

Friday, August 27, 2021



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# Building Connections: SOCIAL AND EMOTIONAL LEARNING AND SERVICE LEARNING

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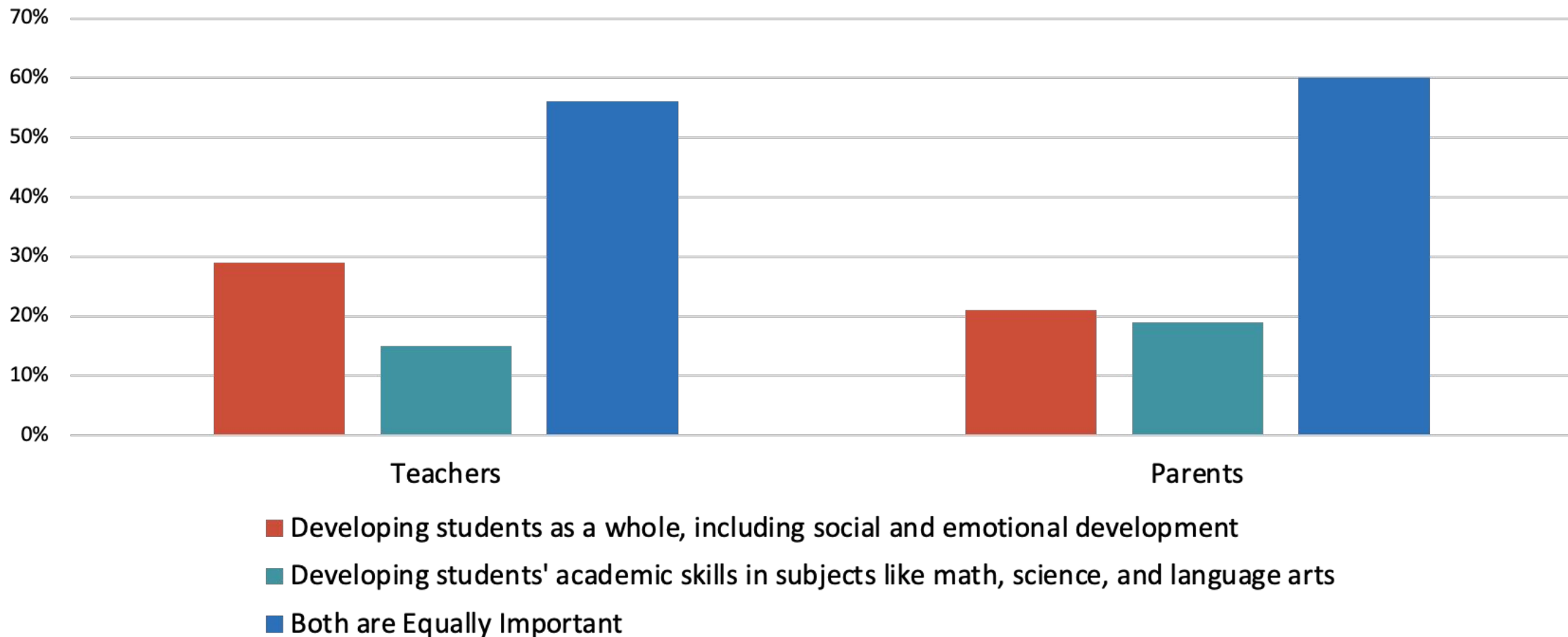
# READY TO ENGAGE

**Perspectives of Teachers  
and Parents on Social-Emotional  
Learning and Service-Learning  
in America's Public Schools**

1

## Parents and teachers endorse a holistic view of education

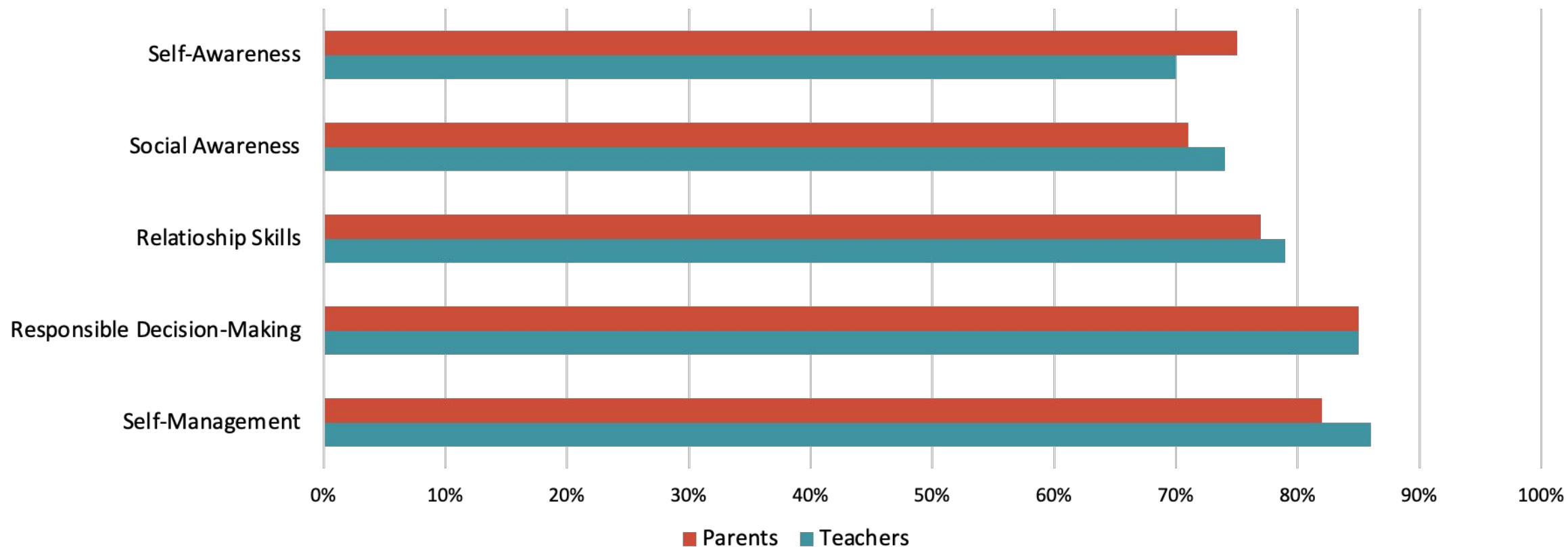
*What is more important for schools to focus on?*



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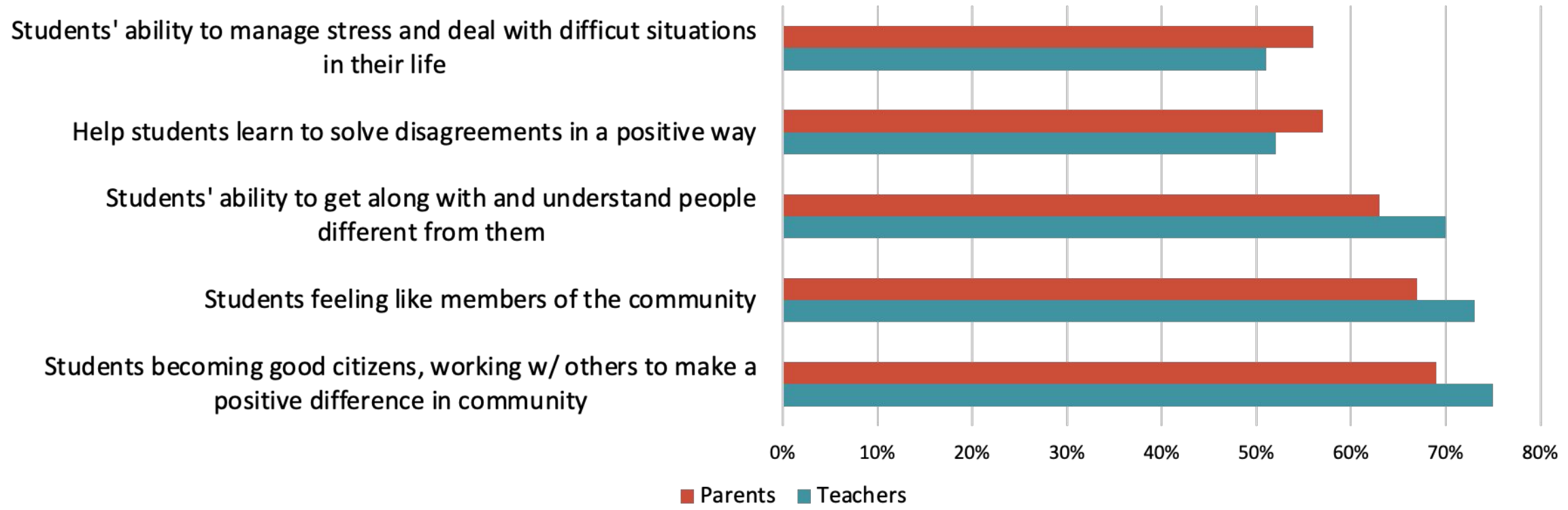
## Both see SEL as very important for a successful life.

*Thinking about what students might need to be successful in life, it is VERY IMPORTANT for students to develop these skills:*



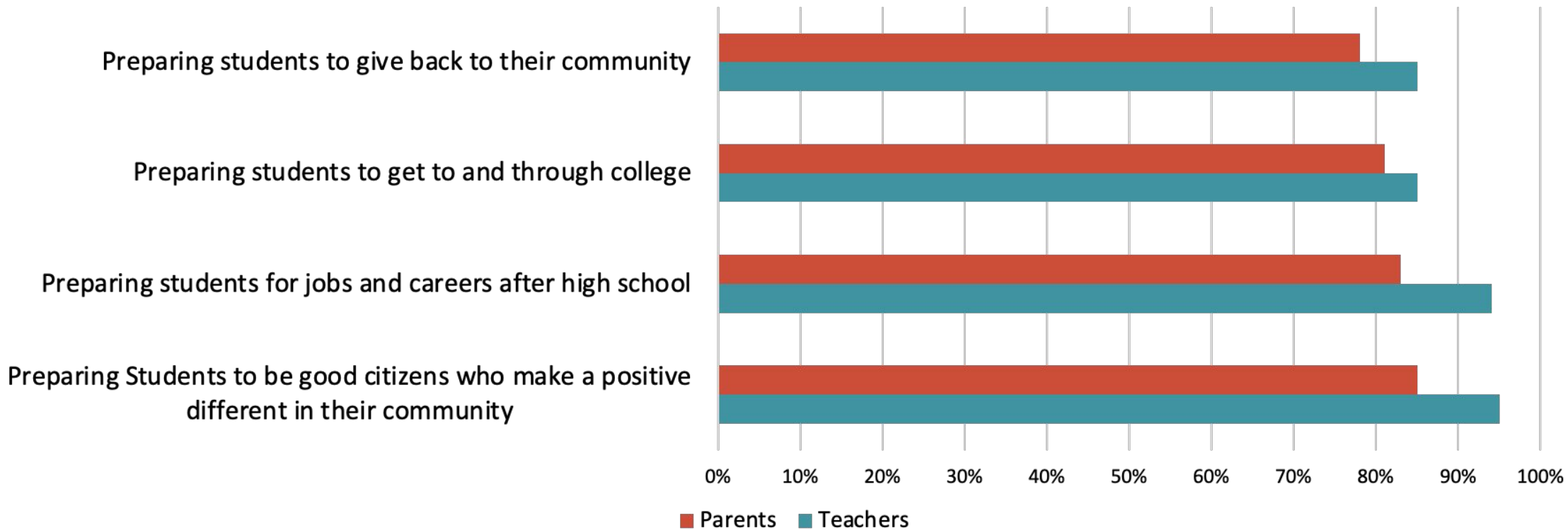
# Parents and teachers view SL and SEL as having a reciprocal, mutually reinforcing relationship

*Opportunities to participate in community service as part of classes would benefit THIS a lot:*



# Among SEL's many benefits is the belief it will help students grow into good citizens.

*Percent saying SEL would have VERY/SOMEWHAT major benefit on the following:*





## Despite strong support, implementation of SEL and opportunities for SL continues to lag behind.

25%

One in four teachers say **SEL** is happening in their school on a **programmatically, schoolwide basis**

16%

Of teachers and 23 percent of parents say their students have **service-learning opportunities** at their schools

70%

Of teachers and 63 percent of parents believe schools should be placing **more emphasis** on developing **SEL skills**

86%

Of teachers and 79% of parents believe schools should offer more **service-learning opportunities**

# State approaches

How states support service learning...

- Academic credit
- Graduation requirement
- Diploma endorsement
- Guidance counseling
- Programming
- Elective course
- CTE program
- Graduation plan



# Classroom approaches

How educators can support service learning...

- Student voice
- Partner organizations
- Field trips
- Community service advisory committee
- Engage families
- Classroom speakers
- Start with national days of service
  - September 11
  - MLK

# To learn more...

## POLICY UPDATE

Vol. 26, No. 5  
November 2019

National Association of State Boards of Education

### Harnessing Service Learning to Build Social, Emotional, and Academic Skills

By Megan Blanco

As of the 2017–18 school year, state policy in 37 states and the District of Columbia required or encouraged districts to include community service education or service learning programs (figure 1).<sup>1</sup> These states recognize the potential of service learning to connect academic curricula to community problem solving and to build students' social, emotional, and academic competencies, including social awareness, empathy, and ethical responsibility.<sup>2</sup> The instructional practice also fosters civic engagement, career exploration, and school connectedness.

Whether through applying lessons of coastal erosion to wetland cleanup, developing a growth mind-set and resilience while tutoring struggling young readers, or combating intergenerational poverty by constructing affordable homes, students of all backgrounds, circumstances, and academic standing are on equal footing with service learning. For some, these experiences spark an interest in pursuing a lifetime of military, national, or public service. Others receive exposure to career pathways they may not otherwise have considered.

"The return on the hundreds of billions of dollars invested in education each year must be measured not just in terms of individual success in educational attainment and in the job market or even national economic growth," the U.S. Department of Education contended in a 2012 report on civic learning and engagement.<sup>3</sup> "It also must be gauged by how well the next generation of Americans is prepared to solve collective problems creatively and collaboratively."<sup>4</sup> Service learning helps students bridge divides and build relationships with their peers as they tackle societal challenges together.

According to polling data, parents and community leaders support K-12 schools preparing students for the real world and teaching them values like respect, leadership, and responsible decision making, all of which service learning is designed to help students achieve.<sup>5</sup> Service learning produces gains in academic performance, several studies suggest, with effect sizes that are even stronger than the significant gains in attitudes toward self and learning, civic engagement, and social skills.<sup>6</sup>

"Because service learning is a pedagogy that intentionally connects community service to classroom learning, the most important student outcomes are educational—improved academic engagement and achievement," said Jill Roush, director of research and analysis at the National Commission on Military, National, and Public Service. "As for student outcomes beyond the classroom, a stronger understanding of civic responsibility and improved attitudes toward service are among the most impactful."<sup>7</sup>

#### HOW STATES SUPPORT SERVICE LEARNING

Service learning embeds service activities within academic classes to help participants achieve specific learning goals aided by related assignments, reflection, and instruction. Community service does not necessarily require a learning goal and can occur outside the education system. State policymakers have promoted both in a variety of ways.

**Allow local education agencies (LEAs) to offer service learning as an elective or award academic credit for community service hours.** Fifteen states allow LEAs to offer service learning as an elective or award academic credit for community service hours. In Arkansas, a student who completes at least 75 hours of certified community service during grades 9-12 becomes eligible to re-

**Figure 1. Service Learning by State**

Legend:  
 ■ Requires/encourages LEAs to include community service education or service learning programs.  
 ○ Allows LEAs to offer service learning as elective/academic credit for community service.  
 ● Requires/allows LEAs to require community service hours for graduation.

## Mississippi | Service Location Report 2020 YEAR IN REVIEW

City	Service Locations	Project Name Sponsor Organization	Program Type	Completed* Participants	Current Participants
Algoma	MSU-South Pontotoc Elementary	America Reads-Mississippi	AmeriCorps State	2	-
Bolton	JSU - Bolton Edwards Elementary	Mississippi Institutions of Higher Learning	AmeriCorps State	1	-
Boyle	MS: Bell Academy	America Reads-Mississippi	AmeriCorps State	1	1
Bude	National Forests in Mississippi	FoodCorps MS FoodCorps, Inc.	AmeriCorps National	1	1
Bude	National Forests in Mississippi	Prescribed Burning / Suppression (October 21 - December 20, 2020) National Forests in Mississippi	AmeriCorps NCCC	8	-
Byhalia	USM-Franklin County Lower Elementary				
Byhalia	BYHALIA HIGH				
Clarksdale	BOOKER T. WASHINGTON				
Clarksdale	CLARKSDALE HIGH				

## Hawaii | Service Location Report 2020 YEAR IN REVIEW

City	Service Locations	Project Name Sponsor Organization	Program Type	Completed* Participants	Current Participants
Kailua	Kauluakalana	Huliuaapaa Program Grant Huliuaapaa	AmeriCorps State	-	1
Kailua	Kauluakalana	Kupu: Environmental Stewardship Kupu	AmeriCorps State	4	-
Kailua	KEALAKEHE HIGH SCHOOL	Teach For America Hawai'i Teach For America	AmeriCorps State	9	7
Kailua	KEALAKEHE INTERMEDIATE SCHOOL	Teach For America Hawai'i Teach For America	AmeriCorps State	3	7
Kailua	Kona Legal Aid	Project Kaulike Legal Aid Society of Hawaii	AmeriCorps State	2	2
Kailua	La I Opuia 2020	Building Stability in Housing Hawaiian Community Assets-AmeriCorps VISTA	AmeriCorps VISTA	1	-
Kailua	O'ahu Invasive Species Committee	Kupu: Environmental Stewardship Kupu	AmeriCorps State	1	1
Kalaheo	Kealahou West Oahu	Building Stability in Housing Hawaiian Community Assets-AmeriCorps VISTA	AmeriCorps VISTA	2	1