America's Youth Service Landscape

Assessing National Trends and Proposing New Strategies

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**Prepared by**

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Issue Background

Research by Youth Service Alliance shows that when individuals are engaged in youth service programs, good things happen for all stakeholders — youth, adults, seniors, and communities. Youth volunteers see increases in self-esteem, relate better to others, have a higher sense of empathy, and report feeling "down or depressed" less often than peers who do not engage with service opportunities. Additionally, research indicates that youth engagement in service improves both academic achievement skills and the hard and soft employability skills needed for future career success.[1] Finally, communities participating in youth service models often report a decrease in juvenile crime and other risky youth lifestyle choices, such as underage drinking. When youth participate, they speak to a stronger sense of community.[2]
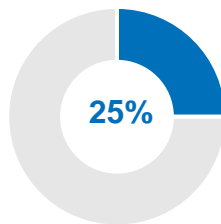
Every community experiences social challenges which can be addressed most efficiently by using the talents and resources of those living and working in those communities. All 52 state and territory commissions can promote youth service as a way to support local community goals and to empower young people to make real, long-lasting change, both in their communities and within themselves. With the elimination of the Learn and Serve America federal program in 2011, service commissions must continue to adapt and fill the void to ensure high quality youth programming and technical assistance is available in the absence of this valuable support from the federal level.

A 2019 survey[3] commissioned by America's Service Commissions (ASC) articulated the potential growth for youth programming across the country. The study found 20% of state service commissions had well-established programs/activities/initiatives focused on youth but not integrated with AmeriCorps; 25% of commissions indicated having a few programs, some with plans to expand; 29% of commissions did not have any youth programming but an interest in starting; and finally, only 39% of commissions reported funding AmeriCorps grantees supporting youth service programming (i.e. service learning or other activities to engage K-12 youth in service).

State Service Commissions:
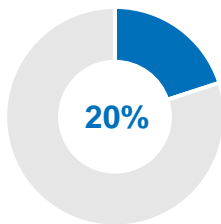
20%	25%	29%	39%
had well-established programs/activities/ initiatives focused on youth but not integrated with AmeriCorps	indicated having a few programs, some with plans to expand	did not have any youth programming but an interest in starting	reported funding AmeriCorps grantees supporting youth service programming
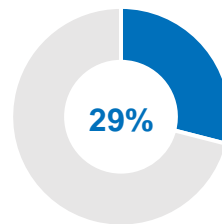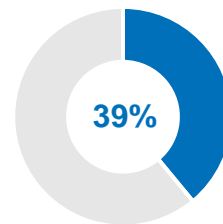
Source: ASC 2019 Landscape Survey

1 Berk, North Carolina State University, Philanthropy Journal, 2018

2 National Council on Aging, 2010

3 ASC 2019 Landscape Survey

The last national prevalence survey that studied volunteering by demographics was in 2012 when the Volunteering in America report found that 22.5% of Young Adults (ages 16-24) volunteered in 2011. By assessing current national trends and proposing new strategies — particularly those that will more completely engage youth — real impact can continue to be made in the quest to get more than one quarter of youth to volunteer.

Project Goals and Objectives

Overarching Project Goals:

Assess the current national youth service landscape and propose strategies to grow youth service programming.

Project Objectives:

Conduct in-depth research and analysis of youth service models from other states and strategic thinking on the most promising strategies for a variety of political environments and state priorities.

Communicate this information in a clear and compelling way to America's Service Commissions (ASC) staff and state service commissions.

Summary of Activities

Landscape Analysis:

SPPG + Essman Research utilized a two-step approach to identify and collect information on existing youth service opportunities and programs across the country. The first step was to do a thorough online scan of opportunities by state. See Appendix A for search terms and data collection categories. When youth service learning programs were identified, they were entered into a database with information about program focus, age ranges, funding sources, administrating organization, and more. By methodically searching and tracking this data using a standardized template, aggregated trends and gaps are more easily identified. Furthermore, using the data codes, the database is easily sortable and useful in identifying trends and patterns among youth service programs in different states.

In-Depth Interviews:

SPPG + Essman Research identified over 15 programs nationwide to interview in order to better understand the youth service landscape. We interviewed national and local nonprofits to learn more about their youth service programming and details about its funding mechanism, potential for growth and sustainability, and other challenges and successes. We met with state commission staff actively working on youth service programming to receive a fuller picture of the youth service landscape across the country and to support strategizing and critical thinking on best practice models for states to pursue. These interviews sought to engage a range of programs varying in size, geography, funding source and amount, and affiliation with national service.

Key Findings

1. **There is a lack of on the ground, local organizations solely engaged in supporting youth service.**
   a. Our landscape analysis identified a small number of organizations that were actively engaged in supporting in-person youth service.
   b. More commonly, the programs included in the landscape analysis are nonprofits that offer a youth service component (i.e., food banks, animal shelters, or hospitals that have a youth volunteer program).
   c. Many of the youth service programs identified operate within a small community with strong parent/volunteer engagement and heavy reliance on private funding sources.
   d. The majority of programs identified operate within their city or county only. There are very few programs that are able to scale to serve statewide, but those that do are well-established (i.e., 4-H, Boy Scouts, Girl Scouts).

2. **Youth service opportunities are difficult to find due to inconsistent online search terms used by organizations.**
   a. Searching for a volunteer opportunity for youth regularly directs you to volunteer opportunities at youth development organizations.
   b. The language used to talk about youth service programs/opportunities was also inconsistent among the program websites, social media, and in person interviews.
   c. The online search terms which yielded the highest rate of success in finding youth service opportunities include service learning, youth volunteer opportunities, and youth community service.

3. **Some organizations were more likely to "stand out" and more effectively advertise and promote opportunities for youth to volunteer.**
   a. Food banks and animal shelters typically had information on their website regarding youth volunteer opportunities.
   b. Organizations such as Boy Scouts, Girl Scouts, 4-H, and National Honor Society feature service as a component of their program and advertise youth service opportunities as a key aspect of membership.
   c. There are multiple online platforms that provide "how-to" guides or toolkits for youth and family service opportunities.

4. **The term "service learning" is rarely implemented correctly or with fidelity.**
   a. Academic institutions at the secondary level embrace the theory of service learning but in practice often fail to include the selection and reflection process as critical parts of service learning. Their focus seems to be on tracking hours for credit requirement.
   b. Teachers utilize the service learning curriculum but based on online research often appear to suggest they do not properly implement the program. The elements that appeared most often ignored are the youth voice, selection, and reflection elements.

5. **Youth service is talked about nearly exclusively in terms of opportunities for youth ages 12-18. There is no significant focus on volunteer programs which support children ages 3-11 volunteering in person.**
    a. The landscape analysis found less than five organizations supporting early-aged youth with service-focused programming.
    b. The organizations identified were often privately funded organizations with strong parent support.

6. **While anecdotal, educators appear to be connecting youth volunteering to improved educational outcomes such as social emotional learning, academic learning, and career readiness.**
    a. Teachers cited volunteering as having impact on a student's social emotional competencies and behaviors. Specific skills gained included communication, responsibility, maturity, courage, empowerment, problem solving, happiness, better in school, rewarding, care for community, and humility.
    b. Educators cited improvement in academic learning goals and skills including employability, goal setting, experience, motivation, communication, test scores, reading skills, leadership, and interdependence.
    c. The most common assessments used to track youth volunteering included a survey, scales, reflections, evaluation, grades, forms, and using an online software package.
    d. Students are encouraged to create a service resume to add to their college applications.

7. **Programs noted that youth volunteer participation rates are even lower among youth from low-income families and racial/ethnic minorities.**
    a. K-12 volunteering rates continue to be positively associated with factors such as education (percent of the adult population with high school diplomas) and negatively associated with unemployment and poverty rates.
    b. Students in low socioeconomic brackets were less likely to be available to volunteer due to work or need to care for siblings when not in school.
    c. Some service commissions and host agencies identified that many volunteer opportunities are not flexible enough for everyone to participate in a meaningful way and through a schedule that works for them. While equity is a core value they identified, solutions were not readily identified for inclusion and accessibility.

Recommendations

Suggested strategies for state service commissions and America's Service Commissions to further grow and sustain youth service programming.

1. **Build a Statewide Coalition and Create a Conversation**
   a. Convene youth service organizations in your state/territory to discuss collaboration, brand opportunities, and challenges.
      i. Identify the typical youth development and community-based organizations in your state including the "Big 15" partners, fifteen of the largest positive youth development organizations identified by Youth Service Alliance including 4-H; Afterschool Alliance Network; After-School All-Stars; Big Brothers Big Sisters of America; Boys & Girls Clubs; Boy Scouts; Camp Fire; Family, Career and Community Leaders of America (FCCLA); Future Farmers of America (FFA); Girls Inc.; Girl Scouts; Junior Achievement; Students Against Drunk Driving (SADD); Skills USA; YMCA; and YWCA. Collectively these organizations reach over 36 million youth in the United States.

> **RESOURCE 1.A.II:** See a sample VAD Job Description for a Youth Service Learning AmeriCorps VISTA.

      ii. Fund a Youth Service AmeriCorps VISTA to support the startup and coalition implementation process.
      iii. Address inconsistent messaging regarding youth service. There are many ways young people can volunteer; it is recommended to present episodic volunteering and service learning on a continuum with other forms of youth volunteering. There is the opportunity to be agnostic and educate.

Characteristics	Service-Learning	Community Service/ Volunteering
Primary Beneficiary	• Student • Community Partner(s)	• Community Partner(s) • People being served
Primary Focus	• Student - Intentional learning • Community Partner(s) - Meaningful service	• Community Partner(s) • Meaningful service
Intended Educational Purpose/ Benefits	**Student** • Academic learning • Intellectual growth • Increasing personal sense of citizenship • Deeper understanding of the structural causes of complex social issues **Community Partner(s)** • Capacity building to address unmet needs • Program(s) become more sustainable	**Student** • Moral growth • Personal development • Increased consciousness of social problems **Community Partner(s)** • Immediate needs being met
Curricular Integration	• Full integration within the curriculum	• None
Reflection	• Includes structured reflection	• Generally not included

Source: https://engagement.uni.edu/sites/default/files/table_of_distinguishing_characteristics_between_types_of_service_0.png

b. Create an awareness campaign targeted at school leaders to connect service learning and achieving academic success.
  i. Create a one-page fact sheet summarizing Youth Service resources and academic benefits to share with schools.
  ii. Seize opportunities to connect youth service to social emotional learning (SEL), COVID-19 "learning loss," and college/career readiness.
  iii. Include parent voices, such as the Parent Teacher Association (PTA), in advocating for youth volunteerism in schools.

> **RESOURCE 1.B.II:** Consider using local data that your school district collects or utilize research gathered by OECD who view social and emotional learning as equally important to academic instruction, especially during the COVID-19 pandemic.

c. Standardize the youth volunteering nomenclature to maximize online Search Engine Optimization (SEO).
  i. For commissions with a statewide volunteer connecting database, create a keyword search or landing page for youth service opportunities.
  ii. Partner with Google Adwords or ask a local advertising agency for pro bono digital marketing assistance.
  iii. Learn more about how the Michigan Community Service Commission is using a youth focused platform (InnerView) to attract youth volunteers and help students create service resumes.

d. Position the coalition well by presenting relevant information to decision makers on the youth service landscape in your state.
  i. Distribute a statewide survey to identify schools and education organizations supporting youth volunteering, and create a database of all organizations. Use list for email distribution and best practice sharing.

> **RESOURCE 1.D.I**: View the survey questions asked of K-12 educators by the Iowa Service Commission in Appendix C.

  ii. Compile the survey results and release a "State of Youth Volunteering" publication similar to Volunteering in America to increase awareness of the issue for state lawmakers and policy makers.
  iii. Create a survey for students to learn more about their interests and opinions and use this information to inform nonprofit partners seeking to engage youth. Students surveyed in a "Barriers to Youth Participation in Service and In the Community" by the Iowa Service Commission were asked how should the community help make service more accessible to youth. To see survey questions, visit Appendix D.

e. Prioritize accessibility and inclusion in program practices to overcome systemic barriers to participation that are often a result of family socio-economic status and other factors often experienced by underserved and marginalized communities. Reinforce and reflect youth identity and voice with programming

> **RESOURCE 1.E: An Asset-Based Approach to Volunteering: Exploring Benefits for Low-Income Volunteers**
>
> To learn more about how educators and students can work together to design a variety of projects that are accessible to all students, regardless of their socioeconomic status, read this article, "An Asset-Based Approach to Volunteering: Exploring Benefits for Low-Income Volunteers" by Jodi Benenson and Allison Stagg.

that is participant-led or community-led, strongly considering the representation of persons of color for leadership and involvement.

2. **Build on State Service Commission Successes**
    a. Strengthen the foundation of youth service in your state. The most often cited examples of ways commissions are supporting youth service include:
        i. Recognition of and incentivizing involvement in programs for youth volunteers
        ii. Partnership(s) with state education agency and/or local education agencies
        iii. Training, resources, or technical assistance to organizations/schools
        iv. Partnership with state afterschool alliance network
        v. Training or resources for youth/students

> **RESOURCE 2.A.I: Virtual Volunteering Toolkit for Youth**
>
> Here are a few toolkits for educators, youth development professionals, parents, and teen leaders to help you design, implement, and reflect on volunteer projects that can be done at home, also known as virtual volunteer projects.
>
> https://www.pointsoflight.org/resources/kpmg-virtual-volunteer-toolkit/
>
> Service Day Implementation Guide

    b. Pilot a program with existing volunteer centers using Volunteer Generation Funds similar to Kansas Volunteer Commission's program, "Connecting Students to Communities (CSC)," which works to inspire students in middle school, high school, or college to be involved in their communities through service opportunities and team-based projects.
    c. Learn more about how the UServeUtah has created a survey which connects young people to their interests. This survey helps students discover what Community Engagement Pathway best aligns with their interests and personal attributes.

> **RESOURCE 2.A.V:** Here is a helpful guide created by a commission targeted to educators.

    d. Publish a state specific resource for youth and parents looking for meaningful volunteer opportunities and information. Here is an example of a Youth and Teen Guide put together by United Way of Johnson County.

> **RESOURCE:** Any organization can recognize youth. Here are a few great examples.
>
> *Service Commission / Volunteer Arkansas and Maryland Governor's Office of Service and Volunteerism*
> - https://www.volunteerar.org/Youth-Service-Scholarships-and-Awards
> - https://gosv.maryland.gov/youth-service-awards/
>
> *City Government / Brookhaven, NY*
> - https://www.brookhavenny.gov/744/Youth-Volunteer-Awards
>
> *Nonprofit / Youth Service Alliance*
> - https://ysa.org/awards/eyh/
>
> *Corporate / Education Partnership*
> - https://news.prudential.com/americas-top-10-youth-volunteers-2021-named-at-26th-annual-prudential-spirit-community-award.htm

3. **Strengthen the Nonprofit Sector**
   a. [Create a best practice guide](#) for developing meaningful youth volunteer experiences that is tailored to schools, youth development organizations, and other community-based groups.

   b. Present at a local or statewide PTA conference and share best practices on how important it is to build the ethos of volunteering at a young age with the example of the City Stewards program at [Little Hands Can](#) or [Seeds of Caring.](#)
   c. Offer "barriers" consultation for nonprofit program staff to discuss typical barriers to youth volunteering. Commonly cited youth and family barriers include transportation, available and accessible volunteer shifts, liability, and efficacy.
   d. Incentivize nonprofits to improve their volunteer listings and SEO to improve youth accessibility. Consider offering $250–$1,000 grants for required SEO and web work to standardize search terms.
   e. Engage Out-of-School Time (OST) initiatives that reach youth, such as afterschool programs, positive youth development organizations, and extracurricular activities (i.e., 21st Century Community Learning Centers, Boys and Girls Club, and Afterschool Alliance), and encourage volunteering in OST programming. To learn more about afterschool programming in your state, visit the [Afterschool Alliance](#).
   f. Prioritize schools and education organizations, and provide resources to address commonly cited administrative barriers that include training, connection to curriculum and academic goals, and knowledge of service learning framework.
      i. Address how service hours are credited. The hours students spend on the entire service learning process in class should be counted. The goal is to have enough in-class service learning experiences throughout their career to meet those requirements without having to log hours on their own. Embedding service learning in the school day takes a step toward addressing inequity.
      ii. Advocate for board-approved course curriculum for at least one subject area in at least one grade level.
   g. Create a "Liability 101" fact sheet. Provide information on how to engage youth volunteers while mitigating risk by utilizing waivers, safety procedures, etc.

   h. Encourage Campus Compact, United Way, and Volunteer Centers to fund an AmeriCorps program focused on youth volunteer engagement.

4. **State Level Advocacy**
   a. Encourage your State Youth Council to include youth volunteering activities and elevate the profile of youth volunteering.

   b. Create a legislative advocacy toolkit for your state and share with stakeholders.

       i. Advocate as a state coalition for state funding to support summer of service, month of service, or days of service activities or campaigns.
     ii. Advocate as a state coalition for state funding to support a position similar to the previous "Learn and Serve" federally funded staff person to coordinate youth volunteer programming with their respective state's department of education. Alternatively, advocate for service commissions to take a lead role in strengthening existing youth service programs in their state in providing both financial and technical assistance resources.
   iii. Consider legislation to mandate service learning, provide student credit for service learning at the secondary level, or recognize a community service diploma endorsement.
   iv. Advocate for funding for a statewide service learning prevalence study to provide data on the number of young people volunteering in your state.

5. **National Leadership and Advocacy**
   a. Seek funding for the federal government to do a youth volunteering prevalence study, which was previously commissioned by AmeriCorps entitled *Volunteering in America*.
   b. Renew and fully fund "Learn and Serve" federal level grant funding housed at the AmeriCorps agency.
   c. Support the AmeriCorps students model, which fosters opportunities for youth to participate in semester or summer of service beginning at 16-years-old as recommended by the [National Commission on Military, National, and Public Service](#).
   d. Participate in federal advocacy and support initiatives such as the Youth Service Alliance's "[100% Youth Participation for the Common Good Policy Agenda Proposal](#)." The proposal describes the domino effect of youth who participate in volunteerism to be more likely to choose to participate in additional service learning opportunities or project-based learning with community impact. They call for 100% of community entities and partners to serve youth and engage volunteers so that all children/students are reached and more take civic action and leadership roles in the future.
   e. Convened by ASC, expand youth service programming beyond the eleven state service commissions that are currently receiving a sub-grant. Utilize the strong network as a jumping off point to convene a youth service programming committee with an emphasis on sharing best practices with school and education organizations, advocacy, and nonprofit technical assistance. The 2021 subgrantees include Serve Connecticut, ServeOhio, VolunteerNC, Volunteer Iowa, EngageAR, Serve Colorado, Massachusetts Service Alliance, Michigan Community Service Commission, ServeMinnesota, UServeUtah, and Volunteer Maine.
   f. At the federal level, Youth Service America and National Youth Leadership Council currently convene an alliance of youth service programs on a regular basis. This group of youth delegates includes representatives participating through Ashoka/Youth Venture, Design for Change, International Youth Foundation, Learning to Give, Peace First, Peace Jam, Youth Service America, America's Promise Alliance, DoSomething.Org, Generation Citizen, Earth Force, Generation On, Youth Volunteer Corps, Roots and Shoots, and Students in Action Multiplying Good. Encourage state and local members to participate locally.

6. **Funding**
    a. Short term — Consider how the Volunteer Generation Funds directed to support America's Rescue Plan could be utilized to grow youth service in your state. Guidance should be forthcoming in Spring 2022. Read the Executive Summary.

    b. Encourage continued expanded funding for Volunteer Generation Fund. Request prioritization of funds to support nonprofits that provide youth service opportunities.

> **SPOTLIGHT:** Learn how the Youth Outdoors program connects Twin Cities youth to conservation opportunities in partnership with AmeriCorps.

    c. Seek Day of Service funding for a grant from the state department of education or governor's office.

    d. Identify how AmeriCorps members could be utilized to support youth volunteering — and provide fee for service contributed funding opportunities to grow programming.

    e. Invite private companies to provide seed funding, match funding, and in-kind donations such as food, beverage, tee shirts, hats, and other small items to support or expand youth programming grants in your state.

Conclusion

There is great potential for systems change to grow youth service programming in the states.

National and state convening being done by Youth Service Alliance and America's Service Commissions has the power to elevate youth programming. There is a strong foundation of youth service engagement happening in the schools with use of silver cord programs, national honor society requirements, and a continued push to focus on social-emotional learning and career/college readiness.

Technology platforms, such as InnerView, are creating ways to make it easier for students to track hours and create service resumes. Nonprofits are asking hard questions by discussing the barriers disadvantaged students have to volunteering when they need to work.

There have been and will continue to be challenges engaging youth. In addition to the previously or commonly identified barriers to engaging young people, mental illness in young people has been on the rise with reports citing COVID-19 disruptions as cause for even higher rates of anxiety, disconnectedness, and academic struggles among youth.

ASC has the opportunity to lead and catalyze this work all across the country. If successful, this work will expand every state's volunteer pool, create lifelong advocates for an organization's mission, and spark important intergenerational conversations in communities across the country.

Interview List

» Julie Bascom, Director of Training and Leadership Development, National Youth Leadership Council
» Teresa Butel, Summer Youth Corps Program Manager, Conservation Corps Minnesota and Iowa
» Malia Colby, Youth Volunteerism and Data Management Coordinator, Michigan Service Commission
» Nick Cox, Youth Outdoors Program Manager, Conservation Corps Minnesota and Iowa
» Ed Doty, Executive Director, Youth Service Opportunities Project
» Noelle Juday, Program Director, Seeds of Caring
» Laurie Levi, Family Volunteer Connections Program Director, Doing Good Together
» Michael Minks, Youth Service Alliance
» Mike Moon, Associate Director, Utah Service Commission
» Mark Murphy, Executive Director, Conservation Corps Minnesota and Iowa
» Kari Pardoe, Program Officer, Charles Stewart Mott Foundation
» Michelle Raymer, Senior Program Officer, Engagement and Infrastructure, Iowa Service Commission
» Kamryn Ryan, VISTA, Iowa Service Commission
» Pam Siebert, Vice President of Community Experience, National Youth Leadership Council
» Rose Thompson, Manager, Volunteer Programs, Activate Good

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Appendix A: Landscape Analysis

Landscape Analysis Search Model

Step 1 included an online search by state for opportunities.

- » General Google search of state name + any of the search terms below
- » Search of statewide volunteer match websites (i.e., InnerView, Volunteer Match, Points of Light, United Way, Church of LDS, Galaxy Digital, Get Connected, Inspiring Service, CauseIQ, GuideStar) with any of the search terms below
- » Search of state websites (i.e., governor's office, DHS, Dept. of Economic Development, etc.)
- » Search for school administered programs (i.e., Key Club, Volunteer Club, Service Club, etc.)
- » Search Terms: youth volunteer opportunities, youth volunteering, youth service learning, youth friendly service, youth-based volunteering, youth volunteers, youth community volunteer, youth community groups, youth community service, youth volunteer corps

Step 2 captured the state information in a data collection template.

- » The data collection template identifies the organizations identified by state and provides information on key pieces of information utilized to aggregate trends.

Landscape Analysis Data Collection Terms

Category	Data Range
Age of Youth Service	0-5, 6-8, 9-11, 12-14, 15-18
Number of Youth Served	0-50, 51-100, 101-500, 501-1,000, 1,001-5,000, 5,001-10,000, 10,000+
Funding Source	AmeriCorps State and National Funding, Local Government (city/county), Other Federal Funds, Private, School District, State Appropriation, Volunteer Generation Fund, Program Services
Reach of Program	City, County, Regional, Statewide, National
Type of Service	Episodic Volunteerism, Reoccurring Volunteerism, Service Learning, General Nonprofit (organization whose main purpose is not youth volunteering but supports youth volunteer programs)
Funding Amount	$1-$5,000, $5,000-$10,000, $10,000-$25,000, $25,000-$75,000, $75,000-$100,000, $100,000-$250,000, $250,000-$500,000, $500,000-$750,000, $750,000-$1,000,000, $1,000,000+
Administration	Local Government, Nonprofit, Other, School District, State
Focus of Program	Capacity Building, Conservation/Environment, Disasters, Education, Hunger, Health/Well-Being, Job/Career Readiness, Poverty, Racial Equity/Justice, Senior Assistance, Veterans/Military, Community Improvement, Leadership

To view the full results, click this link. To view data codes, click here.

Appendix B: In Depth Interview Script

We are working with America's Service Commissions and Rachel Bruns to assess the current youth service landscape nationwide.

Part of that landscape analysis is to take a look at all of the states to assess what types of youth service programming exists across the country. We are defining youth as under 18 and looking for nonprofits and state organizations that lead youth volunteer opportunities and youth-based volunteering. We are having a very difficult time finding local organizations!

Our goal is to present a case for states to grow and sustain youth service programming through national service and state and local resources.

We know that the pandemic has impacted in person volunteering over the past year, so feel free to discuss your work pre-pandemic.

1. Nomenclature and Definitions — As we look to make generalizations about the "youth service" landscape, how do you define youth volunteer service and service learning?
2. We are focusing on "on the ground youth programming" available to youth up to the ages of 18. Are you able to share with us a list of those types of programs that you are aware of so that we can add that to our landscape analysis? We are aiming to understand where your programs are happening, what their impact is locally, and whether or not you believe they are replicable. Can you think of an organization that should be held up as the model of excellence for youth volunteer service programming?
3. Do any national service (AmeriCorps, VISTA, NCCC) members specifically support youth service learning/youth capacity building programs?
4. Are there specific national or state partners that you have found to be especially good partners in this work (e.g., 4H, universities, etc.)?
5. In addition to funding, what do you believe are barriers to organizations offering high quality youth programming? What barriers make it difficult to establish and maintain a youth service program? What barriers make it difficult to get youth to participate?
6. What three changes IN A STATE could move youth service programming forward in the next two years?
7. We are seeking to further understand the landscape of youth programming happening across the country. Are there particular resources you want to direct us to for a complete picture of the landscape?
8. We are seeking to further understand the landscape of youth programming happening across the country. Are there particular organizations or people you want to direct us to for a complete picture of the landscape?

Appendix C: K-12 Service Learning Survey — EDUCATORS

By Iowa Service Commission

Survey questions asked of K-12 educators by the Iowa Service Commission

1. Have you or are you working with students to enrich their learning experience through service learning in and/or out of the classroom?
2. Excluding the pandemic, why not?
3. What resources would you need to begin implementing service learning?
4. Please describe service learning you have implemented.
5. How do you partner with youth to plan and implement service learning opportunities?
6. How did you find partnerships?
7. Where has it taken place?
8. Have you noticed an impact on student's social emotional competencies or behaviors?
9. How effective has it been at meeting academic learning goals?
10. If you use any assessment tools before or after your service learning experience, please describe.
11. If you track impact, outputs, or outcomes, please describe.
12. If you answered no to using assessment tools or tracking results, what would be helpful in getting started?
13. Would you be interested in sharing your experiences with service learning?
14. Do you have a great resource, website, or document you would like to share? Please paste the link(s) below.
15. Does your school or district have a dedicated staff person in any of the following roles? Service Learning, Service Learning – Silver Cord, Service Learning – Student Volunteering, Silver Cord, Student Volunteering, Other service or volunteering related focus
16. If your school or district has staff in these roles, please include their name and email.
17. For us to learn more, would you be willing to participate in a one-hour virtual focus group this spring?
18. Would you be interested in: (Check all that apply) conference, informal e-learning opportunity, virtual learning opportunity, in person learning opportunity, receiving graduate credit, virtual networking/best practice sharing, receiving continuing ed, and/or relicensure credit
19. Name of the individual completing this form.
20. What is your current role?
21. How many years of experience in education do you have?
22. School District Name
23. District Size
24. County
25. Grade Level
26. School Building
27. Email Address

Appendix D: K-12 Service Learning Survey — STUDENTS

By Iowa Youth Committee

Survey questions asked of K-12 students by the Iowa Youth Committee

1. Grade in school
2. City/Town of residence
3. Where do you find volunteer opportunities? (Family Members, Friends, Place of Worship, School Related Organizations, Community Organizations, Other)
4. What limits you from volunteering?
5. Do you feel that volunteering opportunities are accessible? (Yes, No, Not Sure)
6. What motivates you to volunteer? (For the Joy of Helping Others, College Admissions, Awards/Recognition, Other)
7. How should the community help make volunteering more accessible to youth?
8. What does volunteerism mean to you?
9. What volunteering experiences have you enjoyed the most?