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What is Service Learning?

01 A pedagogy that combines classroom instruction with meaningful service to enrich the learning experience, teach civic responsibility, and strengthen communities.

02 It is based on a structured academic foundation that goes beyond volunteering or doing community service.

03 By combining classroom learning with the completion of a service project, students are able to develop an understanding of local and global issues, while engaging in actions that make a difference, each experience reinforcing the other.

“Learning is the process whereby knowledge is created through the transformation of experience.” – David Kolb
All program activities, from educational resources to leadership events, are designed to achieve three core outcomes in young people:

1. Increasing academic engagement
2. Improving university and workplace readiness
3. Instilling active citizenship
Student Outcomes from the WE Service Learning Framework

2x Academic Achievement
More likely to be seen as a leader at school by peers and teachers

2.1x Workplace Readiness
More likely to bring people together to solve problems

5.2x Civic Engagement
More likely to self-identify as agents of change
Service Learning motivates students to identify and reach their academic goals

- 55% Of students have identified a career they are passionate about
- 64% Of students consider themselves better students
- 86% Of students ask more critical questions to understand issues and concepts
Youth practicing Service Learning are more likely to have a deep understanding of local and global social issues

Compared to their peers, students in Service Learning (SL) are:

**Knowledge Acquisition**

- **1.9x** more likely to have a deep understanding of social problems in their community
  - SL: 63%
  - Non-SL: 33%

- **2.0x** more likely to have a deep understanding of global social issues
  - SL: 58%
  - Non-SL: 29%

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Source: Social Impact Quantitative Survey (June 2016); MM Analysis
Students involved with Service Learning are more likely to draw connections between classroom Learning and local/global issues

Compared to their peers, students in Service Learning (SL) are:

**Local, National, Global Interconnections**

- **1.5x more likely to share things they have learned outside of school in their classes**
  - **SL** n=196: 66%
  - **Non-SL** n=263: 43%

- **1.6x more likely to talk to their teaching and/or adults about current of controversial issues**
  - **SL** n=196: 53%
  - **Non-SL** n=263: 34%

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Source: Social Impact Quantitative Survey (June 2016); MM Analysis
Students involved with Service Learning are more likely to have awareness and knowledge to solve social problems

Compared to their peers, students in Service Learning (SL) are:

**Participation**

- **2.2x more likely to actively raise awareness** about social problems
  - SL: 51%
  - Non-SL: 23%

- **2.1x more likely to know how to find organizations** that will help them improve their community
  - SL: 58%
  - Non-SL: 27%

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale
Source: Social Impact Quantitative Survey (June 2016); MM Analysis
Teacher Outcomes from Service Learning

- **82%** Say they have meaningful relationships with more of their students.
- **82%** Agree they are more personally and professionally fulfilled.
- **78%** Indicate their colleagues view them as a leader in their school and community.
- **76%** Say they prioritize developing their students’ 21st century skills.
Advanced Placement and WE

- The College Board’s Advanced Placement program and WE collaborated to build a program that combined AP’s college level curriculum with WE’s internationally recognized service learning framework.
  - The WE Schools program is a leader in innovative experiential service learning that engages youth globally to empower them with the skills, knowledge and motivation to bring positive change to themselves and the world.
  - WE Schools has created more than $265M of social value and raised more than $5.8M for global causes.
- AP with WE Service provides students an opportunity to apply what they are learning in the classroom to solve real world social issues and strengthen course content and skills.

“...Adding a service component to the curriculum does for students what all teachers hope to achieve—they become more engaged and compassionate, and they come to care tremendously about what they’re learning, I think, at a higher level than they would without it.”

– AP with WE Service Educator
What do students do in AP with WE Service?

- **Investigate and Learn**
  - Students explore topics related to their AP course content and skills and apply it to a real-world issue.

- **Action Plan**
  - Students conduct analysis of related problems and solutions and develop a plan to implement their service learning project, including one local/national action and one global action.

- **Take Action**
  - Students implement their action plan and complete their service project

- **Report and Celebrate**
  - Students showcase their service learning project to communication conclusion, impact or make a recommendation

- **Student Recognition**
  - Students who complete an AP with WE Service course, meet the recognition requirements, and take the AP Exam for that course will earn the AP with WE Service student recognition.
  - The recognition is show on students’ AP score report that colleges and universities receive.
AP with WE Service since 2016...

10,000+ students participated in AP with WE Service

8,500+ students have earned the AP with WE Service Recognition

800+ colleges and universities have received score reports with AP with WE Service recognitions
In 2018-2019 School Year

- 608 teachers participated
- 441 schools authorized
- 50 U.S. states represented
- 16 international countries represented
Students participating in AP with WE Service have expressed considerable satisfaction with the program. 80% would recommend AP with WE Service to other students.
Students are developing and improving their academic and workplace readiness skills.

- Improved their **critical thinking** skills: 74%
- Deepened their understanding of **course content**: 71%
- Developed their **leadership skills**: 78%
- Enhanced their **social skills**: 75%

Students are developing and improving their academic and workplace readiness skills.
Students are more connected to their community and empowered to make a positive change.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>79%</td>
<td>AP with WE Service strengthened my sense of responsibility</td>
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<tr>
<td>76%</td>
<td>My commitment to my community has strengthened as a result of AP with WE Service</td>
</tr>
<tr>
<td>95%</td>
<td>My project addressed the identified problem in a meaningful way</td>
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AP with WE Service has proven to benefit students and teachers alike

Nearly every student developed a passion for the service project... It allowed most of them to **dig deeper into the content of the AP course and develop a richer understanding of issues relevant to the course.**

—David Hong
AP Environmental Science teacher

I believe the program integrates service into the curriculum in a way that **encourages students to think beyond themselves** … I gained much more from the course than I would have without the service learning aspect.

—Kelly Yi
AP Studio Art: 2D Design student
Teachers are overwhelmingly pleased with their participation in AP with WE Service.

- 88% would sign up to teach AP with WE Service again.
- 81% found it manageable to assist designing student projects.
Teachers experienced student growth in a variety of areas and skills.

- **73%** Saw improved critical thinking skills
- **67%** Experienced deepened understanding of course content
- **76%** Witnessed improved leadership skills
- **73%** Saw elevated social skills
“Students should be encouraged to engage in meaningful, sustained community service that is authentically chosen, consistent, and well-structured, and that provides opportunity for reflection both individually and with peers and adults. The college admissions process should value this kind of service.”

Source: Turning the Tide: Inspiring Concern for Others and the Common Good Through College Admissions
Get Involved with AP with WE Service

- Review our Learning Modules
- Check out Service Project Examples
- View our Onboarding Webinar
- Listen to Teachers Explain Their Implementation

collegeboard.org/apwe-resources