

Maryland Service-Learning Fact Sheet

2016-2017

(updated 9/11/17 – 23 out of 24 LEAs reported)

Maryland public school students engaged in **25,284** service-learning projects in their classes during the 2016-2017 school year

Students engaged in **1770** more service-learning projects than they did during the 2015-2016 school year

Statewide, students earned **6,251,967** service-learning hours through projects that helped the local and global community, **297,977** more hours than the 2015-2016 school year

An important part of service-learning is teaching students about the issue being addressed by their project and reflecting on the effectiveness of the project and what each student learned.

If 50% of service-learning time is spent on preparation and reflection, the remaining time, which focused directly on meeting real community needs, would equate to more than **3 million hours**

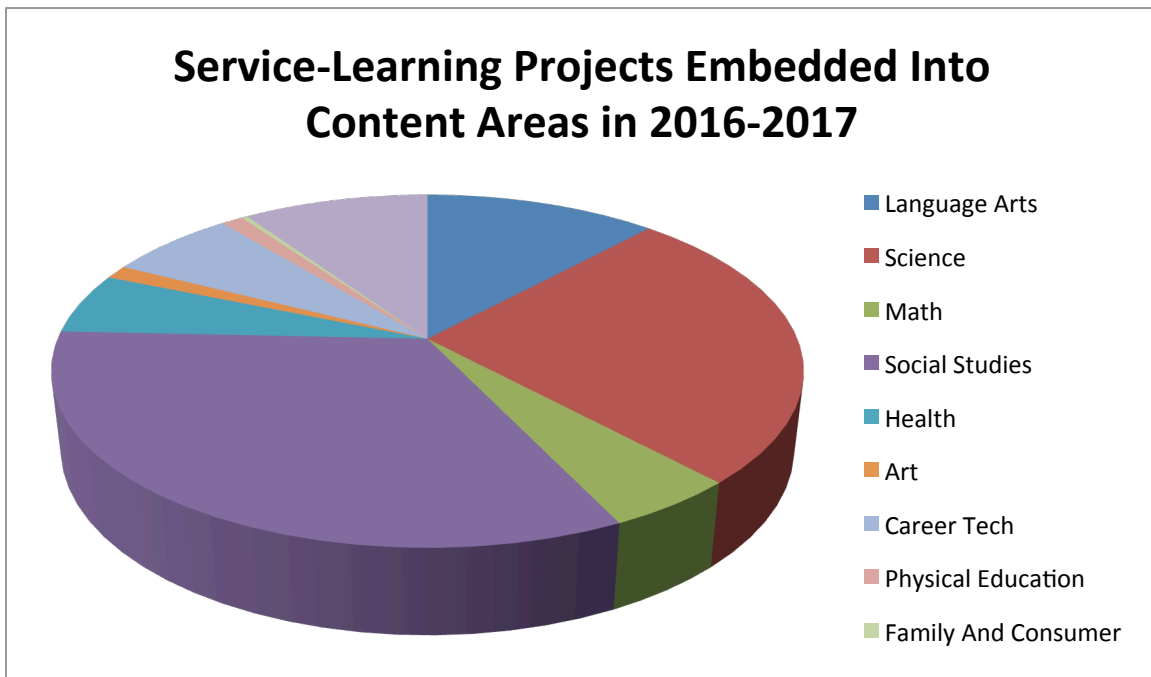
If one calculated student contributions using Maryland's minimum wage of \$9.25 an hour, it would equate to almost a **\$29 million** value to Maryland

That means students' actual service to the community amounted to a value of **\$83 million**

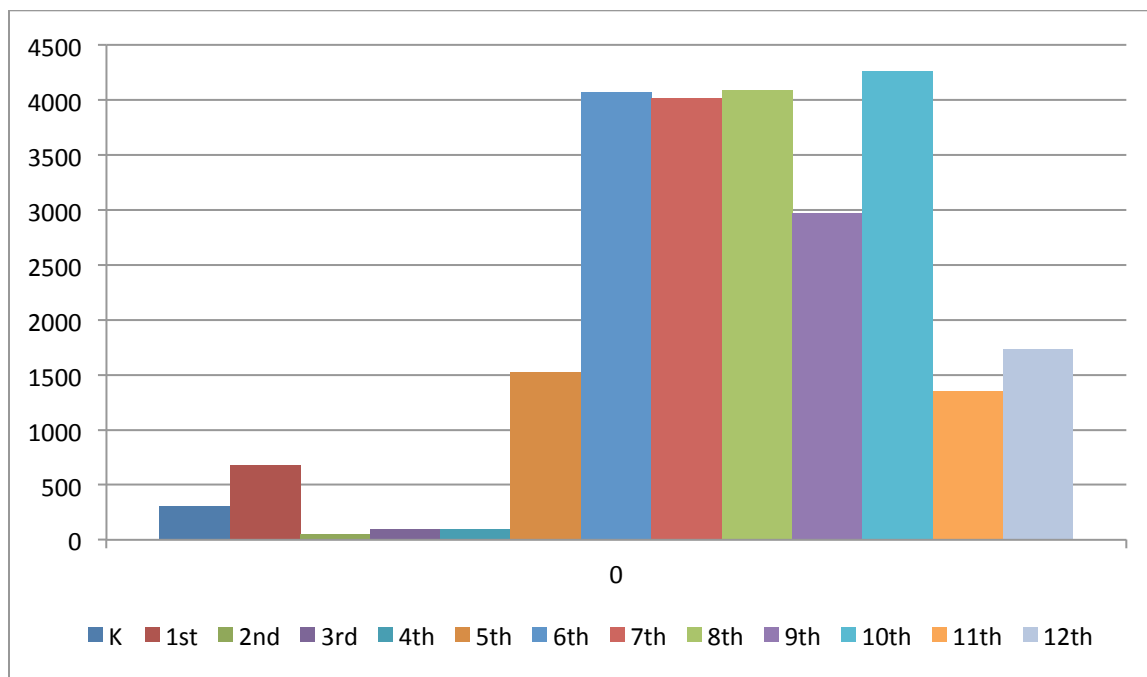


Independent Sector reported that for 2016, volunteer time in Maryland was equal to \$26.79 an hour

- The following disciplines lead with using service-learning as an instructional strategy to teach existing course content to students in an experiential manner: Social Studies 8,292, Science 6,610, Language Arts 3,005, Career Tech 1,652, Health 1,416, Math 1,220.



- Service-learning projects were built into first through twelfth grade courses with **19,433** service-learning experiences incorporated into 6th-10th grades. The remaining grades incorporated **5,851** service-learning experiences.



Samples of service-learning projects students engaged in around the state during the 2016-2017 school year

Allegheny County Westmar Middle School students researched the issue of hunger and its impact on the community in their 7th grade math classes. They used math to study the issue and completed math problems using relevant data. Students identified a need to restock their local food bank, especially during the summer months when children in food insecure homes no longer receive meals at school. Students conducted a two-month long food drive to benefit the Western Maryland Food Bank.

Carroll County students in grades 9-12 at South Carroll High School became Weed Warriors by visiting local wetlands where they removed invasive species plants. The project, which met environmental education objectives, was designed to prevent the further spread of invasive species to nearby farms and residences through seed transfer.



At Perryville High School in Cecil County, 9-12th grade health education students worked with the American Heart Association to shed light on heart disease and raise money for the organization. The project was tied to their course objectives of studying cardiovascular disease and how that contributes to almost half of all deaths per year in the United States, as well as the importance of living a healthy lifestyle.

Seventh grade students at Theodore G. Davis Middle School in Charles County researched the water cycle process in their science classes in order to analyze areas where students can help to reduce the human impact on the local watershed. As part of the action component, students constructed rain barrels to collect excess, damaging rain so that it can be used later for environmentally friendly purposes.

Northern Garrett High school students in grades 9-12 in Garrett County

- created a native species meadow on the school grounds as part of science, Advanced Placement Environment Science, and biology classes. The goal was to create a space that could be used to educate the community about the importance of respecting native species. Students also created seed balls to be shared with the community to promote planting native species; and,
- participated in the Cove Run Brook Trout Restoration Project by engaging in site maintenance, removal of invasive species, and bird box cleaning. They also conducted annual stream health assessments.

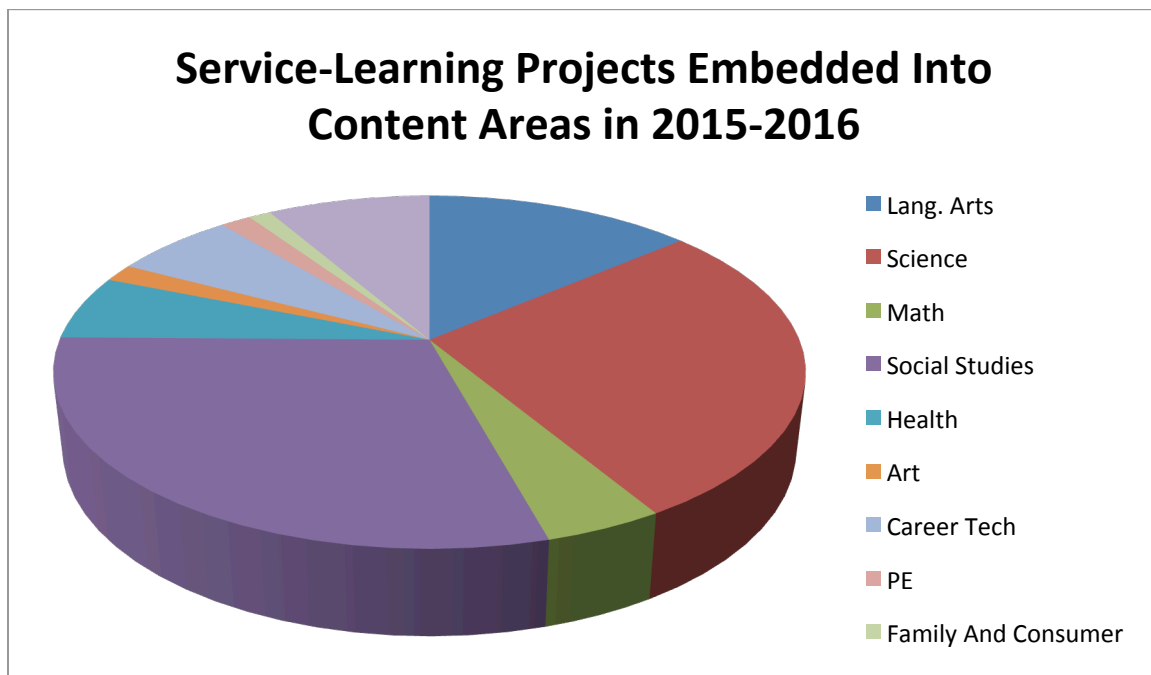
Juvenile Services Education System students engaged in various projects around the State, including braiding old t-shirts into dog toys for Hart for Animals and creating care bags and tie-dye t-shirts for women and their children at a nearby shelter as part of career technology classes.

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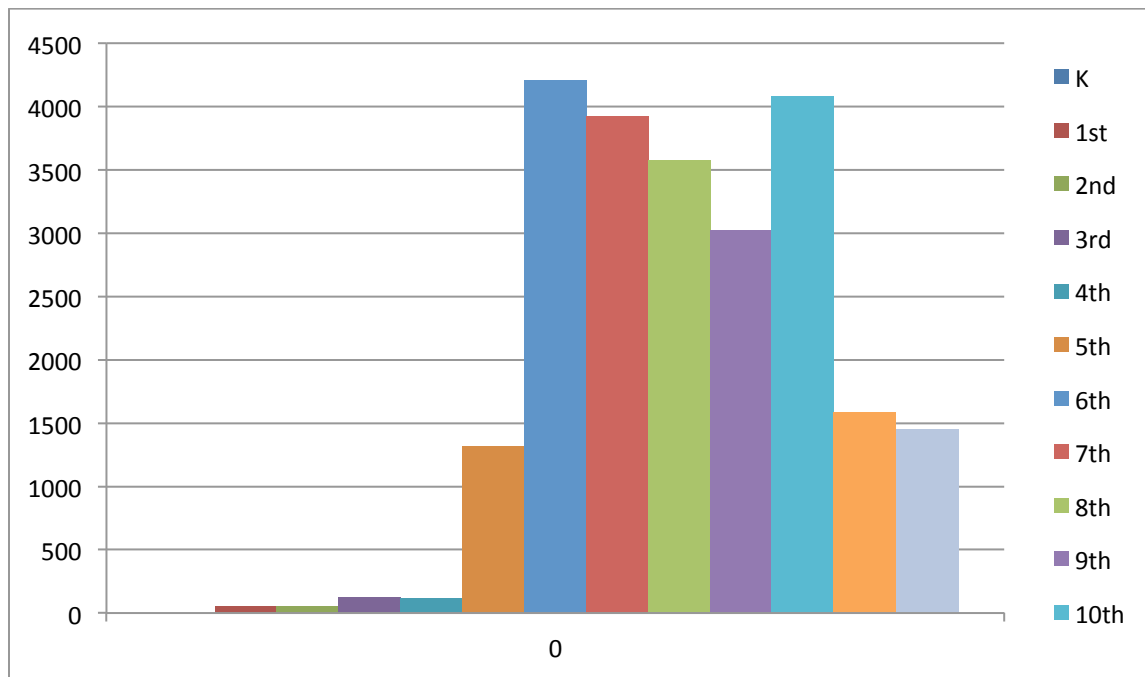
2015-2016

- Maryland public school students engaged in **23,514** service-learning projects in their classes during the 2015-2016 school year. Students engaged in **1721** more service-learning projects than they did during the 2014-2015 school year.
- Statewide, students earned **5,953,990** service-learning hours through projects that helped the local and global community, **766,794** more hours than the 2014-2015 school year.
- An important part of service-learning is teaching students about the issue being addressed by their project and reflecting on the effectiveness of the project and what each student learned.
 - If 50% of service-learning time is spent this way, the remaining time which focuses on serving the community would still equate to **nearly three million hours** of actual time spent meeting real community needs.
 - That means students' actual service to the community amounts to almost an **\$80 million dollar value** to the Maryland community. (Independent Sector reported that for 2015, volunteer time in Maryland was equal to \$26.64 an hour. *If you instead calculate student contributions using Maryland's minimum wage of \$8.75 an hour, that still equates to more than a \$26 million dollar value to Maryland.*)
- The following disciplines lead with using service-learning as an instructional strategy to teach existing course content to students in an experiential manner: Social Studies 6,940, Science 6,499, Language Arts 3,229, Career Tech 1,459, Health 1,388, Math 1,022.

Service-Learning Projects Embedded Into Content Areas in 2015-2016



- Service-learning projects were built into first through twelfth grade courses with most service-learning experiences incorporated into 6th, 10th, 7th, 8th, and 9th grades.



Samples of service-learning projects students carried out around the state during the 2015-2016 school year.

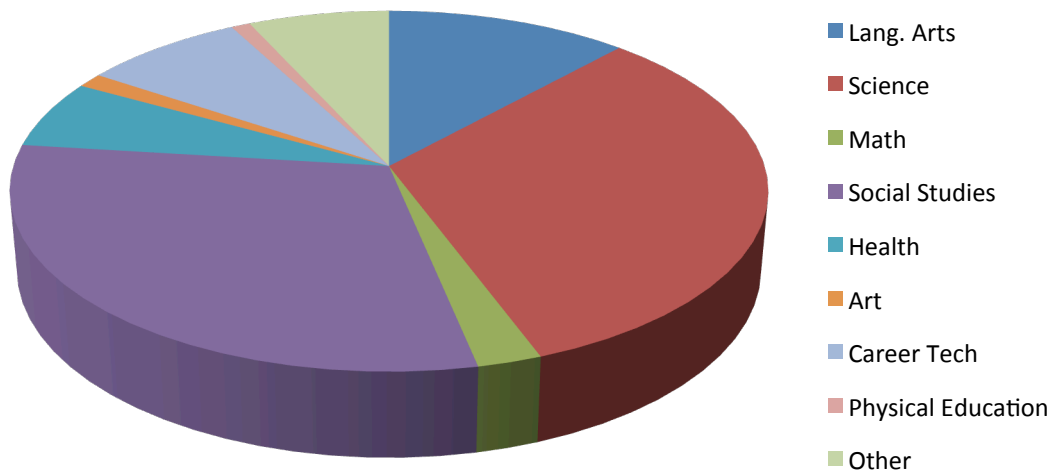
- Allegany County students who were studying mitosis, loss of cell cycle regulation, and cancer in high school biology raised awareness and funds for a local non-profit created in honor of a 9-year-old from their community who passed away from brain cancer.
- Ninth grade health students in Cecil County identified anxiety and mental health issues among their peers as a serious problem and designed projects to help reduce their peers' stress, increase their confidence and self-esteem, and enhance their ability to make healthy choices. Some of their approaches for supporting their peers included making goodie bags for the school that included positive messages and healthy snacks, and creating *Restroom Readers* that contained information on alcohol, nutrition, substance abuse avoidance, and mental health awareness.
- Middle school language arts students in Howard County selected historical fiction books for younger students, assessed the accuracy of the history shared through the story, created learning tools to use in association with the books, and presented the books and tools to elementary age students to promote literacy.
- Students at the Green Ridge and Meadow Mountain Youth Center (Juvenile Services Education Program) were studying issues related to veterans as part of their social studies curriculum. Right before Memorial Day, the students traveled to a nearby veterans' cemetery and placed flags on veterans' graves to honor them and in support of the veterans' families.

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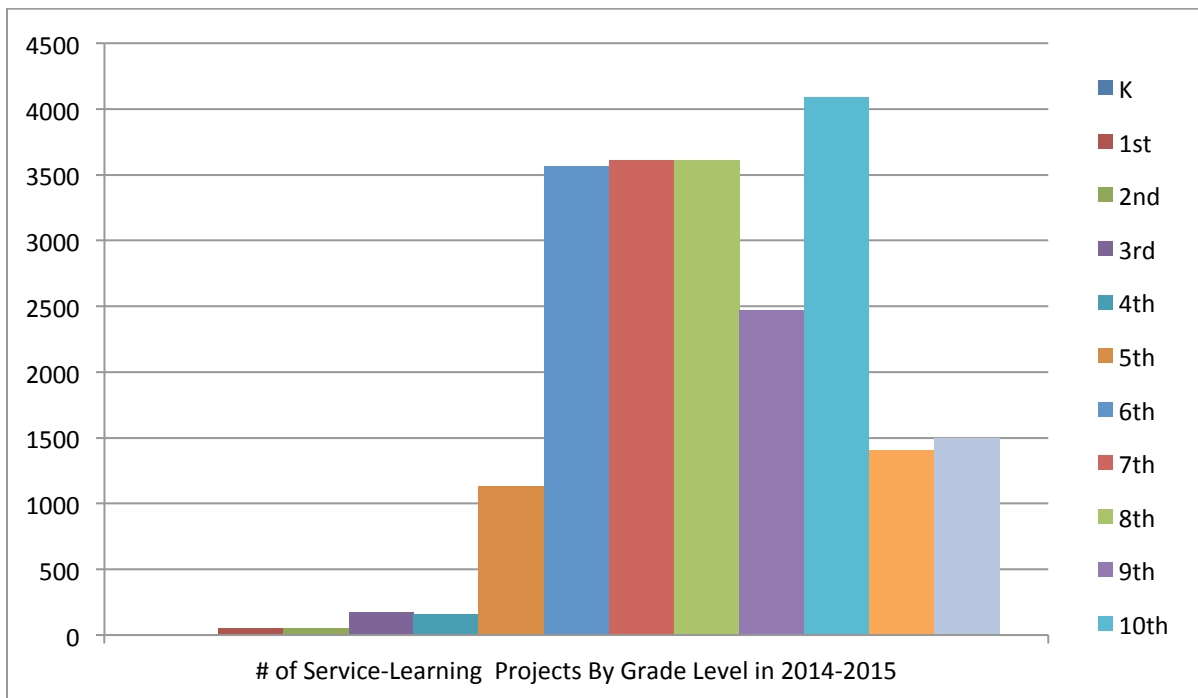
2014-2015

- Maryland public school students engaged in **21,793** service-learning projects in their classes during the 2014-2015 school year.
- Statewide, students earned **5,187,196** service-learning hours through projects that helped the local and global community.
- An important part of service-learning is teaching students about the issue being addressed by their project and reflecting on the effectiveness of the project and what each student learned.
 - If 50% of service-learning time is spent this way, the remaining time which focuses on serving the community would still equate to **2.5 million hours** of actual time spent meeting real community needs.
 - That means students' actual service to the community amounts to a more than **\$66 million dollar value** to the Maryland community. (Independent Sector reported that for 2014, volunteer time in Maryland was equal to \$26.41 an hour.)
- The following disciplines lead with using service-learning as an instructional strategy to teach existing course content to students in an experiential manner: Science 7,077, Social Studies 6,586, Language Arts, 2,575, Career Tech 1,717, Health 1,331.

Service-Learning Projects Infused Into Content Areas in 2014-2105



- Service-learning projects were built into first through twelfth grade courses with most service-learning experiences incorporated into 10th, 8th, 7th, 8th, 6th, and 9th grades.



Samples of service-learning projects students carried out around the state during the 2014-2015 school year.

- Students in Allegany County learned about diabetes in health and science classes and carried out projects to support the American Diabetes Association to help with research for juvenile diabetes.
- Baltimore City students researched genetic diseases and worked with Special Olympics to assist the organization and the athletes.
- Social studies students in Cecil County studying the War of 1812 and the colonial economy worked to get a local historical site, Elk Landing, ready to host two community events. Science students in the same county also removed invasive species of plants and planted native species in their community.
- Veterans in Harford County received service from 8th grade students. The service-learning project was incorporated across disciplines with students learning about impact of war in their courses, identifying the needs of veterans in their community, and then creating care packages, letters, and visiting the veterans.
- Howard County 7th grade students, as part of their ecology unit, accepted the Stream Restoration Challenge and worked to restore five acres around a central stream to improve the quality and reduce the quantity and velocity of water leaving the property.

Service-Learning Fact Sheet

2013-2014

Maryland public school students engaged in **21,392** service-learning projects in their classes.

The following disciplines lead the others with using service-learning as an instructional strategy to teach existing course content to students experientially:

- Social Studies – 7,282 projects
- Science – 6,520 projects
- Language Arts – 2,413
- Career Tech – 1,599
- Health – 1,480