning as a curriculum based service that integrates the instruction received in the classroom with community service activities. It defined volunteer activities as non-curriculum based service activities that may be arranged through the school.</p>	<p>N=1,799</p>	<p>Students participate in some type of community service in 69% of K-12 public schools. However, only 30% of schools use service-learning as an instructional strategy.</p>	<p>There must be clear understanding of the differences between volunteer activities and service learning. There may be a need to implement continuous learning opportunities for school faculty and administrators to develop a clear understanding of service-learning and its potential outcomes and limitations.</p>
<p>Scales, P. C., Roehlkepartian, E. C., Neal, M., Kielsmeier, J. C., & Benson, P. L. (2006). Reducing academic achievement gaps: The role of community service and service-learning. <i>Journal of</i></p>	<p>Three large data sets were used to examine the relationships between community service and service-learning with academic success and socioeconomic status. One data set used a national sample of principals in the United States. A total of 2,002 schools were contacted and the survey was returned by 1,799 schools for a 91% response rate. The second data set provided a large aggregated sample of middle and high school students in the United States (N=217,000), but it was not</p>	<p>N=1,799 principals N=222,136 students</p>	<p>Attendance numbers were self-reported by the students completing the survey.</p> <p>Students who reported having only a few weeks of service-learning had better attendance and grades than those without service learning</p>	<p>Other studies, including the standards for service learning, state that the duration of the service-learning experience affected outcomes but this study shows that it isn't the duration of the intervention, but rather the intervention took place.</p>




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Citation	Brief Summary of Strategy	Sample Size	Extent of the evidence:	Implementation
<i>Experiential Education</i> , 29(1), 36-60.	nationally representative. The final data set included a diverse sample of middle and high school students in Colorado Springs (N=5,136).		experience. However, there was not a significant difference between those with a few weeks of service learning and those with a few hours.	


Best/Promising Practices

Promising Practice	Source(s)	Comments/Limitations
<p>Reflection is a core element of service-learning and has been found to lead to stronger, deeper outcomes. Supportive and cognitively challenging reflection activities have been associated with higher academic impacts.</p> <p>Reflection activities should prompt students to make meaningful</p>	<p>Billing, S. H. (2007). Unpacking what works in service learning: Promising research-based practices to improve student outcomes. In J. C. Kielsmeier, M. Neal & N. Schultz (Eds.), <i>Growing to Greatness 2007: The State of Service-Learning</i> (pp.18-28).</p>	<p>This article examined the eight standing principles established for service learning by the National Service-Learning Council and National Youth Leadership Council, and research that support each. This article establishes the standard strategies and future indicators as evidence-based practices.</p> <p>Service-learning activities should be planned with specific learning objectives in mind.</p> <p>Reflections should be ongoing and should be conducted in a way that prompts the student to make meaning from their experiences as well as add new information.</p> <p>Youth participants should have a say in every phase of their service-learning project from planning to execution.</p>



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Promising Practice	Source(s)	Comments/Limitations
connections between their experiences and their service-learning activity.		<p>The duration of the service-learning activity is key to increasing knowledge. In order to be meaningful, projects should be of sufficient duration (typically one semester or 70 hours).</p> <p>Activities must be mutually beneficial and meaningful for everyone involved. Consideration must be given to the length of the activity. If activities are too long, students rarely see their impact and disengage very early. Smaller tasks allow students to see the impact of their work, thereby allowing the experience to be more meaningful to them.</p>
Service Learning	Furco, A. & Root, S. (2010). Research demonstrates the value of service learning. <i>Kappan</i> , 91(5), 16-20.	<p>This article services as a mini- literature review of empirical articles that attempt to establish service learning as an evidence–based practice by examining its impact on four outcomes within the six educational domains: improved academic achievement, improved student engagement, enhanced civic responsibility and citizenship, and enhanced personal and social skills.</p> <p>In an attempt to move service-learning towards being accepted as an evidence-based practice, the authors offer several conditions that need to take place in order to strengthen its case:</p> <ol style="list-style-type: none"> 1. Use more true experimental designs and build upon current quasi-experimental studies. 2. Since experimental designs can be impractical, correlational studies should be used more as they can statistically test rival explanations. 3. Make sure that the intervention can be considered high-quality service-learning. 4. High quality studies should be replicated to strengthen evidence. 5. To establish causal links, identified outcomes should be probable. <p>Outcomes and objectives should be realistic. It should be possible to make true linkages between the service activities and intended outcomes.</p>



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Promising Practice	Source(s)	Comments/Limitations
Service-Learning Standards	National Youth Leadership Council (2008). Service-Learning Standards for Quality Practice.	<p>The K-12 Service-Learning Standards for Quality Practice were developed using 20 years of professional practice to identify evidence-based elements for effective practice. There are eight identified standards with definitions and indicators.</p> <p>Meaningful Service Activities engage participants in service activities that are personally meaningful and relevant.</p> <p>Link to Curriculum Linkages between instructional strategies and learning goals and/or content standards are intentional.</p> <p>Reflection Reflections are ongoing and use multiple activities that challenge participants to think deeply about their experiences, themselves and their relationship with society.</p> <p>Diversity Activities promote diversity and mutual respect among participants.</p> <p>Youth Voice Youth have an active role in planning, implementing and evaluating their experiences with guidance from adults.</p>



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Promising Practice	Source(s)	Comments/Limitations
		<p>Partnerships Activities are established through partnerships that are collaborative and beneficial for everyone involved while addressing the needs of the community.</p> <p>Progress Monitoring Assessment is ongoing and is used for improvement and sustainability. It examines the quality of the implementation as well as the progress towards meeting the specified goals of activities.</p> <p>Duration and Intensity The level and time spent on each activity is appropriate for addressing the community's needs and intended outcomes.</p> <p>Each of the standards must be attended to and the indicators should be used to assess program development and for evaluation.</p>



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Appendix D: School Staff Presentation Slides