2000

Workforce 2000: Reshaping for School-Work-Career Transitions

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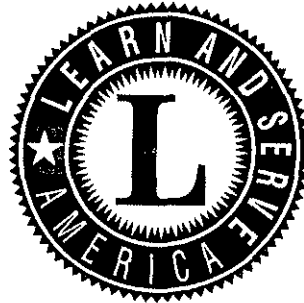Part of the Service Learning Commons

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WORKFORCE 2000

Reshaping for School-Work-Career Transitions

Workshop:Service Learning Strategies for Program Implementation and Improvement

Presenters:

Terry Pickeral, Washington State Campus Compact
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Ellen Winiarczyk, Washington Service Corps
Debbie Driver, AmeriCorps Team Leader
   Liz Newport, AmeriCorpsTeam Member
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Service-Learning

Definitions and Elements

Contents:

V. GLOSSARY OF NATIONAL SERVICE TERMS

THE ACT: The National and Community Service Act of 1990, as amended by the National and Community Service Trust Act of 1993.

AMERICORPS: An umbrella term that refers to programs that are designated by the Corporation as national service programs and the participants in them. In general, AmeriCorps programs will provide participants with a full-time service experience, a living stipend, and an education award from the National Service Trust Fund. AmeriCorps includes AmeriCorps*USA (the grant program), AmeriCorps*VISTA, and AmeriCorps*NCCC (the National Civilian Community Corps).

ANNUAL OBJECTIVES: Derived from the mission statement, defines expected annual outcomes which are demonstrable and, when possible, measurable.

APPROVED AMERICORPS POSITION: An AmeriCorps position for which the Corporation has approved the provision of an AmeriCorps educational award.

COMMUNITY-BASED AGENCY: A private nonprofit organization (including a church or other religious entity) that is representative of a community or a significant segment of a community; and is engaged in meeting human, educational, environmental, or public safety community needs.

CONSORTIA: A group of organizations whose purpose is to collectively facilitate and support the work of a service program in ways that add material and human resources beyond those available to each organization individually.

CORPORATION FOR NATIONAL SERVICE: The new federal agency that encompasses the work and staff of two previously existing agencies, the Commission on National and Community Service and ACTION. The Corporation was created to implement the National and Community Service Trust Act of 1993 and will fund a new national service initiative called AmeriCorps.

ELIGIBLE AMERICORPS PARTICIPANTS: In general, a person is eligible for consideration to be an AmeriCorps participant for up to two terms if they:

- are 17 years of age or older at the commencement of service, unless the individual is in a youth corps program in which case the participant must be between the ages of 16 and 25.

- either have received a high school diploma or its equivalent, including an alternative diploma or certificate for those individuals with mental and physical disabilities for whom such alternative diploma or certificate is appropriate, or agree to obtain a high school diploma or its equivalent over the course of the program;

- have not dropped out of elementary or secondary school in order to enroll as a national service participant;

- are citizens or nationals of the United States or lawful permanent resident alien of the United States; and

- meet the task-related eligibility requirements established by the program.

EVALUATION: An external assessment of program effectiveness and outcomes at the end of a given period of time. Evaluation is primarily the responsibility of the Corporation and will be conducted by the Corporation with the cooperation of State Commissions and programs. Evaluation should not be confused with program's internal evaluation and monitoring responsibilities.

LEARN AND SERVE AMERICA: Service-learning programs that are designed to enrich academic learning and promote personal growth in participants while meeting community needs. There are two categories of Learn and Serve America programs: K-12 and Higher Education. Learn and Serve America: K-12 has two main components: *school-based*, which includes formula allotment grants to State Educational Agencies, and *community-based*, which will be distributed on a competitive basis to State Commissions, grantmaking entities, and other qualified organizations. Learn and Serve America:

Higher Education applications and related programs directly to the Corporation.

MISSION STATEMENT: A Mission Statement expresses the program's vision with regard to national service and indicates the ultimate impacts to be achieved. A program's annual objectives are derived from the program's mission statement.

MONITORING: A continuous effort to assess performance and improve quality which includes measuring progress toward achieving annual objectives. Monitoring is primarily the responsibility of the State Commission and programs and will be conducted with the assistance of the Corporation. Monitoring should not be confused with evaluation.

NOTICE OF FUNDS AVAILABILITY (NOFA): A legal notification, published in the Federal Register, describing the availability of funds for a new program.

PARTICIPANT BENEFITS: Tangible benefits provided to AmeriCorps participants during and following a term of service. During the term of service, these benefits include a living allowance (which shall be, in general, not less than $7,662 per term of full-time service), and health care and child care benefits as needed. Upon successful completion of a full-time term of service, participants will receive an education award of $4,725 which will be kept in the National Service Trust Fund and remain available for up to seven years.

PARTNERSHIP: Two or more entities that have entered into a written agreement specifying the partnership's goals and activities as well as the responsibilities, goals, and activities of each partner.

PROGRAM: A coordinated group of activities linked by common elements such as recruitment, selection and training of

Core Elements of Effective Service-Learning Activities

1) Orientation and Training

For Example

- Responsibilities/how to perform the actual service work

- Information on the individuals to be served

- Information about social/ contextual issues related to the service to achieve them?

- Information about the service site(agency/school purpose, functions)

- Problem-solving around difficult situations that may arise

2) Meaningful Service

Questions:

- Are programs designed around real community needs?

- Are the students/young people and the school/agency placement contact people significantly involved in defining and designing the service experience?

- Are the school/agency placements committed to the program goals and willing to work in partnership?

- Is the service work engaging, challenging & meaningful for the student?

- Do the school/agency contact people work effectively with students?

3) Structured Reflection

Why?

- "Reality Check" - guard against reinforcing inaccurate perceptions

- Problem solving - specific situations, issues, etc.

- On-going education-on general issues related to the service (ie.

family, socioeconomic, cross-cultural, developmental issues in cross-age mentoring programs)

- Examining values - as students confront new situations

- Integration-of service and related learning with the rest of one's life

- Community Building-amoung participants

Campus 🤝 Compact

SERVICE-LEARNING   DEFINITION

- a method under which students learn and develop through
- active participation in
- thoughtfully organized service experiences that
- meet actual community needs and are
- coordinated in collaboration with school and community
- integrated into academic curriculum
- provides structured time for reflection (for a student to think, talk/write about what they did and saw during service)
- provides students opportunities to use newly acquired skills knowledge in real life situations in own community
- enhances what is taught in schools by extending learning beyond the classroom
- helps foster the development of a sense of caring of others.

EIGHT ESSENTIAL ELEMENTS OF SERVICE-LEARNING

1. Meet actual community needs
2. Coordinated in collaboration with school and community
3. Integrated into youth's academic curriculum
4. Provide structured time for a young person to think, talk, and write about what he/she did and saw during actual service activity
5. Provide young people with opportunities to use newly acquired skills and knowledge in real life situations in their own communities
6. Enhance what is taught in the school by extending student learning beyond the classroom
7. Help to foster the development of a sense of caring for others
8. Encourages ethic of citizenship and social action

FOUR AREAS OF STUDENT DEVELOPMENT POSITIVELY EFFECTED BY SERVICE-LEARNING

Personal Development

Service-learning experiences appear to foster maturity, self-respect, and social competence.

- Ego Development
- Self-Concept
- Maturity
- Relations with Others
- Personality Characteristics

Career Development

Service-learning experiences allow students a more realistic expectation of the world of work and knowledge of specific jobs/careers.

- Career Interests
- Career Maturity

Affective Development

Service-learning experiences raise moral issues with which students must cope -- objective and subjective measures indicate that students are more interested in school and more motivated to learn.

- Moral Development
- Attitudes Toward Others
- Attitudes Toward School and Learning

Academic Achievement

Participation in service-learning is not detrimental to academic achievement --experiences give meaning to life.

- Grade Point Average
- Comprehensive Test of Basic Skills
- Critical Thinking Appraisal

NOTE: students who had positive interactions with adults were more positive in their interactions with other adults - expectation states theory.

The Relationship Between Two Educational Reforms

School To Work &	Service Learning
A type of school reform	A type of school reform
Jobs	Structured tasks, projects
Meeting Real Employer Needs	Meeting Real Community Needs
Connects academic & Real World	Connects academic & Real World
Partnerships w/businesses	Partnerships w/ agencies, non-profits
Students as employees in training	Students as performers of service
Study at school linked to work performance at on & off campus job	Study at school linked to performance of tasks on & off campus in community
Authentic assessment	Authentic assessment
Employability/skill aquisition	Employability/skill acquisition
Supervision by employer	Supervision by agency person- university student/other adult
Critical thinking, problem solving	Critical thinking, problem solving
Increased student motivation based upon student interest/success	Increased student motivation based upon student interest/success
Develops Work ethic & readiness	Develops work ethic & readiness
	Citizenship, service to others
	Reflection
Competence building	Competence building
Confidence building	Confidence building
Structure/hours/contracts/credit	Structure/hours/contracts/credit
Choice/student initiated	Choice/student initiated
Goal: Prepare students for workplace, career path	Goal: Prepare students for workplace career path, citizenship

Prepared by: Robert Beau Bassett   12/21/94
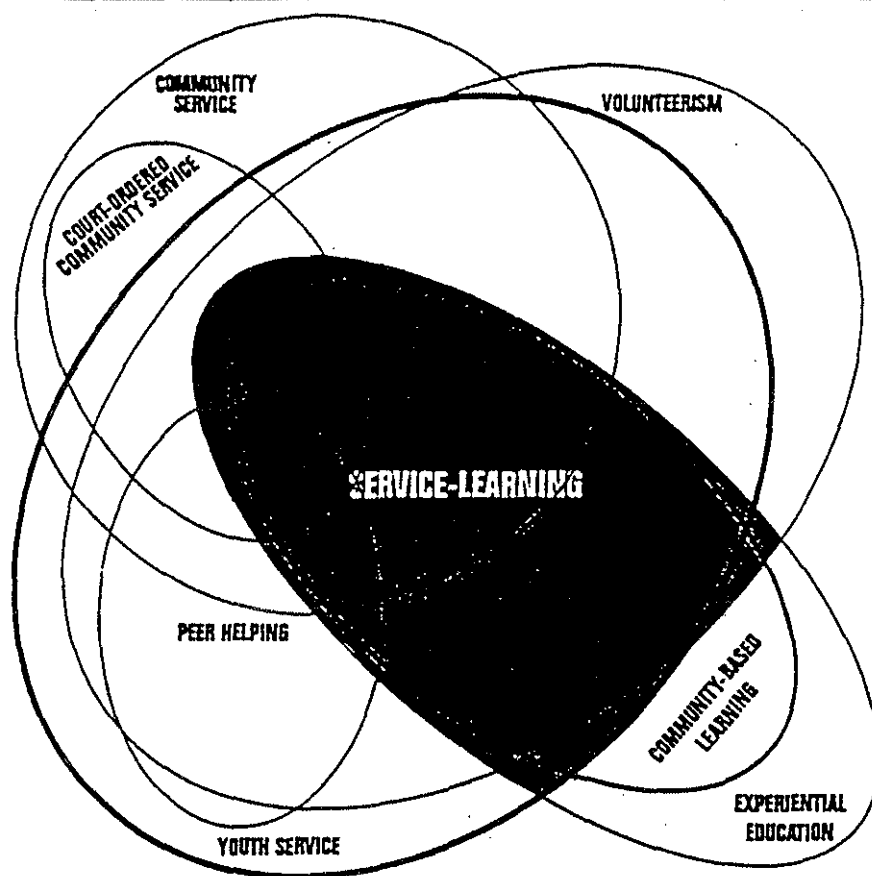
VOLUNTEERISM

At its core, volunteerism refers to people who perform some service or good work of their own free will and without pay.

SERVICE-LEARNING

Youth are involved in helping others, but a particular emphasis is placed on the learning that occurs through the service. Students sometimes get academic credit for their participation.

YOUTH SERVICE

This is umbrella title for all the specialized approaches to using youth as resources in the community.

COMMUNITY SERVICE

Strictly defined, this is volunteer work in the community. It is also the term used for court-ordered or alternative sentencing programs.

PEER HELPING

Youth help other youth or younger children, including tutoring, conflict mediation, peer counseling, etc.

Service-Learning

Program Development

Contents:

- Creating and Shaping a Service-Learning Program
- What Youth Can Do
- Community Organizations as Family
- Agency Readiness

Campus Compact

CREATING AND SHAPING
A SERVICE-LEARNING PROGRAM

Every good service-learning program should have a clear concept of the overall program before it begins. Initiating a school-based program requires hard thinking about issues of designing the program and working with community members. The following outlines strategies for creating and shaping school-based programs.

1. *Chart Your Course*

    •Rationale — Develop a rationale for services, based on research, theory and/or practical experience. Needs assessments should include the individual/group receiving service.

    •Definition of Terms — Clearly define your service and associated learning opportunities.

    •Service-Learning — What are learning objectives? How is program integrated into the curriculum? What assurances will there be that learning opportunities are provided? How will reflection or other similar activities be provided?

    •Evaluation — Create and initiate a plan for evaluating the program as soon as program goals are developed. Thinking about evaluation will help clarify/refine goals. The evaluation should focus both on impact and effectiveness.

    •Target(s) — Who is to receive service? What is desired impact?

    •Time Commitments — Identify a minimum time commitment for activities: planning, training, reflecting, and evaluating.

    •Collaboration — Identify one or several "partners."

    •Budgeting — What fiscal resources are required for program? How will program secure necessary funds?

    •Other Resources — What other resources are required of the program? Individuals? Groups? Transportation? Facilities?

    •Time Line — Establish a time line of activities. Work backwards from desired end to the required activities to accomplish goals.

2. *Establish a Program Team*

•Widespread Cooperation	Seek widespread cooperation and involvement of representatives from "partner" agencies, businesses, other schools, youth, parents, colleges, etc.
•Advisory Board	Establish an advisory board representing some of the constituents to further the thinking about planning, evaluating, and developing the program. Members are helpful in many aspects of program.
•Institutional Support	To insure the prospect of institutionalizing the program, secure administrative and teacher support for the program from the onset.
•School and Agency Collaboration	Work with teachers, counselors and principal; as well as Parent Associations, in planning program. Collaborate with partners in developing program modules, evaluations and dissemination of information.

3. *Staffing*

•Commitment	Staff members must be dedicated to making program work effectively.
•Defined Roles	Clearly define the roles, responsibilities, expectations and limitations for each staff member involved in program.
•Training	Provide training for all staff and students involved in service.

4. *Program Support*

•Sufficient Information	Provide each student and team member with sufficient information to make informed decisions.
•Orientation	Schedule preservice training that includes a visit to service areas and introduction of resources.
•On-Going Training and Support	Recognize the importance of regularly scheduled, on-going training and support of students. Encourage students to share program leadership and provide mutual support.
•Reflection	Establish both structured and informal reflection opportunities to process service experiences in greater depth (journal writing, conferences, focus-group discussions, role-playing exercises, and analysis of case study examples).

5.   *Program Evaluation*

•Knowing You Have   Decide what it means to be successful and
Made A Difference   develop a plan for determining whether the
                       program makes a difference on students,
                       on the community, the school and those
                       served.

•Collecting   Maintain an organized system of collecting, storing,
Information   and retrieving data useful for evaluation.

•On-Going   Conduct an on-going evaluation that provides useful
Evaluation   information for program development. Create a
                       "feedback loop" for all involved.

•Assessing Change   Consider interim and annual evaluations involving
                       participants and "observers" of the program that
                       document what is happening in the program.

WHAT YOUTH CAN DO

There is virtually no limit to what young people can do. no social need they cannot at least do something about. With a broad enough perspective. it's hard to think of a positive social role teenagers have not at some time filled: from leading crusades, commanding armies. advising kings—*being* kings—to making scientific discoveries, composing symphonies. and exposing injustices.

What youth can do is limited more by social and political convention than by capacity. energy, or willingness. In modern American society the period of adolescence increasingly has become defined as a time of dependency and training. of preparation for entrance into the "real" world of adulthood. The twin notions of dependence and preparation influence how young people are treated—and what they are allowed and encouraged to do—in every specific role they occupy from student to part-time worker. It often is not much.

There are always exceptions. of course. There are settings in which young people do take on significant tasks and where their potential to play a more significant role can be detected.

The volunteer sector of the community is often such a setting. Here we see young people working on their own or with adults to alleviate social hurts and to eliminate their causes. Here we see adults who believe that youth can make a significant contribution. Here we often see organizations. administrators, teachers, and youth workers who acknowledge the capacity of youth to make strong contributions and play responsible roles. and who understand that their school's or agency's goals can better be met by engaging young people in the real challenges of life than by confining them to passive dependency. In their worldview a social studies student or scout or 4-H'r not only listens, sits. and obeys, but also questions, acts, and helps make the rules.

"What youth can do is limited more by social and political convention than by capacity, energy or willingness."

It's Ten O'Clock. Do You Know Where Your Children Are?

What follows is a sampling, a tiny fraction of the kinds of things young people in these programs are doing every day in our country. It is presented in the form of a youth worker's daily record that is mythical but not atypical and not at all fictional. Every example depicts a very real event or project.

Notes on a day of service

7:00 a.m. John knocks at room 814 of the senior citizen high-rise. He's risen a half-hour early today, as he has every day for the last month. to stop on the way to school to put drops in the eyes of an elderly woman suffering from glaucoma. She needs the drops daily, but cannot administer them herself due to arthritis. John's friend Ashley will perform the same service on her way home from school this afternoon.

8:00 a.m. Fifteen young men and women gather in the front yard of a badly weathered home. The elderly owner. still recovering from his third heart attack. is unable to paint it himself and cannot afford to have it done by professionals. But today several young people. under the guidance of an expert gardener from a nearby nursery. are trimming bushes and pruning trees. while others are scraping and priming the house itself with the help of two retired professional painters from Local #386. The job. except for some touch-up work. will be completed in one day—with time off for lunch provided by a carry-out restaurant where one of the young people works after school. The paint. and advice on color selection. has been

donated by a local decorating firm. A brightly colored, handmade sign stands near the street proclaiming: "A PROJECT OF CENTRAL HIGH SCHOOL'S COMMUNITY INVOLVEMENT PROGRAM."

9:00 a.m. Two young people are walking around a fourth-grade classroom monitoring the children's mock emergency calls on 911. They're called BATmen by the kids, for they are instructors of the Red Cross's Basic Aid Training (BAT) program: a six-session course in basic home survival skills for kids who often find themselves alone when they come home from school. The Red Cross developed the course and trains youth (or adult) volunteers in both content and teaching techniques. It was precisely this lesson in getting emergency help that last fall enabled one nine-year-old to save his grandfather's life when he fell down with a heart attack.

10:00 a.m. In classroom 408, a group of teenagers is involved in a heated discussion of whether a Mrs. Clark can be compensated for damage to belongings caused by a burst water pipe in her housing project apartment. The case is real, not a textbook example. She's the mother of a student in the school and her case has been taken on by the Consumer Action Service, a project of the school's Rights and Money class. The students conclude Mrs. Clark is entitled to about $1,000, though her own petition to the housing authority has been denied. They're considering what steps to take next—with confidence they will succeed. After all, they've taken on 50 cases and "won" 75 percent of them, cases involving Dobermans, rental deposits, automobile repairs, purchase agreements, insurance claims and defective shampooers. (P.S. They eventually will win partial compensation for Mrs. Clark's loss.)

11:00 a.m. Troy and Angela sit in a corner of the Resource Center with Chao and Thanh-ha. The latter are not long removed from refugee camps near the Cambodian border. The former are peer tutors in the English as a Second Language (ESL) program at the school. They come here every day during their fifth period. Each ESL student who desires it (100 percent this year) is assigned a peer tutor, who invariably also becomes an advocate and friend.

Noon Three pairs of young people pull up in automobiles at the Senior Citizen Center's drop-off point to pick up their day's allotment of Meals on Wheels, which they will deliver to shut-ins in their part of town. Twice each week they use their lunch period and a free hour to do this. They barely have time to deliver all the meals before they're expected back in class, so on more than a few occasions they've returned to the elderly people's homes after school or on weekends to do other chores, or just to chat.

1:00 p.m. Students in the government class are meeting with the mayor and a councilman today. They are going over a list of projects the city council is considering for this year—from building a municipal swimming pool to reprogramming the parking meters on Main Street. The students have been studying both local government and survey research, and will be taking the project list to a stratified sample of residents to poll them on their priorities. The data will be analyzed by the students and presented at the first council meeting next month. The results will be a critical factor, as they have been for the past five years, in determining the Council's plans for the next fiscal year.

2:00 p.m. Three young men in the wood shop are rebuilding and drastically modifying skateboards. On a class visit to a day school for severely handicapped children, they noted the children's restricted possibilities for independent movement and autonomous play. An avid skateboarder among the visitors wondered whether any of the kids could move their arms enough to propel themselves along the floor while lying on a low board with wheels. It seemed possible to the staff. The young men put out an urgent call for broken or dust-gathering boards. They got a bunch,

"[In] the volunteer sector of the community, . . . we often see organizations, administrators, teachers, and youth workers who acknowledge the capacity of youth to make strong contributions and play responsible roles."

over their clothes are reviewing the admission procedures for the emergency room at City Hospital. They are all members of an Explorers Medical Post. Tonight, and for the next several weeks, they will be assisting the emergency medical staff on the Friday night shift.

Midnight In several neighborhoods throughout the city the streets are being patrolled by young men and women in T-shirts and red berets, members of a local version of New York's Guardian Angels. Unarmed, but trained in self-defense and emergency procedures, they travel in teams in high-crime areas. Their special emphasis in this town is to offer additional security in areas where senior citizens and/or younger children may be out at night. At first they were cautiously, even begrudgingly, accepted by the police, but their own behavior and the response of local residents have changed this relationship into a real partnership. This being a weekend night, they'll be on duty for several more hours.

We could go on and on. The examples could have been more dramatic: of young people saving their town from an onrushing flood, or taking over their community's newspaper when the commercial venture folded, and so forth. But these are the more typical, the more accessible. The point, after all, is not that kids can do great things. That we know already—or will after reading the many other examples that appear in this booklet.

What is bigger news right now is that these and a vast variety of other things are being accomplished by young people acting, in large degree, in their capacities as students or as members of a youth agency—or both. The essential purpose of this booklet is to explore and share ideas of how to engage more youth in such activities and how to strengthen programs that already encourage such activity.

"The point. . . is not that kids can do great things. . . . what is bigger news. . . is that these and a vast variety of other things are being accomplished by young people acting in their capacities as students or as members of a youth agency."
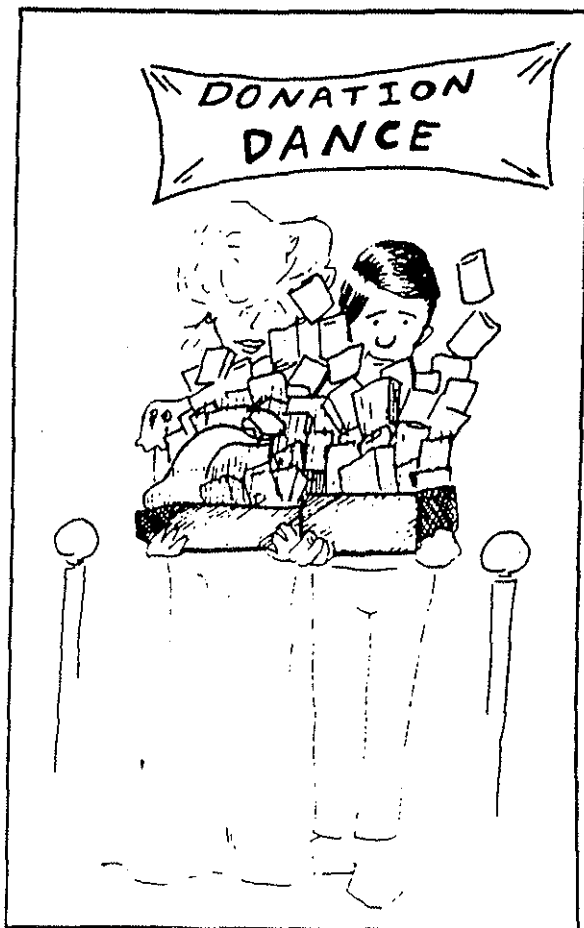
In one sense, this may be the purest form of service, since the activities are strictly voluntary with students receiving neither academic credit nor time off from school. But the lack of incentives beyond the intrinsic value of serving others means also that the population of those who participate is a rather narrow one: mostly those who already possess a service ethic.

There are certain clubs that nearly always incorporate community service into their programs. These include such organizations as the Future Homemakers of America, which frequently sponsors peer education around family issues such as pregnancy prevention; National Honor Society chapters, which often require their members to participate in some school-related service such as teaching, tutoring, or collecting books for school libraries; and Key Clubs, whose main service activity is helping the needy.

Typically, the school provides a faculty adviser—sometimes paid, sometimes volunteer—to guide the students. In one large city school system, a staff person attached to the central administrative office works full time to help students and school staff establish after-school clubs and programs in individual high schools so that a city-wide emphasis on serving the community can become a reality.

That approach is atypical though, and most school districts provide only minimal resources to this type of community service program. The plus side of this arrangement is that students often carry significant responsibility for making the programs happen, and in this way leadership skills among the youth members are developed.

2. *Volunteer Clearinghouse.* Some schools have created a "volunteer bureau" to serve as a central clearinghouse for a number of school-community interactions, including volunteer service. This is a more comprehensive approach than the first in that students can learn about a wide array of involvement opportunities within the wider community, which may include voluntary clubs in the school but certainly are not limited to these.

Just as in voluntary clubs, students receive no academic credit for their service. The work may be done during the student's unscheduled time or during a study hall, especially if it can be placed near lunch or at the end of the school day.

Students with time and interest come to the bureau to obtain information about service opportunities. If they find a suitable placement, they check it out personally and then sign a "contract" to carry out the volunteer service. Follow-up and review often are carried on by both the students and faculty members of the volunteer bureau.

In one school a Department of Community Involvement, staffed by students and faculty, developed a central resource list by employing students during the summer to investigate opportunities. During the school year, students staff the department, along with a regular faculty member who serves primarily as a supervisor to the student staff.

In other schools, the office is staffed by a non-school employee—someone from a Voluntary Action Center or from organizations which promote community service such as the Junior League, Red Cross, or Jaycees.

3. *Community Service Credit.* Here, community service not only is facilitated and encouraged by the school, but also is accredited. Often a community service credit is given for an established number of hours. (For example, 100 hours equals one semester credit.) In some schools, students are required to perform a specific number of hours of volunteer service in order to graduate. In others, they are awarded elective credit and in some cases these credits may be used in lieu of some other credit, such as social studies or humanities.

A common procedure is for a student to prepare a proposal outlining what he or she wants to do, for how long, for what purposes, and what

" . . . a more comprehensive approach . . . in that students can learn about a wide array of involvement opportunities within the wider community . . . "

There is a strong assumption in this model that whereas experience can be educational, it is neither necessarily nor automatically so. This approach assumes that it is the role of the teacher to help make community service educational.

A typical example would be a one-semester social studies class meeting two hours per day. Students spend four days (eight hours) in the field and one day (two hours) in class.

The additional hours per day (for teacher and student) are gained by giving the student double social studies credit or an additional elective credit by making the course multidisciplinary. The most typical combinations involve English, home economics, humanities, and social studies. In parochial schools, community service often is done in the context of a religion class, where students are able to apply moral teaching to real hardship and suffering.

A two-hour time block for such a course is ideal, allowing students to have enough time at their field site to make a real contribution, and lessening or eliminating the need for extra staff, students missing other classes, and so forth.

6. *Community Service as a School-wide Focus or Theme.* A rare, but highly desirable, approach is for community service to permeate a school's curriculum. In one large city system, a special magnet school on the human services has been created in which all students are in field placements in human service agencies. Their volunteer work has two purposes: career exploration and preparation and the development of social responsibility.

In a parochial school, service to others is woven into many courses and serves as an organizing principle for the total academic program. For example, biology students work in a food co-op, where they teach nutrition to low-income elderly people; home economics students run a day-care center several mornings a week for neighborhood preschoolers; and advanced math students offer their computer skills to small businesses to manage inventories and do financial projections.

In all these examples, the students are practicing "the humane application of knowledge." In this model, community service is not just for the selected few motivated students who choose to become community service providers, but rather is viewed as a key organizational principle which affects all students.

Collaborative Models

While either schools or youth agencies can offer high-quality volunteer service programs for teenagers, neither can do the job as well alone as they can when these and other organizations concerned with volunteerism work together. Though there are only a limited number of examples of collaboration among schools, youth organizations, Voluntary Action Centers, and adult civic organizations such as Rotary or the Junior League, those that do exist are noteworthy.

In several communities, staff members of the Voluntary Action Center or some clearinghouse on volunteer opportunities work directly with the high school student volunteer program. The program works efficiently because the teachers or school counselors concentrate on what they do best—recruiting, motivating, teaching, and supporting students in their work in the community—while the person from the volunteer clearinghouse brings expertise in training community service providers, matching students to appropriate field sites, and knowing the community agencies and their needs. As one director of a Voluntary Action Center said: "We're just like Willy Sutton. He said he robbed banks 'cause that's where the money is. Well, we're in the schools, 'cause that's where the young volunteers are."

A national program in which Junior League volunteers work with

"There is a strong assumption in this model that whereas experience can be educational, it is neither necessarily nor automatically so."

"In this model, community service . . . is viewed as a key organizational principle which affects all students."

SETTING UP THE PROJECTS

People often ask the youth service equivalent of the "chicken or egg" question. They want to know if a service program should start by identifying the things to be done, or whether a cadre of youth volunteers should be recruited before community needs are specified. Either might be right under certain circumstances—or be dictated by them.

If you have a choice, however, it is generally best to begin by finding the projects. People of all ages are more likely to respond to a request to do some specific task, and nothing will dampen the spirit of a group of volunteers more thoroughly than a long delay between their offer to help and the chance to begin.

It is not necessary, nor even desirable, that every possible project be identified and every task minutely defined. Just enough to begin is usually sufficient. There always should be the possibility for young people to discover and develop new projects, to respond to new requests, and to redesign tasks.

There are essentially only two ways to get started in community service: join existing efforts or start projects of your own. The former approach is by far the most common form of youth service, and the easiest way to start.

"Nothing will dampen the spirit of a group of volunteers more thoroughly than a long delay between their offer to help and the chance to begin."

are an invaluable resource. Many directories are available in their reference collections, and libraries often maintain their own lists of community organizations, as well.

Hotline operators, social workers, police, and others who must make referrals may be willing to share their informal files with you. The telephone company's yellow pages also can be a valuable source of ideas, particularly in larger cities where listings of agencies like nursing homes and day-care centers are grouped by location.

Human service networks and associations. Other important sources of information on agencies and ongoing projects are the various umbrella organizations associated with specific areas of social service such as a state association of retarded citizens, council on aging, day-care association, or mental health associations. The actual names vary in each community, but you can always find them—often in the yellow pages of the phone directory. Also, be sure your contacts include any senior citizen centers in the community.

Service clubs, civic and religious organizations. Groups such as the League of Women Voters, Rotary and Lions Clubs, Junior League, and Chamber of Commerce often have projects that young people can work on. They may even be enlisted to help young people with *their* projects, or help you develop a list of service opportunities.

Likewise, many churches and synagogues have active service programs and often are a good place to go to find out about individual people who need assistance. In larger communities there also will be umbrella organizations such as a Jewish community center, Catholic charities program, or inter-church association that operate programs themselves and know about others.

Mayor, city manager, county extension agent, social worker. The job of many public employees is to know their community's vital needs. One teacher went to the city manager and asked what his students could do for the city. The next day he was handed a list of 47 projects. You may not be so lucky, but it is certainly worth a try. At the least you will spread information about your program and get the name of someone else you can contact.

"Many churches and synagogues have active service programs and often are a good place to go to find out about individual people who need assistance."

The single most important thing to try to establish is that the tasks assigned or thought up by the volunteers be significant and challenging. One veteran of youth service pointed out: "When I hear that one of my kids is not showing up, or is chronically late, or fools around, it won't be because he's bad, or irresponsible, or the job is too tough. I absolutely guarantee you it will be because he thinks he's not doing anything useful and isn't really needed. He may be wrong, but that's what he'll think."

It will be most helpful if you can leave a written description of your program and an outline of the things the agency can expect of the young people and what is expected from the agency, in turn. You also may wish to develop an individual volunteer contract that spells out some of these things. A sample is included on page 65.

Starting from the Skills and Interests of Youth

So far we have been suggesting ways of finding volunteer placements and projects in which to fit young people. This is usually the best way to proceed, but inevitably begs two important questions: how to guarantee that youth are engaged in appropriate projects in an agency or community program, and how to insure that you have the right people for the job. These questions could be answered by reversing the process just described and:

1. Finding skills and interests among group members,
2. Building project ideas, and
3. Contacting agencies with a catalog of things you're able to contribute.

Whether you start this way or by contacting agencies, it is a process to use soon after you have the group together. It will allow you to place students more intelligently, suggest new project ideas, allow young people to act on their strengths, and help insure that agencies will take advantage of the volunteers' fresh perspective and unique talents.

A typical way this process would proceed is as follows:

1. Finding skills and interests:
- a member of the group works in a bicycle repair shop

2. Building project ideas:
- running bike repair clinics in an elementary school
- teaching bike mechanics to group(s) of children
- using the skill in a "big brother" relationship
- using general mechanical ability in an agency

3. Contacting agencies with the idea
- your neighborhood elementary school would like your group to do two of these projects

This, incidentally, is a real example. The young person had been unable to find a placement and was going to drop the community service program. He ended up organizing "Spring Bike Prep Days" in two elementary schools (where children rode their bikes to school and got tune-ups and basic maintenance information); and ran a six-week program on bike repair for a group of sixth-grade "troublemakers" (like himself).

One difficulty in this approach can be in helping young people recognize the skills they actually possess and seeing how these might be useful to others in the community. One way to get past this is suggested by the exercise outlined on the next page.

Community Organizations As Family

Endeavors That Engage and Support Adolescents

What kinds of out-of-school activities constructively engage adolescents? What kinds of programs effectively address their developmental needs as they move from childhood to adulthood in high-risk environments? The authors provide some answers to these and other questions.

. . . .

BY SHIRLEY BRICE HEATH AND
MILBREY WALLIN McLAUGHLIN

BRUCE, a.k.a. Superman, squints in concentration, measuring the distance to the trampolette placed in front of the tumbling mats. Nineteen of his red-and-white-clad teammates position themselves in a tight row, forming a human bridge and a challenge to Bruce's strength and tumbling skills. Nicknamed for another man of flight, Bruce is the finale for the night's show. He takes a deep breath, sprints down the gym floor, springs from the trampolette, and flies over the backs of his teammates. He lands with arms raised, gold chains glinting, and a smile that lights the room.

* * *

"Come on, Eric. What are you waiting on? What you waiting on? C'mon, c'mon. Move it. Move it. Give it up. Right there. There you go. There you go."

These shouts from Coach Beam echo against the empty stands of the gymnasium where the local YMCA boys' basketball team is practicing for a game against their arch rivals from the next town. The YMCA is located in a neighborhood of project hous-

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ing that is being torn down to make room for a new freeway. The boys on the court, known as "Beam's boys," are 12- to 14-year-old African-Americans who spend an average of 15 hours a week at practice and doing homework under the watchful eye of the coach.

* * *

The director of a local youth organization tells a visiting political leader: "You should know about Darlene — and, oh yes, her brother, Tyrone, too. But we call him Toot around here. Mother died of AIDS six months ago. Father left them and two younger girls. Darlene brings the younger ones to the Girls Club at 7 each morning, and we send them off to school and then keep them occupied while she's at work after school. Toot works all day and picks the girls up at 7 each night, after he leaves the Boys Club, where he boxes. He feeds the girls and gets them to bed before Darlene gets home. Each day it's the same."

* * *

These three vignettes are drawn from our ongoing research.[1] They depict adolescents' lively and voluntary involvement in constructive, positive alternatives to the counterproductive teenage ventures that fill the morning newspapers, most particularly drug-related activities and gang violence.

Bruce is a young African-American, born and reared in one of the nation's toughest housing projects; he navigates through a neighborhood known nationally for violence and gang dominance. His "gang" is a tumbling team. Eric and the other basketball players hang out at the Y in their spare time to keep out of harm's way — off the streets. They have found a protected niche of developmentally appropriate, adult-monitored activities. For Darlene and Toot, the neighborhood organizations are not just places to spend pleasant times with their peers, but institutions that support them in their early assumptions of responsibility.

Unlike Toot, Darlene is still in school, although her family responsibilities may soon force her to quit and take a full-time job. Both youths essentially left school several years ago; piles of cuts and tardies

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planted them firmly in school administrators' minds as early dropouts. For several years, they have served as caregivers and heads of their household. For all the teenagers described above, nonschool organizations provide multiple services that sustain them in their family roles and give them broad support for their identities as teenagers.

Policy makers and practitioners concerned with American youth acknowledge the special and critical contribution of community organizations as resources that extend beyond family and schools. Their view recognizes the limitations of today's schools and families. Schools as social institutions are inadequate because they are built on outmoded assumptions about family and community. Too many families simply lack the emotional, financial, experiential, or cognitive supports that a developing youngster requires. Policy makers and practitioners no longer need to be convinced of the importance of positive local alternatives to a family- and school-based system of support.

Most adolescents, however, are not involved in any community-based activities on a regular basis. For some young people, especially those growing up in

stressed inner-city or rural communities, this lack of participation reflects lack of opportunity; there simply are few organizations or undertakings available to them. As a school superintendent in a large eastern city grumbled, the only "youth-serving" agents in the city are the police. A city official in another urban area said that his community's youth policy was "parks and police" — parks to provide a place for youths to gather outside their neighborhoods and police to monitor their behavior once gathered there.

But lack of opportunity is not the whole (or even the most important) reason why young people generally are not involved in organized, constructive activities during out-of-school hours. Effective strategies for enabling such local organizations to attract youths are not well-understood and are the exceptions rather than the rule. Practitioners from diverse youth-serving organizations — churches, sports organizations, youth clubs, schools, social clubs — say that a major problem they confront is *attracting and sustaining the involvement of young people,* especially teenagers. Well-equipped gymnasiums in the inner city too often sit empty; computer labs that are the fruits of prodigious fund-raising efforts serve a hand-

ful rather than a roomful of students after school; pony leagues fold for lack of players; church workers give up on planning social activities for youngsters past the age of 12.

What kinds of activities constructively engage adolescents? What kinds of programs effectively address the developmental needs of youngsters as they move from childhood to adulthood in high-risk environments? What kinds of youth-serving organizations do adolescents choose to join? We have waited in many empty gyms for the students to come by for after-school theater class; we have made small talk with adult sponsors of tutoring centers as the hoped-for clients failed to materialize. But we have also observed adolescents cheerfully and fully engaged in activities located in their communities, activities that keep them off the streets and provide them with the tutoring help needed to keep them in school. These organizations, through their form and flexibility in activities, have fortified these youths during their difficult adolescent years.

WHAT MAKES the enterprises that succeed different from those that fail to attract and hold the interest of teenagers? Activities and sponsoring organizations such as those in our opening vignettes are not of a single type. What they have in common is their diversity and their insistence that members feel that they belong to an intimate group. The integration of members into the life of the group depends on differentiation within the group: varied activities, varied rhythms of work and play, and the valuing of differing talents, ages, and approaches.

Successful organizations adopt an approach that is both firm and flexible; they empower rather than infantilize youths; they are clear about their goals and their rules of membership. Dance troupes, basketball teams, tumbling groups, and theater groups boom and buzz with the energy of adolescents. The focus of any local youth organization that effectively serves youths in the 1990s has less to do with what it is than with how it is defined and operated.

Not surprisingly, these out-of-school settings — whether they be grassroots youth organizations, local chapters of national groups (such as Boys Clubs, Future Farmers of America, and so on), local religious organizations, or parks and recreation centers — share many of the features that in earlier eras characterized family life.

These organizations provide a strong sense of membership with numerous marks of identification. Their approach to youths is highly personalized. In one of Tyrone's early visits to the Boys Club, he became "Toot" when he picked up a saxophone left lying around by one of the older boys. The sound he made as he attempted to play the instrument won him a nickname that stuck, even when he became one of

the club's best boxers and an instructor for the younger boys, who insisted on calling him "Tootie." For Toot and others like him, the Boys Club is a fortress against the outside world. Within the walls of the club, he can be teased, called by a silly diminutive, teach younger boys, horse around with friends who also like to box, and enter, if only briefly, the stable life of an ordinary teenager.

The club offers a range of activities that are developmentally appropriate for all the boys who come there; some work in the art room, others in sculpture, others on dramatic productions that they write, direct, and produce. Still others make up the swim team and the boxing club, and all have access to the study room, where older members help the younger ones with homework, and adults — volunteer and paid — are also available to provide assistance. The "something for everyone" menu of activities includes youngsters from ages 9 to 19 in a range of designated events and spaces. More important, the norm at the club is that everyone helps out to keep the place going. Nonswimmers count laps for the 500-yard freestyle, and nonactors clear the mats from the gym floor in preparation for a play rehearsal.

Out-of-school organizations to which youths like Bruce, Toot and Darlene, and Beam's boys find their way envelop teens firmly in a socializing community that holds them responsible for their own actions. In addition, the members are held accountable for the institution's well-being and for the actions of others within the protected walls of the organization. Membership brings with it acceptance of "minimal rules with maximal impact." The central rules of these organizations are simple and broad: no hanging out with gang members; no smoking dope; leave this area just like you'd want to find it; put up or shut up; don't forget you represent us — all of us — and if you blow it, you'll have all of us to answer to; and no "doing the dozens."

Of course, within such broad rules are numerous others that have to do with appropriate language and dress, management of specific activities, and the security and cleanliness of the building. Breaking one of these minor rules brings an immediate reminder of the higher rules of membership and calls into question the individual's right to belong to the group.

The consistent and reliable adults — from directors to custodians — who operate these youth organizations not only enforce the rules for the members but also make it evident that *everyone* is equally responsible for monitoring the behavior of those who come to the organization. Rules are clear, and enforcement is certain; it is "tough love." Flexibility comes not in mitigated punishments, but in the willingness to help youths plan, reform, reshape, and assess events within the organization. Adults do not plan without their clients; any performance, special event, or extra activity requires the involvement of the young people themselves.

■ Successful organizations adopt an approach that is both firm and flexible; they empower rather than infantilize youths.

These features are reminiscent of the concepts of family pride, shared responsibility for maintaining a household, and the "golden rule" of communal living. Moreover, like family life, these organizations

munal support group. The members "look out for each other." Newcomers and younger members often "belong" for a while to those who have been around longer or are older.

In out-of-school organizations that successfully attract youngsters, adults and youngsters alike talk about the need for the institution to value differences. Newcomers are scouted for their talents: "Can you play center?" "You ever been in a play before?" "You know anything about us? Why'd you come here?" Members of these organizations make it clear that they value differences — among themselves, in their activities, and in strategies and approaches. Such valuing of differences does not, however, extend to radical extremes; to do so would be to break the central rules of the organization that ensure its survival. Thus the mission of the organization and its teams must be the clear focus driving any member's radical ideas for changing things.

Youth-serving organizations that successfully attract young people invariably have some links to education — but rarely to schools. Many include homework sessions and tutoring opportunities, and all let members talk openly about problems and successes in school. The ethos of these organizations encourages members to stay in school, keep up attendance, and try harder with schoolwork. Many provide youths with "natural learning activities" that call for skills that are also presumably useful in school (e.g., keeping the books for a dance ensemble, reading plays to get ideas for creative skits, studying old playbills to learn how to prepare a program for a production). Often, helping teens stay in school requires the assistance and support of organizations that are as little like their neighborhood schools as possible.

■ Nonschool organizations provide multiple services that sustain youths in their familiar roles and give them broad support for their identities as teenagers.

do not move from the peak of one planned "special event" to the next. Instead, their pace is seasonal and moves constantly through practice toward performances, all of which are somewhat graduated in level of importance. For example, swim meets, run-throughs of plays, play-offs to prepare for tournaments, within-group rounds of boxing competitions, and in-house judging of artworks to choose a few pieces for county or state competition are peak moments of judgment and reassessment in preparation for actual competition or performance. The final public performance of a season may begin a transitional period of "down time," during which some youths explore other activities (another sport, a different dramatic production, and so on) or try just "being around" with one another.

The push toward performance and the ongoing emphasis on collaborating in activities support the habit of talking through what is going on and how mistakes and successes happen. Interpreting events in which all have participated bonds members to one another, often through extensive teasing, special terms to refer to "bloopers," and an abundance of evidence that members do "mind each other's business." This mutual responsibility for monitoring behavior fits well with the norms of an idealized family or com-

THESE family-like organizations and activities differ in at least six crucial elements of design and orientation from those youth-serving institutions that are less successful in attracting and engaging adolescents.

1. These organizations share a common conception of young people as resources to be developed, rather than as problems to be managed. This conception of young people generates program activities that respect the views and abilities youths bring with them, that are attuned to their developmental needs and cul-

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tural differences, and that strive to provide support that meshes with their unmet needs. Activities consistent with this conception of youths embrace the whole person — not just single issues, such as pregnancy, substance abuse, or school success. While a single focus, such as basketball or tumbling, may define the organization, it also embraces the full emotional, social, educational, and economic needs of participating adolescents.

2. Activities that young people elect to join most often yield a recognizable "product" — a performance, a team record, a newspaper, an edited volume. Adolescent youths living in stressed urban environments generally spurn the purely "recreational" activities that middle-class parents assume their teenagers want. These adolescents are product-oriented. They want to create something that signals accomplishment. Contrary to the assumptions of many program planners, youths (especially those from at-risk environments) seem to recognize that they cannot really afford to spend much time and energy on "just plain fun." It has to amount to something.

3. Activities driven by a conception of youths as resources to be developed also invest a significant measure of responsibility for that development in the young people themselves. Entrusting important activities to them plays a critical role in the development of young people from an early age. The successful activities we have observed suggest that ownership and trust are essential for adolescents. A program attractive to teenagers is a program that is "theirs," not an activity organized and planned in a way that reminds them of a controlling parent or stern teacher. What's "good stuff" from the perspective of an adult, teenagers tell us clearly, is not always good — or even appropriate — stuff in their view.

4. Neighborhood investment is also important. For example, the director of a neighborhood Boys Club tells of the debilitating decline in the number of community volunteers and board members when the club's financial authority was centralized "downtown" and local residents no longer had a sense that the money they raised went to *their* club. Youth-serving organizations that are vital and effective from the community's perspective have their roots deep in the community, and they can draw on the local environment for political, financial, and instrumental support. Thus the local organization is not a stranger; it is a recognized and legitimate member of the community family because the community members have helped to develop, shape, and reform the programs that "fit" the community's youths.

5. Community organizations that attract youngsters are responsive to the "local ecology," the untapped resources and unmet needs of those who become their members. Generic program models or standardized service menus, especially those created at some remove, risk being redundant or irrelevant. Not all neighborhoods have the same configuration of

schools, recreational activities, social services, family coherence, political clout, or cultural opportunities. Not all youth programs need to offer the same sports, education, social supports, or training. Efforts that have effectively engaged and sustained the participation of young people define their emphases and offerings in terms of the communities they serve.

6. As youth-serving organizations listen to and respond to community needs, they must also change to meet shifts in the ecology of the neighborhood. As neighborhoods move up or down the socioeconomic ladder, as their ethnic makeup shifts, and as other youth-serving institutions (such as schools) are perceived as responding or not responding to the needs of local youngsters, community organizations must move quickly to realign their activities, hours, administrative style, and sources of financial support to the new realities of the community. Community organizations that serve youths must simultaneously understand and change themselves. Thus effective youth-serving organizations are not often found in the "organizational yellow pages," either because they escape the notice of official institutional census takers or because the form, identification, and even location of the organization change as the group responds to local circumstances.

In the current enthusiasm for looking at learning as situated or socially constructed knowledge,[3] the features of community youth-serving organizations outlined here are examples of theory put into practice. The resources of each organization include the collective memory of the group's members, as well as the dynamics of current social relationships and seasonal activities that provide a full cycle to fulfillment through the completion of an individual task or performance or of a seasonal activity (e.g., basketball). The activities of these organizations, like the idealized family life whose features they reflect, structure fields for action, reflection, and constructive social interaction.

■ The features of community youth-serving organizations outlined here are examples of theory put into practice.

1. With the support of the Spencer Foundation, we are involved in a multi-year research project that examines the resources and programs available to youths, especially adolescents, in diverse urban settings. In identifying the organizations that young people find supportive and relevant, we depended on community informants — youths and adults — rather than on official organizational lists or rosters. Consequently, we observed youths participating in a broad variety of activities and supported by diverse sponsors — the spectrum included everything from small endeavors created and sustained by the energy of a single individual to neighborhood "branches" of national organizations.

2. We develop this point in more detail in Shirley Brice Heath and Milbrey Wallin McLaughlin, "A Child Resource Policy: Moving Beyond Dependence on School and Family," *Phi Delta Kappan*, April 1987, pp. 576-80.

3. See, for example, Jean Lave, *Cognition in Practice* (Cambridge: Cambridge University Press, 1988); Lauren B. Resnick, "Learning in School and Out," *Educational Researcher*, December 1987, pp. 13-20; and James G. Greeno, "Understanding Procedural Knowledge in Mathematics Instruction," *Educational Psychologist*, vol. 12, 1978, pp. 262-83.   Ⓚ

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AGENCY READINESS — THE ACHILLES HEEL OF SERVICE-LEARNING

Chuck J. Supple

Are community-based organizations ready to accept a surge of youthful service-learners and to provide them with enriching opportunities? Achieving many of the positive educational outcomes cited by service-learning advocates assumes that communities are ready, willing, and able to involve young people productively in addressing social and environmental concerns. If service-learning is the Trojan horse of education reform, as it has been characterized, then perhaps this assumption is the Achilles heel of the movement.

Not all service-learning activities performed by youth are agency centered; many are independent and entrepreneurial in nature. Research tells us that some of the most developmentally valuable service takes place in school settings. However, the issues in which youth are most likely to be involved are largely addressed through an infrastructure of community-based private nonprofit and public organizations.

The extent to which community-based organizations have been receptive to young people serving as volunteers has been limited, as has been the educational value of the service activities performed by students. For service-learning to help transform education, more agencies will need to involve young people in their work, and the educational quality of these opportunities will need to be enhanced.

The barriers that prevent greater quantity and quality service-learning opportunities are matters both of will and way; they include our country's attitude toward youth, a lack of knowledge and understanding on the part of the agencies involved, and practical and logistical concerns. These are cross-cutting issues, shared by the school and community alike, and are barriers not just to service-learning but also to education reform in general.

Perhaps the biggest barrier is a basic resistance to doing something differently. Most people are very protective of their roles and are not inclined to share responsibility. Service-learning represents a new way of getting work done — a new way for agencies to provide services — as well as a new way for young people to learn. It requires that the responsibility for educating young people extend far beyond the boundaries of schools, and that agencies allow more than staff and adult volunteers to perform the work.

Both educational and social-service institutions must take active steps to understand the "business" of the other. School and agency personnel do not have adequate conceptions of what the other does and how they do it. This includes knowing the organizational frameworks in which each operates and the protocol and procedures inherent in the institutions.

Understanding service-learning fully and recognizing its potential for agencies is essential. The traditional and pervasive perspective on volunteering as a "nice thing" for young people to do constrains its full application as a new means of service delivery and education. Agencies need specific information on child and curricular development and on supervising youth in order to create effective service-learning placements.

Typically adults view youth as unable to contribute much to society until they are adults. A fundamental shift must occur, wherein youth are treated as resources for the community, having something of value to contribute to the agencies. This is not addressed merely by accepting their physical presence or by allowing them to perform rudimentary tasks in an agency. Tasks must be constructed with students' developmental and educational needs in mind. And young people must be treated as valued partners in the leadership and direction of the initiative.

Attitudes within agencies about volunteers can also make it difficult to involve youth. When volunteers are not essential to the work of an organization, or when their presence is perceived as a threat to paid workers, there is little chance that youth will be incorporated successfully. Young people pick up on such attitudes quickly and know when they are the "bottom rung" of volunteers.

Involving youth in an agency does not need to sidetrack the limited time and attention agency staff have for their primary tasks. It can become an integral part of getting things done. Following the principles for effective service-learning, the activities must meet the needs of the agency and its clientele and the learning objectives of the young volunteer. There are creative roles for young people in agencies that can advance the mission of the organization. This is perhaps most obvious in senior-care settings, where the interaction of young people with the residents can significantly support the therapeutic goals the organization has for its clientele.

Successfully integrating service and learning will take concerted efforts throughout the fields of education and human service delivery. The challenges to this melding are many, but certainly nothing that can't be overcome through effective collaboration between the education and social-service worlds.

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Service-Learning

Narratives and Articles

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ASSIGNMENT:

Make A Difference

*Community-service projects are on the rise,
and for students who participate, the experience
can be the most powerful of their school career*

BY RENIE SCHAPIRO

Five years ago, when David Hornbeck was Maryland's commissioner of education, he tried to persuade state policymakers to require 100 hours of community service for high school graduation. The proposal was not well received.

Opponents couldn't line up fast enough to shoot it down. There would be liability problems, they insisted. And it would take time away from important academic subjects. What about transportation and finding enough placements? "The most vexing, most frustrating, most maddening reaction," says Hornbeck, "was from those who said community service is for criminals, and we don't want our children to be criminals."

Community service was the only one of several new graduation requirements under consideration that year that didn't pass. Looking back now, Hornbeck laughs about it. "It wasn't even a fit topic for polite cocktail party conversation," he says.

A few months ago, Hornbeck was again extolling the virtues of "service learning," as it is called, but this time he was addressing a crowd of 500 educators and students from about 20 states. They were attending a conference to learn how to initiate

and expand community service in the schools. Hornbeck—now an attorney with the Washington, D.C., law firm of Hogan & Hartson—was the keynote speaker, and he couldn't have been received more warmly. Sharing the podium with him were representatives from the White House and Congress, who came to voice their support for youth service and to discuss pending legislation that would give it a boost.

Back in Maryland, attitudes have markedly changed. More than half the schools now have some kind of program, according to Hornbeck. For the past two years, Kathleen Kennedy Townsend has been a consultant to the state, helping establish voluntary-service programs in the schools. Clearly, youth service is no longer an impolite topic of conversation. Says Townsend, "The dinner table conversation now is not only 'How is your kid doing?' but 'What is your kid doing as far as community service is concerned?'"

After a decade that has been characterized as one of avarice and self-interest, it is not surprising that the idea of community service is gaining appeal. The push is coming from a number of quarters, including the White House. President Bush recently said, "From now on, any definition of a successful life must

include serving others."

Although some teachers and administrators are wary of directly involving schools in community service—fearing that it will be one more "add-on" in an already overcrowded day—those who have tried it typically are very enthusiastic. Says Dan Conrad, a social studies teacher who has required service projects for nearly 20 years: "Community service is what keeps me in education."

Community service has long been an integral part of the program at many private schools. The burgeoning movement of the past few years is to encourage—and in some instances to require—service in the public schools, as well. Students in kindergarten through 12th grade in inner-city, suburban, and rural schools are becoming involved. The programs range from the extracurricular, usually under the auspices of a service club, to the curricular, in which service is an integral part of how subjects are taught. The latter is considered the ideal by service-learning advocates.

Between these two extremes are several other common approaches. In some places, students get involved
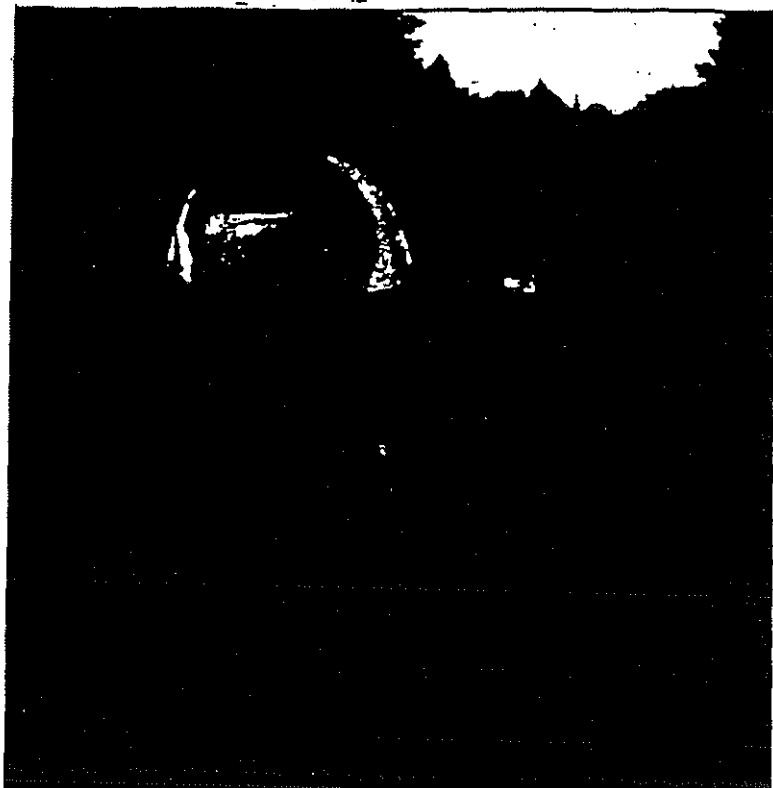
"My involvement began with Matt, a 10-year-old boy with cerebral palsy. The school he attends held a marathon and he needed a partner.

"Matt was very depressed that he had no one to walk with in the marathon because he had gotten more than $300 in pledges. His disease makes it very difficult for him to walk; six miles walked by Matt takes the same amount of energy and strength as it would take a normal person to walk 12 miles, according to his doctor.

"I received a call from Matt and he asked me to walk with him. I agreed and it turned out to be a very enjoyable day. He got tired a couple of times so I put him on my shoulders for a little way. The look in that little boy's eyes as he crossed the finish line was worth more than the $300 he had just earned in pledges.

"My involvement taught me that I was very able to help others and that it really makes you feel good when a 10-year-old boy with a not very promising future looks up at you and says, 'Thanks. I couldn't have made it without you.' "

—Kevin Rice, 17

in service as an extracurricular activity and receive extra credit or credit toward the school's work requirement. Some schools offer optional courses—often a social studies class—that include a community-service requirement. A small but growing number of schools and districts are mandating it. They require students to put in a certain number of hours of community service to graduate from high school, an approach many private schools take.

Increasingly, the thrust is not only to encourage students to do service work, but also to offer opportunities for reflection and discussion about the experiences. Often—but not always—students go into the community. Some activities are classroom based: the home-economics class, for example, in which students make baby clothes for the poor, rather than skirts for themselves.

Although the calls for community service are now coming from the highest levels of government, grassroots groups have been promoting the idea for several years. Several organizations—such as Youth Service America in Washington, D.C., the Thomas Jefferson Forum in Boston, the Constitutional Rights Foundation in Los Angeles, and the National Youth Leadership Council in St. Paul—have been tireless advocates for student service. Working through teacher coordinators at individual schools, these groups have helped involve hundreds of thousands of students in service.

Gradually, the education establishment has picked up on the idea. Major education studies, such as the recent report on the middle school years, *Turning Points: Preparing Youth for the 21st Century*, have endorsed it. Prominent education organizations, like the Council of Chief State School Officers and the National Association of Secondary School Principals, have as well.

Last year, Minnesota became the first state in the country to require all its public schools to offer some form of service learning. The state board of education adopted the policy, and

the Legislature passed a measure to help localities fund its implementation. Several other states and districts have launched initiatives to encourage teachers and schools to come up with service programs.

Pennsylvania, for example, created PennSERVE about two years ago. One of its goals is to integrate service into the schools. Sixty schools have been given small grants to develop programs. Three districts in the state now require service; two others are expected to join them shortly. And in Philadelphia, all 28 general-purpose high schools are engaged in a 10-year effort to restructure their schools around three principles, one of which is community service. That project is receiving major funding from the Pew Memorial Trust.

Washington, D.C.—less than an hour away from Hornbeck's former office in Maryland—has adopted the mandatory school-service requirement that he had sought in that state. Approved last year, the requirement will begin with the 1991-92 school year. A handful of other urban school districts—Atlanta and Detroit among them—already have made service mandatory.

And in many places, community service has been gathering momentum from the ground up—often beginning with one teacher or one school.

No nationwide figures are available on the number of schools or students now participating in youth-service programs. But Frank Slobig, director of Youth Service America, estimates that between one million and two million students are involved in active programs, most of them in high schools. YSA is a national umbrella group for programs around the country.

Social studies teacher Conrad is watching all this activity with a slight sense of déjà vu. He made service a requirement for his students at Hopkins High School in Minnesota in the early 1970's. Then, as now, the push was to link education to society's needs. But, he says, this time the mood is different.

Twenty years ago, Conrad says, the rationale was to make education more lively and interesting and to encourage students to help solve society's problems. What a lot of people are saying now, he notes, "is that we need to add service because it will have a positive effect on the students' values, that they'll be less narcissistic, less greedy." He sums it up this way: "When we started, the kids were all right and the society was screwed up. Now we get the view that kids are screwed up and that the school and society are O.K."

Most agree with Conrad that a concern about the values of today's youth is giving new life to community service. "If we are a 'nation at risk,'" says Hornbeck, referring to the 1983 report decrying the academic failure of our schools, "it is equally due to the fact that we care too little for one another." Many of society's problems—drugs, teenage pregnancy, AIDS—are issues of values, he says. And the three institutions that transmit values—family, church, and school—are all falling short. "Schools can contribute to the education of the heart, not just the head," Hornbeck argues.

But Hornbeck and other advocates say the advantages of service learning go beyond making students more altruistic. At a time when schools must cope with alarming dropout rates and uninspired students, community service is also seen as an effective educational tool.

Dan Conrad couldn't agree more. His students are required to work through local agencies four days a week, and then have writing assignments and class discussions relating to their experiences. Before he required that kind of service in his elective class, he says, he didn't feel he was having any impact on his students. He recalls the frustration of standing in front of a class trying to teach them things they didn't care to learn. He doesn't feel that way any longer.

"The number one payoff for me is seeing the real difference community service makes in the lives of the students—in a way that doesn't

happen in any other class," he says. "They get a perspective on who they are, and a new understanding of the problems of people in the community, and an idea that something can actually be done and that they can be one of those who does something." Over and over again, students say that their community service was the most powerful experience they had in high school, he says.

Virginia Anderson shakes her head. She is thinking back a couple of years to when she had just become principal of Chestnut Junior High School in Springfield, Mass. An annoyed administrator at the retirement home next to the school called her to complain that the students were breaking down the home's fence. "Keep them off our grass," the caller demanded.

Today, the students at Chestnut still go over to the retirement home, but their mission has changed. Last year, Spanish class students taught the residents Spanish so they could communicate with Hispanic employees at the home. Writing students and some of the residents wrote about their childhood memories and then got together to compare their experiences and discuss the changes that have taken place over the years. Students are frequently at the retirement home putting on a show of some sort or just helping out.

English teacher Howard Katzoff's students are among them. Last year, he took a group of his 9th graders, who had received failing grades for the first marking period, and had them learn tongue twisters and nonsense poetry to perform for the senior citizens. "Because it was real, because they were going to perform, the kids cohered as a class," he says. A few formerly apathetic students emerged as leaders. One boy who lives with his grandmother and was comfortable with old people "shone as an emcee," Katzoff recalls.

Anderson says that the community at large had also been hostile to

"Today I did volunteer work at Crystal Care Center, a home for the elderly. It was my job to participate at the fund-raising fair from 2 to 4:30.

"I enjoyed chatting and being of assistance to the residents. However, I was quite disturbed by those with Alzheimer's. They were so helpless. It is a terribly bad disease, and I never knew that it is so overbearing.

"Most of the residents are so excited to have company, and that made me feel needed and special. One resident named Chuck and I danced 'til his wheelchair could dance no more. At 4:30, I moved the residents back to their rooms and then played piano for the residents on floor two until 7."

—Liz Nida, 18

the school when she took the helm. The students, she says, were perceived as extremely aggressive. But through a series of community-based projects aimed at helping students get to know their neighborhood, a new school-community relationship developed. The students studied the various immigrant groups that have come to the inner-city area around their school. They learned interviewing skills and constructed oral histories with the long-time residents. They studied urban renewal. The project culminated in a student-produced videotape about the neighborhood that has received high praise in the community.

The service orientation has totally changed the whole climate in the school," Anderson says. "We have been able to create a culture of caring. That doesn't mean we don't have problems, but kids are getting in trouble less. Children are thinking of things differently."

Anderson's school initiated the community-service programs after the Springfield school district decided, in 1987, that service learning would be integrated into the curriculum of all its schools. "Many teachers initially saw it as an add-on," says Carol Kinsley, the former supervisor of community-service learning for the district and now a consultant to the school system. She was convinced, she says, that service could be made an integral part of the curriculum. Throughout the district, teachers proved her right.

Children at Mary O. Pottenger Elementary School, for example, wanted to plan and prepare several meals for the homeless. A community representative spoke to the children about homelessness in Springfield. The teachers then found ways that the project could be incorporated into the academic program: The 3rd and 4th graders studied nutrition and decided on a menu; a math class calculated the quantities of food and other supplies that would be needed; a writing class wrote to businesses soliciting donations; and the 1st and 2nd graders made centerpieces and place mats.

Kinsley has served as a resource person, but individual schools have decided for themselves how to bring service learning to their students. Each school developed a theme—the community programs at Anderson's junior high, for example, were an outgrowth of the theme, "Be a good neighbor." The service areas fell into several categories: environment; health and safety; the elderly; citizenship; and hunger and homelessness.

Because projects reflect the creativity of individual teachers, students, and administrators, many diverse ideas have emerged. "In Springfield,

Effective Programs: 10 Principles

Last May, the Johnson Foundation in Racine, Wis., convened a group of people to develop guidelines for service-learning programs. The 10 principles enumerated by the group took into account the views of more than 70 organizations interested in service learning.

They state that an effective program:

- engages people in responsible and challenging actions for the common good;
- provides structured opportunities for people to reflect critically on their service experience;
- articulates clear service and learning goals for everyone involved;
- allows for those with needs to define those needs;
- clarifies the responsibilities of each person and organization involved;
- matches service providers and service needs through a process that recognizes changing circumstances;
- expects genuine, active, and sustained organizational commitment;
- includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals;
- ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved;
- is committed to program participation by and with diverse populations.

no two programs are the same, and I think the same would be true across the country," says Kinsley.

Not surprisingly, however, the same general service areas do emerge. Many projects involve the elderly, for example. In several places, students have "adopted" senior citizens as grandparents. In the Issaquah school district in Washington, students use their computer keyboarding class to produce a newsletter for a nursing home. According to Jim Seiber, community-education coordinator for the district, the students can't get enough of it. "Once they see how much the seniors appreciate the work they're doing, the students demand to do another one," he says. "How often do we have students demanding to do schoolwork?"

Cross-age tutoring is another popular project in schools across the country. Some programs team potential high school dropouts with elementary students; impressive student gains are consistently reported. In September 1988, a San Antonio, Tex., program called "Valued Youth Partnership" put 95 potential dropouts from four junior high schools to work tutoring younger students. So far none have dropped out. Their attendance, discipline, self-concept, and reading scores have all improved, according to Merci Ramos of the Intercultural Development Research Association, which has studied the program. An earlier project there produced similar results.

Such tutoring programs "have been evaluated to death and they all say the same thing," says John Briscoe of PennSERVE. "Ready-to-drop-out kids make superb tutors."

One school in Pennsylvania linked dropout prevention and community service in another way. First, the school earmarked the 25 students at the bottom of its 7th grade class. The following year, those students spent only half of each school day in the classroom studying academic subjects. For the rest of the day, they worked on construction projects for the community. They built a learning center at the local zoo, for example. Twenty percent of those

students subsequently made the honor roll, according to Briscoe.

Often school projects are tailored to specific local needs. An industrial-arts class in Washington, for instance, worked with a local hospital to design and build a wheelchair for an 18-month-old handicapped child. Students from a civics class at another Washington high school helped a local immigrant study for—and pass—his citizenship exam. And now under discussion in Seattle is a project that would have the biology class at Cleveland High School, which has a large Asian population, work with the U.S. Environmental Protection Agency to monitor toxins in aquatic life in the Puget Sound. The idea for the project arose because of the EPA's concern that the quantity and types of seafood from the Sound eaten by the local Vietnamese residents may pose a health hazard. In addition to learning about marine life and sampling and measuring techniques, the students would help educate the local community about safe eating habits.

Kate McPherson, director of Project Service Leadership in Washington, says such projects not only make learning more meaningful and increase retention, but they also "foster a higher level of thinking."

The industrial-arts students, she notes, had to take the concepts from their design class and then determine what kind of material would be durable enough for the wheelchair and how to make it so it could expand as the child grows. The civics students not only had to know their facts, but they also had to figure out how to communicate the concept of the Constitution to someone unfamiliar with it. "When they are asked to apply skills and information from the academic courses to real situations, they have to use problem-solving skills—it puts an application process into the learning curve," says McPherson.

One of the most dramatic examples of a school integrating service learning into its educational mission is the Challenger Middle School in Colorado Springs, Colo. Four years

ANTHONY NEDA RIDGE

"Recently I coordinated a party for kids at the Harbor Interfaith Shelter for homeless families. . . . When we began taking Polaroid photos of the children, they were so excited. Mr. Farley, my 'Youth Community Service' and English teacher, gave us an idea for our next project. Most of the parents could not afford film, much less cameras. Their children were growing older, and they would have no photos to remember them. 'Poverty means more than a loss of food and shelter,' Mr. Farley pointed out. I am now coordinating a project to return to the shelter with photographers to take candid shots and portraits of the children to give to their parents.

"I have learned that fortunate people should help the less fortunate. I'm very satisfied lending my hand to people in need. YCS gives me that chance. I believe sincerely that I am making a difference."

—Ada Briceno, 16

teachers. Each team—bearing names like the "Tubular Turtles," "Divine Ducks," and "Pink Cadillacs"— chooses at least one community agency to "adopt." Throughout the school year, they perform service projects through that organization.

Members of the "Whoosh" team, for example, help preschoolers in a local program for the deaf and blind. The relationship has been so successful that several spin-offs have resulted: The hearing-impaired principal of a high school for the deaf and blind was invited to Challenger to address the students: some students became so interested in signing as a result of his presentation that they have asked to learn it; and a chorus teacher at Challenger arranged for 7th grade deaf students to teach choir members to sign a song called "Love in Many Languages."

Last year, some students decided they wanted more community projects. With guidance from a teacher, they contacted local agencies serving the hungry and homeless. After researching the problem, they worked in a soup kitchen and sponsored a food drive at the school.

Service work "really does increase self-esteem," says Elaine Andrus, coordinator of the HUGSS program. "It makes them more effective learners, and it gives them a sense of caring. Students become more tolerant of each other and more eager to help. And it develops good relations with the community."

She adds a comment often heard among those involved with service learning: "I don't understand why everybody doesn't do it."

Despite the growing interest in service learning, its future in the schools is hardly assured. It is not that administrators or teachers dispute what can be achieved—both for the student and the community. What puts its future in question is more a matter of priorities, logistics, and traditional resistance to change.

Hornbeck, the former commis-

ago, Challenger converted from a junior high to a middle school, and in the process made community service a centerpiece of the new program. The project is called HUGSS—for Helping Us Grow Through Service and Smiles.

Challenger's student body is divided into teams of 50 to 100 students, each with two to four

sioner of education in Maryland, notes that "the decibel level of the debate has dropped" since 1984, when his proposal for mandatory service caused such an uproar.

"There has been a significant drop in the number of people who flatly oppose the idea," he says. In fact, he adds, it may now be difficult to find an outright opponent of school-service programs.

But the cost of paying program coordinators, concerns about liability, and the current focus on improving test scores continues to dampen enthusiasm in some quarters. Sometimes, it's just the typical institutional resistance to change that stands in the way. "The major opponent is superintendents' inertia," says PennSERVE's Briscoe. "This is really a profound change in how we run our schools."

Last year, after the Washington, D.C., school board approved the mandatory service requirement, *The Washington Post* ran an editorial questioning the decision. Although it acknowledged the benefits of service learning, the editorial went on to say: "How will struggling pupils from less supportive families or students who must spend several hours at paying jobs respond to this new task? ... It will take a major push to develop a pool of jobs, create convenient matches with the students, and watch over the process. It is not as though the schools were already performing their prime—academic—function with great success."

Hornbeck is ready with responses to those and other jabs. On the question of working students, he cites a study from a couple of years ago that found that fewer than 10 percent of families depend on the income of students. Moreover, he emphasizes, a 100-hour high school requirement amounts to less than two hours a week.

He doesn't deny that setting up and monitoring placements involves extra work, but he has a story for those who think that finding enough placements might be difficult. It goes back to his days as commissioner in Maryland, when he was encouraging

superintendents to develop service programs. A superintendent in a fairly rural area of the state thought there might not be enough work for the students to do. A year later, the superintendent reported that with 50 percent of his students in community placements, more than 400 service slots were left that he couldn't fill.

But the *Post* editorial's final point—that community service might get in the way of a school's prime function—is the one that advocates are most eager to rebut. They argue that service learning, with its potential for teaching children values and citizenship skills, should be viewed as being on a par with—not in competition with—the traditional academic subjects.

Moreover, many argue that the gains in self-esteem and school attendance and the general improved attitude toward school associated with some service programs boost learning in the academic subjects, and even test scores. As one teacher puts it: "It just doesn't make sense to pit math and science against community service. If the kid's not in school, how can he learn?"

The surge of interest in student service in the 1970's faded away with only a few surviving programs to show for it. But many advocates say that the current concern about student values presages a brighter future for the school-service movement this time. And while one educational trend—the effort to improve test scores—may work against the movement in some quarters, another educational focus—restructuring schools—may help it. In several states, service learning has been an important component of restructuring efforts.

The enthusiasm of those engaged in service projects has encouraged some skeptics to give it a try. But advocates acknowledge that education leaders will have to make it clear that the values-education associated with service learning is fundamental to a school's mission before some students, teachers, and administrators will regard it as more than a

frill. What is critical, says Hornbeck, is that measures used to assess schools incorporate goals associated with service learning.

And then, perhaps, what happened in Springfield last year will be less likely to occur. When Massachusetts was forced to make drastic budget cuts in response to a tax-cutting referendum, funding for community service in Springfield was one of the things to go. Although Springfield has been considered a model program—visited by politicians and educators alike—funding for the supervisory position held by Kinsley was abolished. State funds that had been used by schools there and elsewhere in the state to pay teachers who coordinate service programs were also drastically reduced.

Within the next several months, Congress is expected to pass—with the Administration's blessing—a youth-service bill that would provide money to encourage youth service through schools.

But even with the added money and support, advocates say they have a formidable challenge ahead. "What we must do," says Frank Slobig of Youth Service America, "is promote the notion that kids are capable, that they can serve and make a difference at an early age, so that it becomes part and parcel of what growing up means." □

SERVICE-LEARNING: AN OPPORTUNITY TO GO BEYOND BAND-AIDS

Catalina Boggio

I recently spoke with one of my friends, Marta, who, while in school in California, had a service-learning opportunity to help feed the homeless. Marta spoke passionately of bringing groceries to hungry children, and of being able to use her bilingual abilities to communicate with Mexican families. Her service-learning experience had afforded her the opportunity to become familiar with many of the intricacies that surround the plight of the homeless. However, Marta also related that she soon became frustrated with her work because she realized she could "do this forever and it would never give these people homes and the ability to feed themselves." Marta's service-learning had taught her much about hunger and homelessness, but it had not given her a way to work for long-term solutions to the problem.

Marta is not alone in the experience she describes. Hundreds of people providing service go through the same emotions and realizations. Providing service can be a wonderfully fulfilling and educational experience, but if service work isn't combined with addressing the root causes of problems, it will more than likely be lacking in long-term effectiveness. Service-learning must therefore teach two lessons: how to address the immediate needs of our society; and how to create and implement long-term solutions to the problems that cause those immediate needs.

Marta's work with the homeless inspired her to address the causes that lie at the core of homelessness. She is now working at an economic community development center, trying to break down the barriers that keep struggling families from attaining affordable housing. Through the center she advocates for the homeless, promoting housing projects that would provide low-rent apartments for the poor. Increasing the amount of sustainable housing is one way of combating the root causes of homelessness. In addition to meeting immediate needs, Marta is also working to find long-term solutions to the problem.

Like Marta, Henry is a young person who has benefitted from service-learning. His particular focus is environmental racism — the dumping of waste in poor or minority communities. Henry has gone into these communities and learned through his cleanup efforts there. He recognizes the value of cleanups, but he also realizes that he "could go out to RFK [an area where extensive environmental racism occurs] and clean up every week, and it would still be a band-aid approach." While cleaning up waste after it has been dumped is necessary and a valuable experience in itself, a more effective service-learning opportunity would combine environmental cleanup with exploring ways to prevent the dumping from occurring altogether.

Henry is currently working with an organization that travels to various universities, teaching advocacy skills to young environmentalists so they can work to solve the root causes of environmental problems. By teaching students how to examine causation, Henry is ensuring that their work will not be limited to service, but will go beyond that to find more lasting resolutions to environmental problems.

Through service-learning, both Henry and Marta have gained helpful knowledge on alleviating community needs. While the experiences were valuable, they both realized that these service-learning experiences, no matter how beneficial, were still only short-term answers to more complicated

dilemmas. The service-learning activities would have been much more effective had they included opportunities to explore long-range solutions for the larger social problems.

I myself have had service-learning experiences similar to Marta's and Henry's. While attending college in North Carolina, I had the opportunity to volunteer at a shelter for battered women. I gained extensive knowledge about the issues involved in wife-battering. However, I soon began to realize that my work focused entirely on treatment, without any attention to prevention. By spending all my time attending to the immediate needs of battered women, I had ignored the greater social and legal factors that allow battering to occur in the first place. I began to actively search for solutions to the root causes of battering. This is not an easy task, nor does it grant the immediate gratification that more traditional service opportunities present. What it does provide, however, is the opportunity to seek out a more long-term solution that addresses the causal factors of the problem, rather than a quick-fix approach that tends to treat only the symptoms of the disease.

I am currently working at the Advocacy Institute (AI), which teaches citizens methods for addressing the root causes of social problems. AI has worked with community agencies, policymakers, young people, and a variety of other groups to promote and provide the strategies needed to assess and attack the sources of social problems. Through these efforts, we have provided hundreds of people with the skills necessary to bring about effective social change. These lessons have facilitated service-learning that goes beyond Band-Aids to focus on uncovering the core factors of many of today's most pressing problems.

Service-learning in education reform has the potential to develop and train future leaders to create significant social change. The best way to ensure that this potential is realized is to design service-learning experiences that combine short-term service activities with the search for more lasting, long-term solutions. If service learning focuses only on service and short-term solutions, then it won't teach our future leaders to solve the nation's problems.

Catalina M. Bioggio is a program associate for the Leadership Development Program at the Advocacy Institute (AI) in Washington, DC. A recent graduate of Duke University, Ms. Boggio is working at AI through the DC Public Allies Apprenticeship Program.

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Service-Learning

Curriculum Resources

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Service Learning and Curriculum Transfusion

By Irving H. Buchen

> **Seryice learning need not be a short-term program. It can exhibit developmental stages that parallel and feed into patterns of academic growth.**

Newcomers to service learning, caught up by its initial successes, are frequently not aware that service learning is capable, with appropriate long-term structuring, of exhibiting developmental stages that feed into patterns of academic growth.

Developmental Stages

Failing to recognize the existence and power of those stages not only impoverishes or limits the substance of service learning, but prevents it from achieving significant relations to subject matter. Indeed, one of the gifts that service learning provides to academics is an urgent, motivated, and focused energy that imparts to curriculum a motivation that more resembles the effect of transfusion than infusion.

Irving H. Buchen is director of instructional relations, Institute for Advanced Studies, Walden University, Naples, Fla.

There are at least six major stages of development that structure a student's changing relationship to learning through service:
1. Need to be needed
2. Need to know
3. Need to know more
4. Need to understand why
5. Need to know what can be changed
6. Need to integrate action and knowledge to develop strategies for change.

Each stage is anchored in the present and the real, but some stages may have additional time dimensions. Thus, while the first two stages remain in the present, the next two involve the past, and the last two are integrative. They add the prospect of the future to the fusion of the past and the present, and thus complete the circle by returning to action or doing. Examining each stage in some detail helps us to explore the interaction between experiential and academic learning.

1. Need to be needed.

The difference between the experience of learning and learning itself is the difference between the experiential and the academic process. Take the example of working with senior citizens. In an experiential introduction, students go to a senior citizens center. They might never have seen so many old people together in one place. The students may be in the minority.

The smells and sights may be initially bewildering. Many will not like what they see—aging can be unattractive—but they also begin to engage the personalities. They will discover senior citizens who are bright and outgoing, others who are sick and depressed.

The students become part of the "busyness" of the center and the next thing they know they are dancing or doing calisthenics and perhaps breathing more heavily than their aged counterparts! They leave not understanding all they have experienced but ready to discover what they observed and felt.

> **The difference between the experience of learning and learning itself is the difference between the experiential and the academic process.**

Contrast this with a totally academic learning situation. Students are asked to define senior citizens. They search their brains. They may have grandparents, but the teacher has requested a group definition and that requires higher levels of generality and abstraction.

They mix stereotypes with facts and produce a definition of a class of

people who constitute 19 percent of the total population, but consume 64 percent of Social Security funds and, in their later years, 85 percent of medical support (and are thus seen largely as a problem and rarely as a resource).

Learning in the classroom is approached from the outside; the visit to the center approaches learning from the inside. In service learning one does not have to choose; one can have and integrate both.

> **Reflection can bring to the surface key reactions and feelings, but also structure the passage from the experiential to the academic.**

The advantage of starting with the experiential is motivation—the entry point involves the satisfaction of being needed. In later stages students may discover how much more they are needed, especially if and when they become more knowledgeable.

Reflection can bring to the surface key reactions and feelings, but also structure the passage from the experiential to the academic. Indeed, what was just presented as two unrelated experiences can be linked and the experience of learning can lead to the traditional kinds of definitions and

classifications characteristic of academic inquiry. This time the academic exercise might take a different form.

To supplement the demographic figure of 19 percent, for example, students might ask: "How many senior citizen centers are there in our town? Who runs them? How are they supported?" They may also question the nature of Social Security support: "How much do they receive? What determines that? Is that enough to live on?" They even may plan to ask the seniors these questions.

Finally, the question of medical costs might lead into how active these seniors are and whether exercise programs have a preventive effect. In short, the definition process would expand to include both the experiential and the academic.

The experiential would anchor inquiry in the real, and deal with real people; the academic would move toward classification and generalization. With both contributing, the real world would be anchored in fact and precision, and generalizations would have substantial content.

2. Need to know.

Once the experiential base is secure, it establishes a recurrent source of validation; that is, the academic is always tasked by the experiential to minister to reality and not to be self-indulgently distant or abstract. Similarly, the academic relies on the experiential and compels it to be

more informed and self-critical about its relationships. The result is a circular process that moves from feeling to fact, from experience to inquiry.

In this second stage, the need to know establishes the process firmly as a pattern of permanent growth and inquiry development. At this point the need to know becomes more focused because the student is both experience-rich and information-poor. The questions prompted by the experience are more inclusive than the knowledge base.

Now the student turns to the academic with a kind of urgency that can set learning ablaze. What is the nature of the biological process of aging? When does it start? What forms does it take? What can be done, if anything, to arrest or slow the process? What is the psychology of aging? What are the psychosomatic relationships?

Although at this point the questions may be too big to be manageable, they serve to stir a creative tension between macro and micro considerations.

3. Need to know more.

As students continue to develop their relationships with specific seniors, their need to know becomes more comprehensive.

At this point they become practical. They want to know how they can better minister to individuals and

enhance the relationships that are being built. They become more open to reading articles and books and become more self-directed. They may want to know more about past patterns. This stage may go on for a very long time, even a lifetime, but the links between present and past are permanently forged.

4. Need to understand why.

Some students will discover a need to go further and trace the origins of the problem. For that the students need history, but also—and here is the quantum jump—theory. In many ways this is the most advanced intellectual stage and, if pursued, can lead to a career choice as a researcher-or practitioner. Such later projects prepare for the more future oriented stages.

5. Need to know what can be changed.

The experiential base is now a lab for testing various applications or new designs and approaches. A problem-solving format emerges as the dominant methodology that seeks to combine the experiential and the academic. There is no time to prefer one form of knowing to the other; both are pressed into service.

The solution to a problem is incorporated into the need and desire to produce a larger social design and even a new paradigm of social intervention. The students return to the earlier holistic questions, only now

they are better equipped to wrestle with their size and complexity.

6. Need to integrate action and knowledge to develop strategies for change.

Finally, we turn to the experiential base, where the focus has become how to make change happen. This is the realm of social policy change. The final component is characterized by action, as befits the service learning commitment to experiential service. Students fuse what they have learned from working in a community environment with what they have acquired from academic sources. The test of the integration will be the soundness of the new social design and their ability to convince those in power that what they are proposing is based in reality and intelligence.

> **Students fuse what they have learned from working in a community environment with what they have acquired from academic sources.**

Conclusions

This taxonomy of hierarchical learning developments is neither prescriptive nor sequentially infallible. It may not occur in exactly this way. It may go far beyond high school. It is critical for facilitators of service learning

to be aware that there is more to the process than exposure and feeling good about making a difference.

There are emotional and intellectual developments that are both ennobling and enriching. Producing a perhaps ideal hierarchy calls the facilitator's attention to detecting signs of the students' interest, their need for more information and knowledge, and for higher levels of thinking and comprehending.

There is no reason students in middle level and high schools should not be given the opportunity to become interns and researchers, even though these roles are generally reserved for students with higher levels of education. Each stage is capable of sustaining different levels or orders of complexity, ranging from the basic to the advanced. Above all, recognizing the developmental possibilities of service learning is one of the key avenues to curriculum relationships.

Indeed, one could claim that experiential infusion through the service experience may be a form of curriculum transfusion bringing new urgency and reality to an academic discipline. What subject matter could not benefit from posing global questions, questioning existing paradigms, and exploring what new social interventions can be designed and introduced? —B

Parental Involvement: A Key to Successful Schools

By Gérard Coulombe

> **Staff members who enjoy strong parental support have programs in place that actively seek to involve parents and frequently demonstrate to them how to get involved.**

Schools appear to hold three viewpoints on the topic of parental involvement:
1. We want parental involvement.
2. We don't want parental involvement.
3. We want parental involvement only when it is needed.

Encouraging Involvement

There are two main reasons for encouraging parental involvement:
1. Supportive parental involvement increases the probability that students will succeed academically. Supportive involvement is stressed here because pressure can lead to conflict and counterproductive behavior.

Gérard Coulombe, retired, was assistant principal and principal in Connecticut schools for almost 30 years.

W A S H I N G T O N   S T A T E

Campus Compact

SERVICE-LEARNING
K-12 Curriculum and Resources

A set of curriculum and resources developed by the Washington State Campus Compact in collaboration with Project Service Leadership to assist K-12 educators to develop and/or enhance service-learning in their schools.

Service-learning is an effective method to engage students in learning while meeting community needs. As students augment their academic skills through service-learning, they are provided quality opportunities to increase self-esteem, social skills, citizenship, and career orientations.

Service-learning has also proven to be an effective strategy to employ education reform and restructuring.

Please feel free to contact Terry Pickeral, Director, Washington State Campus Compact (address and phone number below) for further information and/or to submit other curriculum and resources.

Thank you for your interest in service-learning.

February 5, 1994

Campus 💮 Compact

SERVICE-LEARNING
K-12 CURRICULUM AND RESOURCES

Curriculum:

Learning Through Service: Ideas from the Field. Service Learning 2000. Service Learning 2000, 50 Embarcadero Road, Palo Alto, CA 94301. 415-322-7271.

A booklet developed by a collaborative partnership to spark new thinking on implementation of service learning into K-12 curriculum. Nineteen pages of ideas, projects and overviews of service learning. Booklets are available at above address for $3.00.

The Kid's Guide to Social Action: How to Solve the Social Problems You Choose - and Turn Creative Thinking into Positive Action. Barbara A. Lewis. Free Spirit Publishing, Minneapolis, MN. 612-338-2068.

"... can help you transform your creative thinking into actions that make a difference in your neighborhood, your town or city, your state, your country, and your world." Over 180 pages of resources, tools and profiles to assist in developing/enhancing service learning programs. About $17.00.

Learning By Serving: 2,000 Ideas for Service-Learning Projects. Hot Topics: Usable Research. NEFEC/SERVE, Palatka, FL 32177.

Overview and examples of the integration of service into student instruction and learning. Over 100 pages of ideas and resources; $7.00 per copy.

Route to Reform: K-8 Service-Learning Curriculum Ideas. National Youth Leadership Council (NYLC), 11910 West County Road B, St. Paul, MN 55113. 612-631-3672.

Curriculum resources from Generator Schools for integrating service into K-8 curriculum. Over 125 pages of ideas and resources for $15.00.

Elucidation: Profiles to Understand the Role of Student Service in School Improvement. A Project of StarServe. 701 Santa Monica Boulevard, Suite 220, Santa Monica, CA 90401.

Comprehensive review of four schools' efforts to utilize service-learning for school improvement. 64 pages available through StarServe and Points of Light Foundation.

Aquatic: Project Wild. Aquatic Education Activity guide Project Wild, P. O. Box 18060, Boulder, CO 80308-8060. 303-444-2390.

Project Wild instructional materials for easy integration into school subject and skill areas - especially science, social studies, language arts, mathematics and art - so that classroom teachers may use the materials as a means by which to teach concepts and skills. Emphasizes teaching about people, wildlife and the environment. Over 200 pages of projects.

Project Wild: Wild School Sites. A Guide to Preparing for Habitat Improvement Projects on School Grounds. WREEC 4014 Chatham Lane, Houston, TX 77027. 713-622-7411.

A 58 page booklet providing information on strategies for implementing effective programs to improve communities for individuals and wildlife - focusing on school grounds.

Resources:

Effective Learning Effective Teaching Effective Service: Voices From the Field on Improving Education Through Service-Learning. Youth Service America and American Youth Policy Forum. Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005. 202-296-2992. Sixty-five pages, $5.00 per copy.

The Adventure of Adolescence: Middle School Students and Community Service. Catherine A. Rolzinski. Youth Service America, Washington, DC. 140 pages of information and program profiles.

A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs. Harry C. Silcox. Brighton Press Inc, 64 Lempa Road, Holland, PA 18966. This 127 page book explores the service-learning movement and the use of reflective teaching as a crucial component to blending experience with schools curriculum. $12 per copy.

The Reflective Practitioner: How Professionals Think in Action. Donald A. Schon. Basic Books.

At-Risk Students and School Restructuring. Edited by Keith M. Kershner and John A. Connolly. Research for Better Schools, 444 North Third Street, Philadelphia, PA 19123.

Organizations:

Project Service Leadership. Kate McPherson, 12703 NW 20th, Vancouver, WA 98685. 360-576-5070. Provides resources, workshops and training on integrating service-learning into K-12 curriculum and education restructuring.

National Youth Leadership Council (NYLC), 11910 West County Road B, St. Paul, MN 55113. 612-631-3672.

Washington State Campus Compact. Terry Pickeral, MS 9044, Western Washington University, Bellingham, WA 98225. 360-650-7312. A coalition of higher education institutions providing resources, technical assistance and training on service and service-learning.

1994 Bibliography of K-12 Service-Learning Curricula & Leadership Development Resources

Distributed by
Project Service Leadership
12703 NW 20th Ave, Vancouver WA 98685.
#206/576-5070 or 576-5069.

General Resources:

Growing Hope: James Kielsmeier & Rich Willits, eds. Broad view of the philosophy and practices of service-learning. Helpful to teachers, administrators and district coordinators responsible for developing policies and practices. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337. $25.

It's Our World, Too!: Stories of Young People Who Are Making a Difference: Philip Hoose. Joy Street Books, Little Brown and Co., Boston. $12.95.

Kid Stories: Biographies of 20 Young People You'd Like to Know: Jim DeLisle. Free Spirit Publishing, Inc, 400 First Ave. North, Suite 616, Minneapolis, MN, 55401. (612) 338-2068. $9.95.

Kids With Courage: True Stories of Kids Who Are Making a Difference: Barbara A. Lewis. Free Spirit Publishing, Inc, 400 First Ave. North, Suite 616, Minneapolis, MN, 55401. (612) 338-2068. $10.95.

Leadership That Matters: The Association of Washington School Principals and Kate McPherson. A guide for ASB and Service Club Officers and Advisors. Available for $3 from the Association of Washington School Principals, 1021 8th Ave. S.E., Olympia, WA, 98501-1500.

Learning Through Service: Kate McPherson. This guide will help teachers and community advisors to more effectively facilitate discussions and reflective activities. Practical examples. Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685. $5.50 + Postage, payable to the School Improvement Project.

The National Indian Youth Leadership Model: A Manual for Program Leaders: McClellan Hall. Specific guideleines for developing an effective youth leadership service program for Native Youth. A fascinating discussion of the traditional roots of service. National Youth Leadership Council, 1910 W. County Rd. B., St. Paul, MN 55113-1337.

No Kidding Around: This informative handbook outlines a step-by-step process that begins with information gathering and ends with social action and change. It includes a wealth of specific resource information. Activism 2000 Project, Information USA, Inc., PO Box E, Kensington, MD 20895. (301) 942-6303 or 800-955-POWER. $18.95 plus $4.00 shipping and handling.

Principles of Good Practice: A special Wingspread report from the Johnson Foundation, outlining the principles of a quality service-learning program. Provides examples of projects. The Johnson Foundation, Inc., 33 East Four Mile Road, Racine, WI 53401-0547. (414) 681-3344. No charge.

Giraffe Project, Standing Tall, Grades 10-12: Activities which can be used by a classroom or club that teach the steps of powerful social action. It includes the stories of Giraffes, people who stick their neck out to help the community. Each kit comes with 10 copies of *The Giraffe Project, A Guide to Effective Community Service and Social Action*. To purchase the kit, please send $95 to C.H.E.F., attn: order processing, 22323 Pacific Hwy South, Seattle, WA 98198, 1-800-323-2433 or FAX to: 206/824-3072.

High School Curriculum: Maryland Student Service Alliance. A course curriculum which includes units on aging, disabilities, homelessness, and environment. Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201. (301) 333-2427. $20.00.

Making a Difference: A student guide to planning a service project. Includes project definition, time management, phone call techniques etc. $3.00 payable to the Washington Leadership Institute, 310 Campion Tower, Seattle University, Seattle, WA 98122. (206) 296-5630.

National Issues Forums: Several titles: Remedies for Racial Inequality, The Trade Gap, People and Politics, etc. $2.95 for each book. Kendall/Hunt Publishing. For information:1-800-258-5622. Direct Ordering 1-800-338-5578.

Project YES High School Curriculum: A three-semester service-learning curriculum for high school classes, focusing on the classroom, school and community. Each of the three sections focuses on leadership. East Bay Conservation Corps, 1021 Third Street, Oakland, CA 94607. (510) 891-3900.

Technical Assistance for High School Educators: Information, referrals, printed and audio materials available by phone and mail to schools that are in the beginning stages of developing programs, or at critical junctures in integrating service into the curriculum. One free packet of information available to high school educators on selected topics. Contact: Barb Baker, National Society for Experimental Education, 3509 Haworth Drive, Suite 207, Raleigh, North Carolina 27609-7229. (919) 787-3263.

Teen Power!: A down-to-earth guide for developing a teen volunteer program. Volunteer Centre of Metropolitan Toronto, 344 Bloor Street W. #207, Toronto, Ontario M5S 3A7. (416) 961-6888. $9.95 + 3.50 handling and postage.

Middle School:

Adventure of Adolescence: Catherine A. Rolzinski. Explores the experiences of seven middle school youth service programs. Make checks payable to Youth Service America, 1319 F Street NW, Suite 900, Washington D.C. 20004. $14.00

Changing the Odds, Anne Lewis: This narrative looks at five urban districts around the U.S. that accepted a challenge from the Clark initiative. The Clark initiative encouraged districts to develop an overall vision for middle grades reform by requiring follow-up plans at each stage of grant renewal. What resulted was a more informed knowledge base about urban school change that helped shape districts' long-range plans for middle schools. Order your free copy by calling The Edna McConnell Clark Foundation at (212) 551-9100.

International, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566; Phone: 800/446-2700, Fax: 614-522-6580.

Teens, Crime, and the Community: National Institute for Citizen Education. West Publishing Co., Student text (M7B, $13.50). Teacher's Guide (M7C, $18.00) Contact: West Publications at 1-800-328-9378.

VYTAL (Volunteer Youth Training & Leadership): A comprehensive collection of activities which enable students to see the value of service and develop specific service action plans. Manual available from the Greater Pittsburgh Campfire, PA 15212. (412) 684-3770. $25.

Elementary:

Elementary School Curriculum: Service-learning framework for elementary school students. Includes preparation, action, and reflection lesson plans for projects, resources and skill building activites. Maryland Student Service Alliance, 299 W. Baltimore, MD 21201. (410) 333-2427. $20.

Giraffe Project Standing Tall, Grades K-5: Includes activities which can be used by a classroom or club which teach the steps of powerful social action. It includes the stories of Giraffes, people who stick their neck out to help the community. Send $95 to C.H.E.F., attn: order processing, 22323 Pacific Hwy South, Seattle, WA 98198, or FAX to: 206/824-3072.

Skills for Growing. A comprehensive health and life skills curriclum which includes a strong community service component. Quest International, 1-800-837-2801. Resources available only with training.

Whole Learning Through Service: Carol W. Kinsley. Filled with practical unit plans which integrate math, science, language arts, social studies and creative arts around service themes. Themes include environment, generations, community, and homelessness. Community Service Learning Center , 258 Washington Blvd., Springfield, MA 01108. $25, payable to the Springfield Public Schools.

Special Education:

Special Education Curriculum. Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201. (301) 333-2427. $12.50 payable to Maryland Student Service Alliance.

Peer Assistance:

Becoming a Friendly Helper: A Handbook for Student Facilitators . Robert D. Myrick & Robert P. Bowman. Educational Media Corporation, PO Box 21311, Minneapolis, MN 55421.

Youth Helping Youth: A Handbook for Training Peer Facilitators Robert D. Myrick & Tom Erney. Educational Media Corporation, PO Box 21311, Minneapolis, MN 55421.

<u>Connections: Service Learning in the Middle Grades</u>: A collection of case studies and brief descriptions of youth community service. Includes rationale for community service involving young adolescents, suggestions and caveats from practitioners and young people based upon "hands on" experience, recommendations for policy related to youth service, and a resource list. $15. National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 West 43rd St., Suite 612, New York, New York 10036-8099. (212)642-2946.

<u>Girrafe Project Standing Tall, Grades 6-9.</u> A multi-media kit of materials for devleoping reasoning, thinking and decision-making skills; further empathy for other people's needs and feelings; demonstrate an awareness of community--local, national and global; application of learned skills to a real-life situation, and other specific objectives. Send $95 to C.H.E.F., attn: order processing, 22323 Pacific Hwy South, Seattle, WA 98198, or FAX to: 206/824-3072.

<u>The Kids' Guide to Hunger</u>: Tucson Unified School District Middle School Team. A 7th grade unit that integrates science, social studies, and community service. It "models" essential ocmponents of comuity service learning projects: integrated curriculum, hands-on learning, outside resource peole, field trips, and assessment. The overall themes of "The Kids' Guide to Hunger" are sources and distribution of food. The major teaching acitivities are listed under each lesson and reflect a two to nine week unit. 169 pages. To order: Send your name, address, and $20.00 (S&H included) to: Tucson Unified School District, Parner in Ed. Dev., 1010 E. 10th St., Tucson, AZ 85719, or FAX to: 602/882-2479. Make check payable to: **Educational Enrichment Foundation.**

<u>Kid's Guide to Social Action</u>: Barbara A. Lewis. Classroom activities on how to solve social problems and turn creative thinking into positive action. Free Spirit Publishing, 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1724. 1-800-735-7323. $14.95+ 3.25 handling.

<u>Learning By Giving</u>: This K-8 Curriculum Guide includes a rich variety of examples and resource materials. Integrated and course specific models are included. National Youth Leadership Council, 1910 W. County Rd. B., St. Paul, MN 55113-1337. Cost is $45.

<u>Middle School Curriculum</u>: Service-learning framework for middle school students. Includes preparation, action, and reflection lesson plans for projects, resources and skill-building activities. Maryland Student Service Alliance, 200 W. Baltimore Street, Baltimore, MD 21201. (410) 333-2427. $20. (Updated version in progress)

<u>Our Only Earth: A Curriculum for Global Problemsolving</u>: This integrated curriculum explores real-life issues, culminating in a Summit at which students seek solutions to global problems and create action plans. $19.95 each. Zephyr Press 1-800-350-0851.

<u>Skills for Adolescence</u>: A comprehensive health and life skills curriculum which includes a strong community service component. Quest International, 1-800-837-2801. Resources available only with training. Trainings are available in 40 states -- one day group rate (6-8 hours): $1,800. Materials available include (cost is an example for 31-1,000 students): Student Book, _Changes and Challenges_, $4.50 each; Parent Book, The Surprising Years, $6.40 each; Parent Meetings Guide, <u>Supporting Young Adolescents</u>, $15.00 each; Curriculum Set (for trained individuals only), $35.00 or Free (call for more information). For more information on workshop options, call or write: Quest

Reflection:

A How to Guide to REFLECTION, Harry Silcox: This book explores the new service-learning movement, and the use of reflective teaching as a crucial component to blending experience with school curriculums. Brighton Press Inc, 64 Lempa Rd, Holland, PA, 18966. $12.

Reflection: The Key to Service Learning: Outlines the ways reflection may be used to transform a community service project into a quality learning experience. Includes rationale, sample activities and steps for integrating reflection into a service learning program. National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 West 43rd St., Suite 612, New York, New York 10036-8099, (212) 642-2946. $15.

Reflective Teaching: Discusses the importance of a reflection component in service-learning and provides suggestions for implementation, $10. Pennsylvania Institute for Environmental and Community Service-Learning, Pennsylvania State University (Ogontz Campus), Sutherland Building, 4th Floor, 1600 Woodland Road, Abingdon, PA 19001

Other Resources:

An Aristocracy for Everyone: The Politics of Education and the Future of America: The author explores how we can effectively educate students to fulfill their roles in a democratic society. He sets out nine governing principles of Rutgers' model program and outlines fundamental civic issues and questions that should form the core of a citizenship education/community service program. Ballantine Books.

Caring is the Key: Building a School-Based Intergenerational Service Program: Joseph Melcher. Includes rationale, case studies, implementation steps, training suggestions, maintenance and management guidelines and evaluaiotn techniques. PennSERVE: The Governor's Office of Citizen Service, 1304 Labor and Industry Building, Harrisburg, PA 17120. (717) 787-1971. No charge.

Combining Service and Learning: An Annotated Bibliography: This bibliography is intended to guide newcomers toward and remind service-learning vetrans of key literature in the field. The annotations are divided into six chapters: 1) What Is Service-Learning?; 2) Learning from Service: Major Perspectives; 3) Volunteerism and National Service; 4) Research; 5) Implications for Practice, & 6) Resources/Organizations. National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229. (919) 787-3263. Volume 3 is $17.25 (including S & H).

Developing Caring Children: Kate McPherson. Provides ideas for parents on ways they can model service, develop family service projects and encourage and support community and school-based service learning programs. Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685. $5.50 + 2.50 postage and handling, payable to the School Improvement Project.

Facts and Faith: National survey of school, college, full and part-time youth service programs. $5.00. National Youth Leadership Council, 1910 W. County Rd. B, St. Paul, MN 55113-1337.

Reaching Out: School-Based Programs for Community Service: Ideas, tips, philosophy, and examples of effective service-learning programs. Discusses how to start a program and provides reproducible worksheets and training aids. National Crime Prevention Council, 1700 K Street NW, Second Floor, Washington, DC 20006-3817. (202)446-6272. $14.95.

SerVermont and the U.S.A.: Cynthia Parsons. Packed with innovative service learning ideas and creative ways to overcome traditional barriers. National Youth Leadership Council, 1910 W. County Rd. B., St. Paul, MN 55113-1337. $ 6.00.

Youth Service: A Guidebook for Developing and Operating Effective Programs: Dan Conrad and Diane Hedin. Information on how to engage more youth in volunteer activities and how to strengthen programs that already exist. Outlines types of service and the benefits of each, ranging from independent volunteering to school-integrated service. Independent Sector, 1828 L Street, NW, Washington, DC 20036, (202) 223-8100. $12.50.

High School:

150 Way Teens Can Make A Difference: Mariam Salzman and Teresa Reisgies. Steps for taking action and a comprehensive list of organizations and action plans. Peterson's Guides, 1-800-338-3282. $7.95.

Active Citizenship Today (ACT): Integrates community service and the study of public policy into the middle and high school social studies curricula. In the community, ACT students and teachers work collaboratively with community groups and agencies in developing and implementing their service projects. Curriculum materials in progress. Contact: Close-Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314. Frank Dirks, Project Co-Director, 1-800-336-5479, ext. 350.

Changing Our World: Here's a practical, step-by-step guide for young people who want to work for positive change. Zephyr Press, PO Box 113488-F, Tuscon, AZ 85732-3448. (602) 322-5090. $31.95.

Coordinator's Handbook: A practical guide for developing a service team. Although it is designed for community service coordinators who are working with The Thomas Jefferson Forum, it can be helpful to anyone interested in developing a community service program. The Thomas Jefferson Forum, Inc., 131 State Street, Suite 628, Boston, MA 02109. (617) 523-6699. $13.00 includes postage and handling.

Effective Participation in Government: A Problem-Solving Manual: This course of study emphasizes informal participation in government and community affairs. Effective Participation in Government Program, Box 632, Fayetteville, NY 13066.

Enriching Learning Through Service: Kate McPherson. Provides a summary of the research which supports service and provides specific examples of how teachers have enriched their classroom learning through service. Kate McPherson, Project Service Leadership, 12703 N.W. 20th Ave., Vancouver, WA 98685. (206) 576-5070. $12.50 + 2.50 handling.

<u>Valued Youth Partnership: Programs in Caring:</u> Presents successes and essential components. Coca-Cola Valued Youth Program, Intercultural Development Reasearch Association (IDRA), 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190. (512) 684-8180.

Videos:

"The Courage to Care,The Strength to Serve": Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201. (301) 333-2427. $12.50 payable to Maryland Student Service Alliance.

"Citizen Stories: Democracy and Responsibility in American Life": This video focuses on five individuals of varying ages and backgrounds who opted for action over apathy. The accompanying guide includes activities to lead students to ponder the meaning and varied aspects of social responsibility. CloseUp Foundation, 44 Canal Center Plaza, Alexandria,VA 22314. (800) 765-3131. $60 plus $6 for shipping and handling.

"Hearts & Minds Engaged: Teaching Law Related Education Through Service-Learning": Accompaning "Community Service Learning guide to Law-Related Education" available from West Educational Publishing Co. Video is available through Institue for Citizen Education in the Law, U.P.S. School of Law: 206/591-2215.

Databases:

K-12 Clearinghouse: This center collects data on Program Information, Calendar of Events, Library Materials/Multi-Media Resources, Organizations, and Speakers/ Consultants. National Service-Learning Clearinghouse, R290 VoTech, 1954 Buford Ave., St. Paul, MN 55108. Internet e-mail address: serve@maroon.tc.umn.edu , or call 1-800-808-SERVE.

Service-learning program descriptions: An abstract of background data on each program, including name, address, contact person, grade, age and ethnic make-up of participants. Also an in-depth program description with administrative considerations such as budget, leader/youth ratios, service activities, goals, training and reflection. Contact: Felicia George, Clearinghouse Coordinator, National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education, Graduate School and University Center of the City University of New York, 25 West 43rd St., Suite 612, New York, New York 10036-8099. (212) 642-2306.

Service-Learning

Reflection

Campus 🤝 Compact

REFLECTION
Learning Through Service

"It's not what happens to you that makes the difference; it's what you do with what happens that makes the difference."

While experience can be the best teacher, we also can have rich experiences and learn nothing. Adults can help their "students" and themselves learn more form service projects by discussing and reflecting on these experiences. This reflection not only will help students learn from a single event, but it also will help develop their capacity to think about complex issues and will enhance their capacities to become lifelong learners.

A national study of three youth participation programs revealed that the key factor in stimulating complex thinking and improving the problem-solving abilities of students was the existence, regularity, and quality of a reflection component.

Benefits of Reflection

- Fostering Lifelong Learning Skills.
- Developing Effective Problem-Solving Skills.
- Increasing a Sense of Personal Power.
- Celebration and Renewal.
- Developing Self-Esteem.
- Fostering Higher-Level Thinking.
- Reinforcing Academic Skills.
- Personal Development.
- Improved Service.
- Improved Program.

Ways to Reflect and Discuss the Project

- On-site.
- Weekly meetings.
- A Learning Log.
- A Final Product or Presentation.

PRINCIPLES OF GOOD PRACTICE
FOR ASSESSING STUDENT LEARNING

These principles, developed by the American Association for Higher Education Assessment Forum, are intended to "to synthesize important work already done and to invite further statements about responsible and effective conduct of assessment." The emphasis is on the connection between assessment and improvement in learning and recognition of the complexity and totality of the learning process.

- **The assessment of student learning begins with educational values.**
  Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve.

- **Assessment is most effective when it relates an understanding of learning as multidimensional, integrated and revealed in performance over time.**
  Learning is a complex process. It entails not only what students know but what they can do with what they know.

- **Assessment works best when the programs it seeks to improve have clear, explicitly stated purpose.**
  Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations.

- **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.**
  Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experiences along the way - about the curricula, teaching and kind of student effort that lead to the particular outcomes.

- **Assessment works best when it is ongoing, not episodic.**
  Assessment is a process whose power is cumulative (linked over time).

- **Assessment fosters wider improvement when representatives from across the educational community are involved.**
  Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility.

- **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.**
  Assessment recognizes the value of information in the process of improvement, but must be connected to issues people really care about.

- **Assessment is most likely to lead to improvement when it is part of larger set of conditions that promote change.**
  Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning are valued.

- **Through assessment, educators meet responsibilities to students and to the public.**
  There is a compelling public stake in education.

American Association for Higher Education Assessment Forum, "Principles of Good Practice for Assessing Student Learning" (Washington, D. C.: AAHE, 1992).

Speaking:

- one-on-one conferences with teacher/leader
- whole class discussion
- small group discussion
- oral reports to group
- discussions with community members or experts on an issue
- public speaking on project - for parents, teachers, school board, etc.
- teach material to younger students
- testimony before policy making bodies

Writing:

- essay, expert paper, research paper, final paper
- journal or log - kept daily, weekly or after each service experience
- case study, history
- special project report
- narrative for a video, film or slide show
- guide for future volunteers/ participants
- self-evaluation or evaluation of program
- newspaper, magazine and other published articles

Generating Reflection

How do we help students to develop new understnding, skills, and knowledge from their service experience?

Activities:

- gather information needed to serve or understand a project
- surveys or field based research
- simulation or role playing
- conference or workshop presentations
- plan a training session for other students, program leaders
- recognition and celebration programs
- plan new future projects
- recruite peers to serve
- allocate program budget

Multimedia:

- photo, slide or video essay
- painting, drawings, collages, etc.
- dance, music or theater presentations

Service-Learning

Assessment

Contents:

- Principles of Good Practice for Assessment
- Sample evaluative tools

WASHINGTON STATE CAMPUS COMPACT

PRINCIPLES OF GOOD PRACTICE
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