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AUTHOR Lyday, W. Jackson; Winecoff, H. Larry; Hiott, Beverly C.
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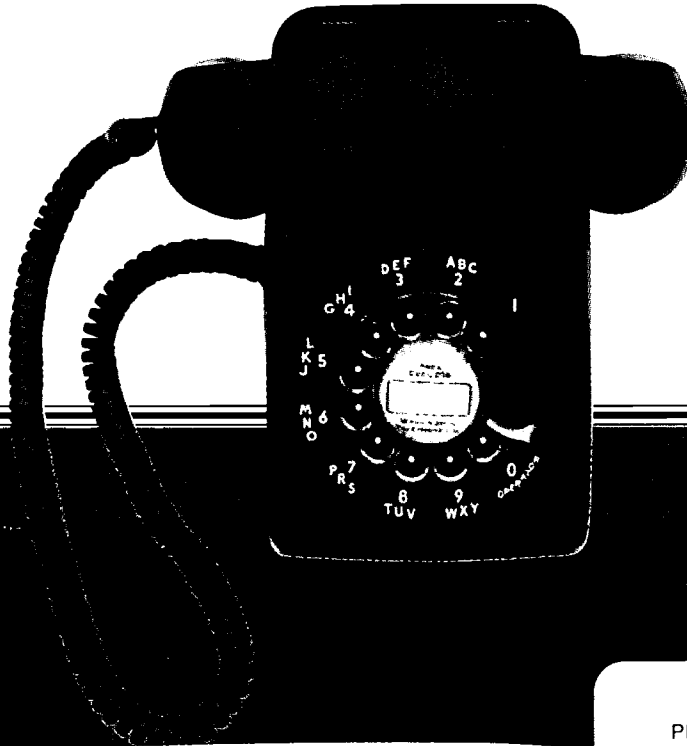
This booklet, which is intended for individuals involved in the delivery of service learning, provides ideas and strategies for developing or expanding service learning partnerships. The booklet begins with an overview of service learning that outlines service learning's benefits to schools, the community, and service learning partners. Discussed next are types of service learning activities (direct service activities, indirect service activities, and advocacy) and service learning project models (one-shot projects, ongoing projects, and student placement models). Next are explained the benefits, characteristics, and operation of the service learning partnerships with human service agencies and civic organizations, business and industry, and schools. The following four phases of establishing service learning partnerships are detailed: generating a service learning resource file; identifying the appropriate agency options; assessing effectiveness of the project and the partner; and strengthening and sustaining partnerships. The roles and responsibilities of the following partnership members are outlined: service learning coordinator, service learning teachers, students, agency/organization representatives, school administrators, and service learning advisory teams. Concluding the booklet are reflections from students, community agencies, and schools involved in service learning. Appended are the following forms: service learning agreement, community service evaluation, student evaluation, and service learning observation. (MN)

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Connecting Communities Through Service Learning



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Connecting Communities Through Service Learning

by W. Jackson Lyday
H. Larry Winecoff
and Beverly C. Hiott



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
 Connecting Communities Through Service Learning

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Preface

One of the exciting things about service learning is the willingness of practitioners to share ideas and experiences which lead to program improvement and refine-

ment. It is great to know that you don't have to reinvent the wheel. Once educators, students, and the community understand some of the basic ideas and benefits of service learning, it is relatively easy to move on to the strategies for partnering and project implementation.

This publication is designed to give the reader ideas and strategies for developing or expanding service learning partnerships. One of the drawbacks in describing service learning and community partnerships is that people can become overwhelmed by the prospect of establishing new relationships and commitments. Service learning, through its school/community partnerships, involves many interlocking components and must address many important issues if the process is to be successful and sustained.

Educators and program managers understand the importance of strategic planning and implementation—the ready, aim, fire approach. Yet, seasoned educators and program managers also note that the ready, fire, aim approach can also bring about significant benefits. A good rule of thumb for those who want to start service learning programs is to start simply, but simply start.

Service learning entails the sometimes daunting challenge of bringing about change. Effective service learning programs require practitioners who are good community educators and good change agents—practitioners who are not afraid of uncertainty, risk taking, or thinking big while starting small. Service learning teachers and administrators are characterized by open-mindedness, by continuously searching for opportunities to enhance student learning, and by a

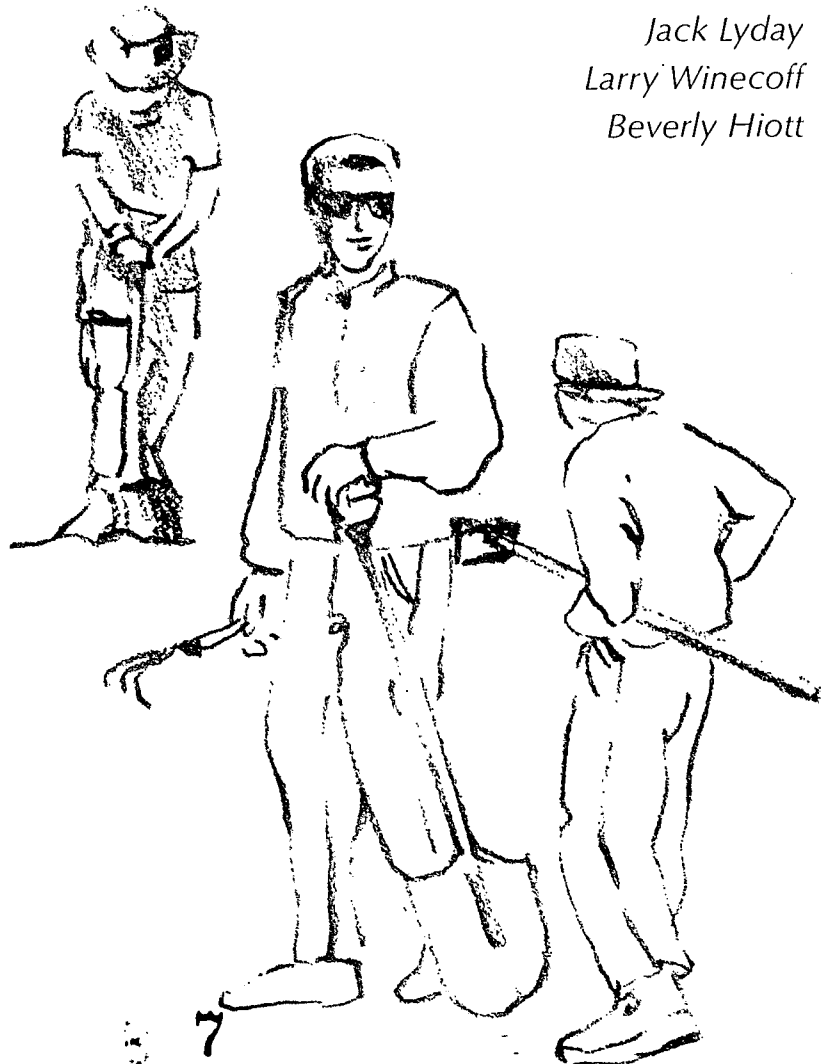
“If this society is to produce adults who can function effectively as parents, workers, and citizens, then new structures and processes for socializing youth must be created within the framework of the school itself and in cooperation with other institutions serving young people.”

—Dan Conrad and Diane Hedin.

desire to empower students and develop student leaders for a democratic society. Educators who are patient but persistent, who see the school as an integral part of the community problem-solving process, and who are committed to the concept of youth as one of our communities' richest resources are the ones who make outstanding service learning teachers.

It is our hope that this booklet will help educators develop community service learning connections which benefit all sides of the partnership—the student, the partner agency, and the school. Well developed and managed partnerships help build healthy minds, healthy schools, and healthy communities.

*Jack Lyday
Larry Winecoff
Beverly Hiott*



Overview of Service Learning

John W. Gardner, in *Building Community* (1989), suggests that families and communities are the ground-level generators and preservers of values and ethical systems. No society can remain vital or even survive without a reasonable base of shared values, and such values are not established by edict from lofty levels of society. They are generated chiefly in the family, church, and other intimate settings in which people deal with each other face to face. The ideals of justice and compassion are basic to nurturing communities.

Gardner's concept of community is essentially the *raison d'être* for service learning. The school is the key intimate setting from which students move into the community to develop a sense of shared values and ethics as they come face to face with others in the community who are in need of help or who are in the business of helping others.

Definition of Service Learning

Service learning is an initiative which works with all types of students and which can be employed at all grade levels. Not only has it been found to be one of the most effective strategies for helping "high-risk" students stay in school and succeed academically, but it is also a way to help all students have more meaningful learning experiences in any subject area whether academic or applied. It is not an add on, but simply a powerful methodology which can be used across the disciplines to help students grow personally, socially, and academically while at the same time benefiting schools and communities.

The National and Community Service Trust Act of 1990 defines the term, service learning, as a method:

- ◆ under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;



- ◆ that is integrated into the students' academic curriculum and provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
- ◆ that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- ◆ that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Community educators will notice a striking similarity to the definition of Community Education as a philosophical concept which embraces the educational needs and interests of the entire community. This definition calls for the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization (Minzey & LeTarte, 1972). Kielsmeier and Cairn (1991) come even closer when they state that community education is in reality a complete philosophy of education that sees the school as a resource for and full partner in the community. Both of these definitions of community education encompass the essence of service learning—mobilizing students to help solve community problems.

Benefits of Service Learning to Schools, Communities, and Partners

The service learning literature is filled with the academic, social, personal, and career benefits of service learning to the student. The benefits to the school, the community, and the service learning partners are equally noteworthy.

Benefits to School	Benefits to Community	Benefits to Partners
<p>Makes the curriculum relevant</p> <p>Develops students' responsibility for their own learning</p> <p>Links the school to the community in positive ways</p> <p>Provides "real world" experiences</p> <p>Develops SCANS skills (problem-solving, teaming, higher order thinking, time management, and other vital workplace skills)</p> <p>Expands learning environment beyond the classroom</p> <p>Motivates reluctant learners</p> <p>Promotes problem-solving and conflict management skills</p> <p>Helps reduce school problems (behavior, attendance, tardiness)</p>	<p>Mobilizes youth as a resource instead of a community problem</p> <p>Addresses real community needs</p> <p>Builds good, productive citizens</p> <p>Promotes a "sense of community" for many students who do not have stability in their lives</p> <p>Develops next-generation leaders</p> <p>Develops an ethic of service and commitment to the community</p> <p>Provides shared responsibility for student learning</p> <p>Helps nurture and train the future workforce</p> <p>Makes good economic sense</p> <p>Helps build healthy communities</p>	<p>Provides much needed resources</p> <p>Helps achieve partner goals</p> <p>Introduces next-generation leaders to the important work of the partner</p> <p>Bonds agencies with schools and helps build new partnerships</p> <p>Provides opportunities to enhance public image</p> <p>Introduces students to career options in the partners' areas of service</p> <p>Gives the partnership a different lens through which to view and assess its work</p> <p>Challenges some ingrained ways of doing business</p> <p>Infuses youthful vitality</p>

To summarize, students gain valuable skills; schools solve many student learning problems; communities become healthier places to live and work; and partners gain valuable resources, insights, an improved potential workforce, and excellent publicity. Service learning is a powerful vehicle for bridging the gap which too often exists between students and schools, between schools and communities, and between students and communities.

Well-planned service learning clearly presents a win-win situation for everyone involved. One of the keys to its recent rapid growth has been the development of viable community partnerships which give everyone a stake in its success. What follows is a look at how such partnerships are developed and maintained and why they are so critical to the service learning process.

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Types of Partnerships

The nature and depth of partnerships are often dependent upon two things: the type of service and how the service will be delivered (the project model). Researchers have identified three types of service learning activities in which students might participate: direct service, indirect service, and advocacy. The three types are distinguished by the purpose of the service activity, who is to be served, and how the service will be delivered.

Direct service activities are those that require the student to come into direct, personal contact with the recipients of the service. This type of service is generally most rewarding to students since they are directly involved with the recipient and receive immediate feedback. Direct service also requires the strongest partnerships and greatest amount of planning and preparation since students must have the prerequisite knowledge, skills, and attitudes needed to make the experience beneficial for all who are involved. Examples of direct service include activities such as working with senior citizens, reading to or tutoring a younger child, or serving meals to the homeless.

Indirect service activities are easier to manage because students work behind the scenes and much of the work can be done at the school. This type of service activity might include collecting toys for the needy at holiday time, landscaping the school yard, cleaning up a vacant lot and turning it into a playground, or collecting clothing for a homeless family. Although indirect service requires good partnerships, they can be more loosely structured than those required for direct service. They do not require the same rigor of scheduling, coordination, and supervision.

The last type of service experience is advocacy which requires that students lend their voices and talents to eliminate the causes of a specific problem. Students work to make the community aware of a problem and attempt to get the community involved in seeking a solution. This type of service might include research on a community problem; the development of literature, such as brochures and pamphlets, related to the problem; a series of presentations to other

students and community members related to the problem; or a concerted effort to influence political, personal, or community decision-making. Examples of problems might range from the need for a warning light at a school crossing to the health hazards of a polluted pond in the community. The type of advocacy problem selected will drive the nature of the partnerships involved. These partnerships can range from loose coordination with a single agency to a complex array of relationships with multiple community groups.

Besides the type of service (direct, indirect, or advocacy), the project model can determine the nature of the partnership between the school and the agency or organization. Some partnerships will be more involved than others, depending on the type of service and the model used. The following are examples of some service learning project models:

- ◆ **One-shot projects.** Teachers and students link one service project to their classroom studies. For example, a sociology class learns about various community agencies, their needs, and some of the service efforts in which they are involved. Students decide to serve food in a homeless shelter on Thanksgiving Day. This requires coordination with one agency, one time, on a given date.
- ◆ **Ongoing projects.** Teachers and students link service to their classroom studies on a regular basis throughout the semester or school year. For example, Spanish students work in teams to develop service projects to benefit local migrant families. They carry out a variety of activities throughout the school year and summer (e.g., collecting clothing, food, and medicine or tutoring children and adults). They follow up the projects with a celebratory visit to migrant camps where the students and migrant families eat, sing, and play games based on the culture of the migrants. Students are immersed in the language and the culture of those they serve. These ongoing, direct services require continuing communication, interaction, and planning with the agencies and clients involved.

- ◆ Student placement model. In this model, students, individually or in teams, complete internships for a set number of hours in agencies and organizations over the course of the semester or school year. Because the service will more than likely count as an important part of students' credit and because the teacher may have less direct involvement than the above-mentioned models, the agency becomes the students' classroom. The school/agency partnership is more critical and more involved. Contact, contracts, and written agreements between the school and partnering agencies ensure meaningful experiences for both the students and the agencies in which they serve.

Partnerships With Human Service Agencies and Civic Organizations

Affiliation with a public or private human service agency or civic organization is one of the most common approaches to service learning. There are literally hundreds of such agencies and organizations in communities—urban, suburban, and rural. These may include large agencies such as the Red Cross, Cooperative Extension, state or county social services departments, and Volunteers of America, as well as small agencies such as local nursing homes, home adult care-giver services, or a local shelter for the homeless or the abused.

Such agencies provide unlimited opportunities for offering direct service. However, they also offer opportunities for indirect service and advocacy. Conducting fund raisers or clothing and food drives are examples of indirect service. Advocacy could be carried out in helping city officials organize a neighborhood association by researching the need, developing pamphlets, delivering them door to door, and conversing with residents. Well-known civic organizations such as Kiwanis, Rotary, Lions, Optimists, Civitans, Jaycees, Masons, and African-American sororities all have community outreach endeavors

which create potential partnerships for service learning activities that meet real community needs.

Larger human service agencies are more likely to have personnel who can work closely with students on their service learning project in a wide variety of ways such as providing:

- ◆ a guest lecture in the classroom to give an overview of the agency, populations served, services provided, careers available within the agency, and how the agency operates
- ◆ direct instruction on specific agency needs and various ways students might best assist the agency so that students know all basic information needed to carry out the project
- ◆ simulated scenarios to give the students an opportunity to develop and practice skills which will be needed while carrying out the service
- ◆ agency tours and on-site supervision during the service activity
- ◆ assistance with the reflection and evaluation components of the experience

Smaller agencies may have more need for assistance through service learning but may not have the personnel to provide as much support. Teachers and students will have to decide on the selection of an appropriate agency which can provide as much assistance and structure as needed to make the service activity a good learning experience and to make sure that the service is beneficial to the recipients. Parents or other community adult volunteers might be used in some situations to help compensate for the lack of sufficient staff in agencies if there are no legal constraints.

Most human service agencies are eager to accommodate service learning students. Care must be taken to make certain that the agency can and is willing to provide as much support and assistance as

needed to successfully carry out the project. Agency personnel are busy and often agree to cooperate out of a spirit of helpfulness or in order to get additional help even when they do not have the personnel available to provide all of the support and supervision needed. Teachers and agency personnel should discuss the exact expectations on both sides of the partnership and draft an articulation agreement or a memorandum of understanding. Legal implications and questions of liability for young volunteers should also be discussed and included in the agreement or memorandum of understanding.

Partnerships With Business and Industry

Partnerships with business and industry can be divided into several different categories:

- ◆ A partnership to provide services to the workers in the business or industry. This might include students tutoring adult workers in adult education or students providing computer training to adults who need to develop basic computer literacy skills in order to keep their jobs.
- ◆ A partnership to team up employees and students in order to provide services to the community. This might include a team effort to provide tutoring and career orientation to young people in a halfway house, partnership teams of adults and students who provide water stations for a charity walk, or teams which adopt a highway.
- ◆ A partnership in which students gain valuable career information and experience while providing valuable contributions to the community. The students begin by shadowing employees as they plan a business-supported community service such as a holiday parade or a Toys for Tots drive. Later, students work as team members in providing the service. Likewise, employees might assist students in school-sponsored service projects.

Just as with human service agencies, teachers and students should determine exactly what they need and expect from the business or industry representatives and should develop an agreement or memorandum of understanding.

Partnerships With Schools

Partnering with schools solves many of the logistical and legal problems which sometimes form barriers in working with other agencies or with business and industry. All three types of service can be offered in the home school, a neighboring school, or a special school such as a school for the deaf and blind. Direct service can be provided by tutoring younger children, indirect service through a schoolwide recycling campaign, and advocacy by helping to organize a community-school volunteer program, a drug-free environment, or a healthy school campaign.

The same careful planning must be taken within a school as within a human service agency or business. The ability of the school to provide the type of preparatory and supervisory personnel must be assessed. Roles, responsibilities, and expectations must be articulated in such a way that the service and the learning are meaningful and successful.



Establishing Partnerships: The Process

Much of the work of the partnership building process can and should be done by students, especially at the upper elementary, middle, and high school levels with guidance from teachers and/or service learning coordinators. The process can be considered in several phases as indicated below:

Phase One: Generating a Service Learning Resource File

- ◆ Identify potential partners through brainstorming and research.
- ◆ Gather information about the potential partners.
- ◆ Get a general commitment from the partners to work with service learning students.

A key strategy for Phase One of the partnership building process for teachers is the initiation of a Service Learning Partnership Resource File containing the following information:

- ◆ Name and address of the organization
- ◆ Name, phone, fax, and e-mail numbers of contact persons
- ◆ Purpose of the organization
- ◆ Target populations served by the organization
- ◆ Types of services provided to clients
- ◆ Number of full time staff, part time staff, and volunteers
- ◆ Willingness to become a service learning partner
- ◆ Age range of service learning students the partner will consider
- ◆ Special knowledge, skills, or attitudes students should possess
- ◆ Types of support the organization can provide service learning students either in the classroom or on-site
- ◆ Assessment of past experience with this partner (if applicable)

The resource file can be kept on file cards, in file folders, in loose leaf notebooks, or on a computer database. One option for teachers is to start with a familiar entry or two as examples, then turn the process over to students as a service learning project. Each agency or organization must be identified and contacted to gather the information needed to fill out the resource file card. This gives students an opportunity to consider the following questions while practicing information seeking skills.

- ◆ What information do I need?
- ◆ Where can I find the information?
- ◆ How can I collect the information?
- ◆ What do I do with the information?
- ◆ Is the information complete?
- ◆ Is there additional information I need?
- ◆ How do I present the information?
- ◆ Am I satisfied with my search and findings?
- ◆ What did I learn from conducting this search?
- ◆ How can the information be transferred to other projects and to other situations?

To develop a comprehensive resource file, students will need to use a wide range of source materials such as telephone books; newspapers; magazines; city directories; and resource booklets from city, county, and state government agencies as well as the United Way and other human service agencies.

Resource file development is a continuous process which requires regular updating as new opportunities for service partnerships are discovered and former partnerships change. The file could be cross-referenced by the name of the agency or organization, by the type of

services offered, or by the type of client served. If the file is kept manually, there are several options for cross-referencing such as:

- ◆ filing by service provided (food for the needy) or client population (homeless)
- ◆ placing an alphabetical index by agency name and page number at the beginning or end of the notebook
- ◆ filing by agency name in alphabetical order with cards color coded by type of service offered or by client population served

Phase Two: Identifying the Appropriate Agency Options

Following a service learning planning process, teachers and students will identify and prioritize problems which might be addressed.

- ◆ Identify community problems to be addressed based on a review of community needs.
- ◆ Conduct initial research on the problems to determine the scope and incidence of the problem.
- ◆ Prioritize the problems, and select one for initial project.
- ◆ Determine several optional service learning strategies to address the problem selected.
- ◆ Set the goal and student learning objectives (academic, social, and/or personal growth) for the service learning project.
- ◆ Identify all agencies whose purpose is related to addressing the problem.
- ◆ Select the most appropriate agencies based on the research file agency profiles.
- ◆ Contact the agency or agencies, and get general agreement to partner for the specific project identified.

- ◆ Identify specific resources the agency has to offer during each of the service learning project steps—planning, implementation, reflection, assessment, and celebration.
- ◆ Develop memorandum of understanding listing all expectations of both partners and the logistics of the project—time, date, length, preparation of students (and clients if appropriate), and supervision..
- ◆ Negotiate and sign the agreement.
- ◆ Implement the project.
- ◆ Reflect on the project and on the partner agency.

Phase Three: Assessing Effectiveness of the Project and of the Partner in Supporting and Carrying Out the Project

- ◆ Develop assessment of effectiveness form for teacher, students, and agency personnel.
- ◆ Add assessment of effectiveness to the resource file card.
- ◆ On the assessment form for agency personnel, ask for suggestions of other agencies for future projects and add to resource file.

Sample assessment forms are provided in the Appendix.

Phase Four: Strengthening and Sustaining Partnerships

If a school works with a number of community agencies through co-curricular and curricular service projects, special agency training or other activities would help strengthen the school/community partnership. For example, a school identifies the agencies students most often serve. Agency representatives are then invited for a special program in

which students give presentations on their service within the agencies. It is here that agency representatives should get a good overview of the many ways students, through clubs, organizations, and classes, can be of assistance. Depending on the time allotted, students and agency representatives could do some brainstorming, problem solving, and planning to strengthen and sustain the partnerships established.

Another successful and helpful activity is the Service Fair. This gives agencies an opportunity to set up exhibits in the school, during school or after school hours, and provide information on volunteer opportunities within their agencies for youth.

Agency representatives should be included in special class, club, or schoolwide celebrations where students and agency representatives can share in their community impact and thank one another. Likewise, agencies have numerous ways to recognize student volunteers through special awards and recognition ceremonies and by seeking youth representation on agency boards. When agencies know they have a pool of excellent, enthusiastic, and energetic potential volunteers in a school with a track record of service commitment, they often find a place at the top of the priority list for those young people.

Likewise, schools should establish ways of recognizing and celebrating agency personnel who have made substantial contributions to the service learning program.



Roles and Responsibilities Within the Partnership

The design and nature of school/community partnerships will often depend on the complexity of the service learning program within the school. As previously stated, the nature and depth of partnerships will vary with the type of service as well as the delivery model. In some schools, service learning might be limited to a grade level, department, or course. The type of partnerships developed will be different in this type of school from a school which has integrated service learning across the curriculum.

Some suggested key roles and responsibilities are briefly identified and explained below.

- ◆ **Service Learning Coordinator.** An individual responsible, at the school or district level, for recruiting and training teachers and students to engage in service learning activities related to various curricular areas; matching community volunteers with specific teacher/student requests based on curricular areas; assisting teachers/students with project development and implementation; establishing, coordinating, evaluating, and promoting school/community partnerships; providing information, training, and technical assistance to agencies interested in partnering with the school or district in service learning efforts; and coordinating recognition and celebration of school/community service efforts and partnerships. The role of service learning coordinator is often played by personnel who have different titles within a school or school district such as school-to-work coordinator, volunteer coordinator, parent educator, assistant superintendent, principal, or guidance counselor.
- ◆ **Service Learning Teachers.** Teachers who are knowledgeable about service learning and who guide students through the service learning process by helping them to plan, implement, evaluate, and celebrate projects which address community needs that are related to their curricular areas. Teachers should collaborate with other teachers who integrate service into the curricula and with the

service learning coordinator, if this position exists. Shared ideas and experiences lead to better teaching, better learning, and better success next time!

- ◆ **Students.** Key stakeholders in all service learning projects. Students are vital in the planning, implementation, evaluation, and celebration processes. With teachers' guidance and assistance, many students learn to become equal partners in service learning. What they learn and contribute through the experiences, positive and negative, is one of the main reasons for developing service learning partnerships.
- ◆ **Agency/Organization Representatives.** Often the volunteer coordinator or personnel manager within an agency or those responsible for service projects within a civic organization. They may serve as the first line of contact, and they are responsible for matching students, individually or in groups, with key people in their agency or organization according to the nature and depth of service projects and/or activities.
- ◆ **School Administrators.** Those responsible for all programs operating from or at the school site. Administrators should understand the partnership framework, provide necessary support and assistance, and participate in recognition activities at school and within key community agencies and organizations. Administrators should be directly involved in service learning programs and partnership development as well as producing administrative guidelines, agreements, and memoranda of understanding which govern both sides of the partnership.
- ◆ **Service Learning Advisory Teams.** Groups representative of key stakeholders to include, but not to be limited to, all the roles addressed above. In well-developed service learning programs with longevity, many of the roles and responsibilities delineated above



will be shared among all key stakeholders with the service learning coordinator's guidance. Students, teachers, and agency representatives become some of the best trained trainers to others who will follow in their footsteps. They all can become service learning advocates within their respective segment of the community. Advisory teams can be divided into subcommittees for such work as curriculum development, community needs assessment, service projects, training/technical assistance, and program/partnership evaluation. This kind of shared ownership/responsibility for the school's service learning program helps to strengthen the curricula as well as the resulting partnerships.

A list of both student and community partner rights and responsibilities, such as the sample below, can be helpful in clearly communicating expectations to all parties.

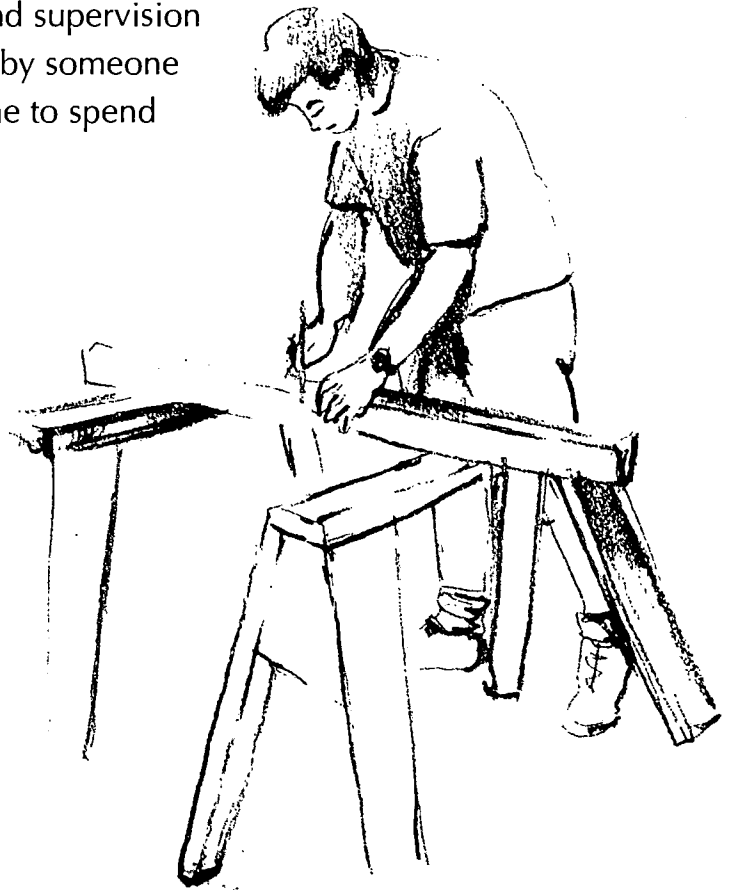
Service Learning Rights and Responsibilities

Community service agencies have the right to expect the following from students:

- ◆ punctuality—in regard to both arrival and departure times
- ◆ makeup of any time missed
- ◆ advance notification of absence
- ◆ appropriate dress according to agency expectations
- ◆ respect and obedience of site rules and regulations
- ◆ willingness to assume assigned tasks
- ◆ a positive attitude toward the responsibilities involved in the work
- ◆ respect for the principle of confidentiality
- ◆ sensitivity to special conditions and attitudes of the clients the agency serves

Students have the right to expect the following from community service agencies:

- ◆ a learning experience
- ◆ person-to-person activities
- ◆ responsible and necessary work
- ◆ fair evaluation of his/her work and attitudes by someone familiar with the work expected
- ◆ work that challenges him/her
- ◆ respect for the student as an individual and sensitivity to his/her concerns
- ◆ a record of his/her attendance
- ◆ orientation to the working of the agency, including making resources available for the students who are required to write a paper or develop a bibliography as part of their experience
- ◆ adequate training and supervision for the assigned job by someone who has enough time to spend with them



Final Reflections

Service learning, community education, and the unique partnerships engendered clearly help to create the nurturing communities of which John Gardner speaks. This publication closes with some thoughts contributed by key service learning players affiliated with Spring Valley High School's service learning program, VikingServe, in Columbia, South Carolina. These thoughts might just as easily come from folks in your community.

Reflections

From Students:

Through my placement at the Salvation Army, I have been able to talk to people of different cultures and from many walks of life. I appreciate the good relationships I have been able to develop with clients and with my supervisor. The clients have helped me take a hard look at reality. My supervisor has been challenging and supporting. I have been able to take pride in my accomplishments and to be a positive influence on others. I have learned never to take life for granted. Community Service Leadership has provided me with opportunities I would not have been able to experience within a classroom.

Michelle Landreth, Junior

Working at the American Red Cross gave me a great opportunity to demonstrate and improve leadership and work skills such as responsibility, time management, efficiency, quality work, and dedication. I developed congenial, trusting relationships with co-workers. This placement in Chapter Services gave me the much needed job experience I had been lacking and taught me skills I will need for a future career in business. I know I will be able to get good references and the Community Service Leadership course will look good on my records. Thanks to my community service placement at the American Red Cross, I am much more prepared for life after high school.

Chisty Torke, Senior

My placement on the oncology floor at Baptist Medical Center helped me to interact regularly with doctors, nurses, other staff members, patients, and their families. The experiences there helped me to get a genuine feel for the medical profession. I knew I wanted to be a doctor. Now I think I want to be an oncologist.

Benji Burnett, Senior

From Community Agencies

Service learning benefits students by giving them real work experience in a helping profession. Agencies are able to stretch their dollars further to meet critical community needs.

*Joy McManus, Director of Human Central South Carolina
Chapter American Red Cross*

It is so gratifying when Spring Valley students seek out our agency needs and develop their own ways to assist through donations of money, clothing, books, and time. Their support helps us as we strive to alleviate some of the negative effects of the unstable and stressful lives of homeless and needy children in our community. The partnership helps students become aware of how they can make their communities healthier places to live and work. What a win-win situation!

*Harriet Atkinson, Program Director, Children's Garden
A Community Service of Volunteers of America*

We can always count on Spring Valley students to come through for us at the food bank. Hunger is an issue that can be studied in almost any class. In 1996, Spanish students raised enough money so that a church in which migrants worship could become a member agency of the food bank, enabling the church to purchase food at fourteen cents per pound. Our visits to Spring Valley to provide information and talk with students and teachers about their projects will most assuredly continue in the years to come.

*Terry Ward, Public Relations Coordinator
Harvest Hope Food Bank*

From the School

From my perspective as Service Learning Coordinator, I have had the good fortune to observe first hand the tremendous benefits service learning brings to the students, the school, and the community. Meaningful service experiences can give students a sense of self, a sense of others, and most importantly, a sense of purpose. All stakeholders, then, help fulfill our school's mission, especially as it relates to personal and civic responsibility as well as lifelong learning.

*Beverly Hiott, Service Learning Coordinator
Spring Valley High School*



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Appendix A

Service Learning Agreement Form

Student's Name _____

Address _____

Telephone _____ School ID# _____

SS# _____

Age _____ Date of Birth _____ Grade _____

Service Learning Site _____

Address _____

Telephone _____

Site Supervisor _____ Telephone _____

School _____

Coordinator _____ Telephone _____

Parent/Guardian _____ Telephone _____

All parties jointly agree to the following:

- ◆ There will be no monetary compensation for participation in the project.
- ◆ Adequate insurance coverage for the student will be provided by:

(List who has coverage: school, parents, business, etc.)

- ◆ Work responsibilities, training, and safety instructions will be provided by the site. Site will define work responsibilities and provide training/safety instructions.
- ◆ The student and site supervisor will determine an appropriate work schedule which the student will honor.
- ◆ The site shall provide meaningful, necessary work and an evaluation of the student during and/or after the experience.

- ◆ The site shall conform with all federal, state, and local labor laws while providing the student with a variety of work-site experiences.
- ◆ The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the program.
- ◆ The parent or guardian will provide transportation for the student to and from the site.
- ◆ Students will be accepted and assigned to service learning sites without regard to race, color, national origin, sex, handicap, or disadvantage.
- ◆ The student will report to the site on:

_____ a.m. until _____ p.m.
 Date

_____ Site Supervisor	_____ Parent
_____ School Coordinator	_____ Student

Placement start date _____ Placement end date _____

Work Schedule

Days:

Times:

Appendix B

Community Service Evaluation Form

Name of Organization: _____

Student's Name: _____ ID No: _____

Supervisor's Name and Title: _____

Address and Phone Number of Organization: _____

Please complete the chart below using the scale provided:

1=exceptional

3=needs improvement

NA=not applicable

2=good

4=unsatisfactory

	QUALITY	RATING	ADDITIONAL COMMENTS
TO BE COMPLETED BY THE STUDENT	The placement provided a meaningful and educational service experience.		
	Expected duties and responsibilities were clearly defined.		
	Sufficient training and orientation were provided.		
	The supervisor suggested ways to improve my performance.		
	The supervisor was available when assistance was needed.		
	Other workers were helpful and willing to give advice.		
	The placement is important to the needs of the community.		
	The experience was relevant to my life/career goals.		
	The supervisor was willing to listen to suggestions.		

Student's Signature _____

Was the reality of this placement significantly different from your initial expectations?

Yes No

In what way? _____

Evaluate your relationship with the staff. Were they helpful? _____

Did you receive the required instruction and supervision?

Yes No

How well did your supervisor communicate his/her expectations about your service work?

How would you improve this placement? Please be as specific as possible.

Do you think our students should return to this agency?

Yes No

Why or why not? _____

Appendix C

Student Evaluation Form

TO BE COMPLETED BY THE STUDENT

Student Evaluation For: _____ Student

Peer Assistance Leadership

Student Name _____

Placement _____

Supervisor Name: _____ Phone _____

Supervisor Signature _____

Rate the student using this scale:

4=Superior 3=Good 2=Acceptable 1=Needs to Improve

TO BE COMPLETED BY THE SUPERVISOR

QUALITY	DESCRIPTION	RATING	ADDITIONAL COMMENTS
Decorum	demonstrates good work habits and good manners		
Attitude	demonstrates respect for self and others as well as a productive and positive approach to every day commitments and responsibilities		
Teamwork	demonstrates ability to work with others towards reaching a common goal		
Self-discipline	is productive, resourceful, and committed to responsibilities at hand; student has clear sense of own abilities		
Productivity	is task-oriented, uses time wisely, can set and accomplish goals		
Initiative	is a self-starter; does not have to be prodded towards completing responsibilities; the student seeks challenging tasks and develops acceptable techniques on his/her own		
Organization	arranges study/work area, ideas and materials in manner which facilitates productivity and accomplishment of responsibilities		
Communication	follows written and oral directions; asks for clarification when in doubt, expresses him/herself clearly		
Attendance and Punctuality	is present in class and on time on a regular basis		
Overall Performance	rate the student's overall work in this placement period		



I feel that the Peer Assistance Leadership program has has not been a useful and educational experience for myself the student both.

I would would not like to continue to participate in this program after this semester.

I have have not noticed positive growth and change in the student during our association.

Please provide additional comments _____

Appendix D

Service Learning Observation Form

Student Evaluation For:

Name _____

Background information:	original copy	attendance copy	placement copy
Off Campus Permission form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Information form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site Permission To Work Off Campus (School/Agency Agreement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Site Information:

Placement _____ Phone _____

Supervisor _____ (Sup.) Position _____

Has this student reviewed coursework information/expectations/requirements with supervisor?

Yes No

Date _____ Time _____

Activity Description

With whom was the student working? _____

In what capacity? _____

General attitude/habits/particular strengths _____

Problems or concerns expressed by whom: _____

Does the placement appear to be beneficial to the student? Yes No

Other comments: _____

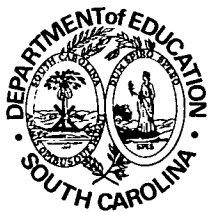
Observer's
Signature _____ Position _____ Date _____

About the Authors

W. Jackson Lyday is Director of Community and Occupational Programs in Education and the Center for Rural Education at the University of South Carolina. Dr. Lyday has worked extensively in the adult and community education arena over the past 20 years and has enjoyed a wide array of professional involvement domestically and internationally.

H. Larry Winecoff is a Professor of Adult and Community Education at the University of South Carolina. He has been director and co-director of the USC Center for Community Education since its inception in 1973. Dr. Winecoff has been an active participant in the service learning movement for the past five years. He directed the USC AmeriCorps project from 1994-96 which placed service learning coordinators in local school districts.

Beverly C. Hiott is coordinator of Service Learning at Spring Valley High School in Columbia, South Carolina. She is a nationally recognized service learning practitioner and trainer, having been a National Society for Experiential Education Service Learning Fellow and Mentor. Ms. Hiott currently serves as a South Carolina Service Learning Ambassador. Her service learning youth consultants have recently received one of seven grants from the National Youth Leadership Council to promote youth leadership.



South Carolina Department of Education
Office of Community Education

1429 Senate Street, 906 Rutledge Building, Columbia, SC 29201
Telephone: 803-734-4915 <http://www.state.sc.us/sde>



National Dropout Prevention Center

College of Health, Education, and Human Development
Clemson University, 209 Martin Street, Clemson, SC-29634-0726
Telephone 864-656-2599 e-mail: ndpc@clermson.edu



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