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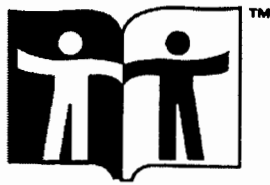
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A Peer Network for
Technical Assistance

National Service-Learning
Exchange

**Service-Learning
Reference for
Senior Corps Directors**

June 2002
Salt Lake City, Utah

Compiled by the National Dropout Prevention Center as the
Southern Regional Center of the National Service-Learning Exchange
Sponsored by the National Youth Leadership Council
Supported by the Corporation for National and Community Service

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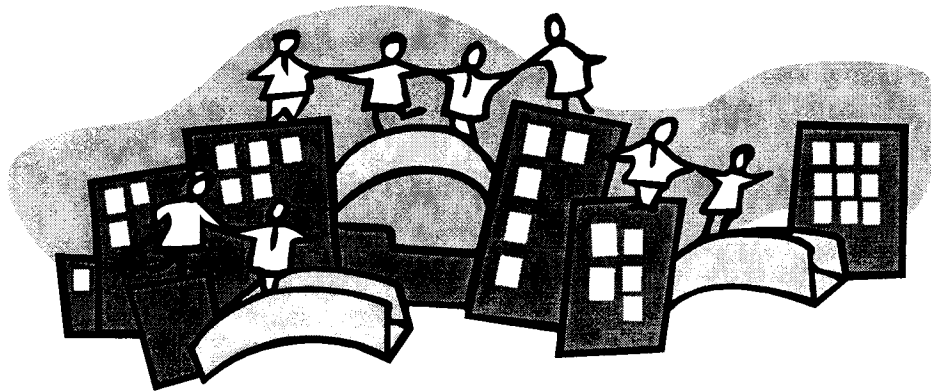
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WHAT IS SERVICE-LEARNING?

Service-learning is defined as a method:

- a) under which participants learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs that are coordinated in collaboration with the community;
- b) that is integrated with specific learning objectives and provides structured time for participants to think, talk, or write about what they did and saw during the actual service activity;
- c) that provides participants with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- d) that enhances what is done in a program by extending participant learning beyond the organization and into the community, and helps foster a sense of caring for others.

In other words, service-learning is made up of activities that connect serving your community with the learning you already do in your program or organization. Service-learning provides a real-life application of knowledge and skills to real-life community needs.



WHY SERVICE-LEARNING?

These "Statements About Learning" apply to everyone, adults as well as youth.

- Think about how these statements apply to your own experiences.
- Think about how these statements apply to lifelong learning!
- Keep these in mind as you go through this training and become skilled at implementing service-learning.



Summary Statements About Learning

1. People learn what is personally meaningful to them.
2. People learn when they accept challenging but achievable goals.
3. Learning is developmental.
4. Individuals learn differently.
5. People construct new knowledge by building on their current knowledge.
6. Much learning occurs through social interaction.
7. People need feedback to learn.
8. Successful learning involves the use of strategies—which themselves are learned.
9. A positive emotional climate strengthens learning.
10. Learning is influenced by the total environment.

Brandt, Ronald S., (1998) *Powerful Learning*, ASCD, Alexandria, VA

IMPORTANT ELEMENTS OF SERVICE-LEARNING

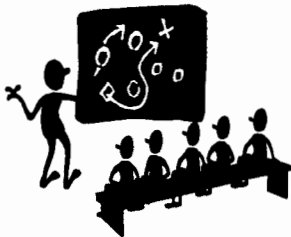


PARTICIPANT VOICE

Participants should play an active role in the selection, design, implementation, and evaluation of the service-learning project.

GENUINE NEED—MEANINGFUL SERVICE

It is important that the service-learning project meet a need that is genuine, significant, and recognized as important by both the participants and community at large.



CONNECTION TO LEARNING

Effective service-learning establishes clear learning goals that require the application of concepts, content, and skills and involves participants in the construction of their own knowledge.

PARTNERSHIPS

Promoting communication and interaction with the community encourages partnerships and collaboration. Partnerships can include businesses, community organizations, historical societies, colleges/universities, public or private schools, social service agencies, and National Service Programs.



BASIC ELEMENTS OF SERVICE-LEARNING—PARC

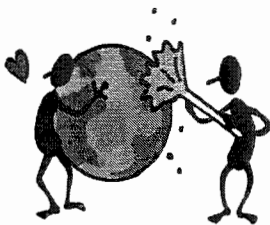
PREPARATION is everything done to help the participants develop necessary skills and knowledge for the project. It should be performed prior to and throughout the service experience. Spending time preparing helps move the project from community service to service-learning. To prepare you can do the following:

- ✓ Read
- ✓ Do research
- ✓ Survey the community
- ✓ Conduct needs assessment



- ✓ Interview community members
- ✓ Choose a project
- ✓ Plan the project
- ✓ Receive specific training

ACTION is the meaningful service performed by participants for their community. It can include teaching others, creating a product or performance, providing a service, or advocating for change. Some examples of these are the following:



- Teaching others about recycling
- Teaching others about health-related issues
- Planting a community garden
- Organizing a food or clothing drive for a shelter
- A neighborhood clean-up day
- Painting murals throughout the community
- Providing a health fair for the community
- Writing letters to city officials to support a cause

REFLECTION is processing or reconstructing the service experience and **making the connection to learning**. It occurs throughout the service-learning process and can take many different forms. Participants can reflect by writing, doing, telling, and reading. Spending time reflecting helps move the project from community service to service-learning. Reflection activities may include, but are not limited to, any of the following:

- ✓ Participating in discussions
- ✓ Reading newspaper articles
- ✓ Making an oral presentation to a group
- ✓ Putting together a scrapbook



- ✓ Creating a video
- ✓ Making a brochure
- ✓ Writing in a journal

CELEBRATION is the way to acknowledge that participants and communities have completed the project and have done a great job. It is important that we celebrate to recognize completion and to help ensure that service-learning is a positive experience that participants will want to do again. It should include everyone involved in the service, as well as public officials, site personnel, family members, and the media. Celebration can be any of the following:

- ✓ A luncheon
- ✓ A ribbon cutting ceremony
- ✓ A play
- ✓ An awards banquet
- ✓ A day trip
- ✓ A picnic



FRAMEWORK OF EFFECTIVE SERVICE-LEARNING ACTIVITIES

Preparation	Action	Reflection	Celebration
Preparation consists of the learning activities, orientation, training, and analysis done prior to and as needed throughout service.	Action is the meaningful service being done by participants for their community or others.	Reflection is processing, integrating, and contextualizing the service experience through the use of creative and critical thinking skills.	Celebration is the recognition that participants and communities deserve for a job well done.
<i>Examples of Tasks</i>	<i>Questions to Ask</i>	<i>What Makes Up Good Reflection</i>	<i>Some Recognition Ideas</i>
Analyzing of community's assets and needs, and then selection and planning of a project. Note: it is important to be considerate of the community's needs and not just the needs of the organization.	Are programs designed around real community needs? Does the project have integrity?	The activities should have the four "C"s. They should be Continuous, Connected, Challenging and Contextualized—always integrating the service and related learning with the rest of one's life.	Host community events—done publicly with officials, participants, and perhaps the service recipients.
Gathering information about the service site—agency/school, and its purpose or function, and the individuals being served—and any social or contextual issues related to the service.	Is the service work engaging, challenging, and meaningful for the participants?	The activities utilize Reading, Writing, Telling, and Doing strategies.	Honor participants for their responsible actions by organizing a project which includes a trip.
Specific skills training and the establishing of basic competencies.	Are the participants significantly involved in defining and designing the service experience?	The activities should offer adequate time to review, ponder, contemplate, evaluate and analyze the feelings and the processes involved.	Give participants T-shirts, certificates, pins, luncheons, etc.
Problem solving around difficult situations which may arise.	Is there adequate supervision? Do the school or agency contact people work effectively with the participants?	The activities should help participants make sense out of their experiences and clarify values as new issues are confronted.	Honor participants through the media—an appearance on the local news, or in the newspaper, or a feature done for radio.
Group building among participants.	Is the project developmentally appropriate?	The activities should help to build community among participants.	Have special recognition ceremonies.
Constructing ongoing reflection activities, evaluation exercises, and assessment tools.	Has the project built reflection and evaluation into the model?	The activities should have assessment through self-evaluation and peer assessment.	Complete final evaluations—both objective and subjective—as a part of the end to a successful project.

ASSESSING COMMUNITY NEEDS

If you are attempting to find service opportunities that will be interesting and challenging to volunteers, here are a few ways to find community needs or problems to address through service.

Assets/Needs List—Have participants create a list of all of the ASSETS: positive things in the community as well as all of the NEEDS: things that need to be improved, need to change, need to be made better.

Walkabout—Take a walk around the community recording observations of what is seen, heard, etc., and noting areas of concern or ideas for service projects.

Media Search—Scan newspapers, listen to radio or TV reports for information about the community.

Visit—Visit important sites in the community: soup kitchens, thrift stores, nursing homes, schools, and any agencies where people can get help.

Survey—Create, conduct, and share the results of a variety of surveys that will help participants gain a better understanding of the community.

Interview—Interview various members of the community to determine their ideas for service projects as well as the role they could play in a project.

OR

Find examples of Needs Assessments and more information on conducting them online at

- The National Service Learning Exchange 1-877-572-3924
<http://www.nslexchange.org>
- The National Service Learning Clearinghouse 1-866-245-7378
<http://www.servicelearning.org>
- The National Service Resource Center 1-800-860-2684
<http://www.etr.org/nsrc/library.html>

REFLECTION

"Reflection consists of the use of creative and critical thinking skills in order to prepare for, think about, and learn from the service-learning experience."

WHAT IS IT?—structured, objective, critical thinking, sharing, & learning

WHEN?—throughout - before, during, after

WHERE?—anywhere - classroom, site, bus

WHO?—students, teachers, agencies, recipients

WHY?—connect and crystallize real-world service and learning experience

HOW?—individually, group, using a variety of activities

SOME GUIDING PRINCIPLES

- most effective when done throughout
- actively involve recipients and students
- utilize a wide array of reflection strategies
- post-service reflection ASAP after event
- reexamine insights a week, month, semester, year later

BASIC REFLECTION TECHNIQUES

KWLD

- **WHAT DO WE KNOW?**
- **WHAT DO WE WANT TO KNOW?**
- **WHAT HAVE WE LEARNED?**
- **WHAT CAN WE DO NOW?**

WHAT ?

SO WHAT ?

NOW WHAT ?

KEY DEFINITIONS: COMMONLY USED TERMS IN THE SERVICE FIELD

VOLUNTEERISM

Volunteerism refers to people who, of their own free will and without pay, perform some service or good work (such as with charitable institutions or community agencies). Many of you may have volunteered while growing up through scouting, 4-H, church youth groups, or other organizations.

COMMUNITY SERVICE

Community service is a form of volunteerism. It is done within a defined community, which could be a classroom, school, town, city, etc. It has no intentional tie to learning; the emphasis is strictly on the service.

COMMUNITY-BASED LEARNING

Community-based learning is a term for any learning experience that occurs in the community. Common forms of community-based learning are internships and apprenticeships, which, although they have no formal service purpose, offer important experiences for students to master skills within a real-life setting. Community-based learning may or may not include service.

SERVICE-LEARNING

In order for service-learning to indeed be that, it is key to understand the distinction between it and other forms of service. Service-learning is a method that emphasizes both the service and the learning goals in such a way that both occur and are enriched by each other. The key elements of service-learning include: participant ownership, a genuine community need, school/community partnerships, clear connections to learning objectives, reflection, and the service activity. The key components of the service activity are: preparation, action, reflection, and celebration. The service should drive the learning. It is not an add-on. Service-learning projects emphasize service and learning outcomes and are designed to incorporate both of them. Most prominently, programs that emphasize learning always include a strong reflective element where participants utilize higher order thinking skills to make sense of and extend the formal learning from the service experience.

Copyright 1992, James and Pamela Toole, National Youth Leadership Council.

EVALUATING THE PROJECT

Organization: _____
 Evaluated By: Participant: _____
 Other: _____

Project Name: _____
 Project Director: _____
 Date: _____

	NOT AT ALL 1	2	3	TO A HIGH DEGREE 4
PARTICIPANT INVOLVEMENT				
Participants were involved in the selection of the project.				
Participants were involved in designing the project.				
Participants were involved in implementing and carrying out the project.				
Participants were given opportunities to reflect on their learning and the project.				
RELEVANCE OF PROJECT				
The project met a "real" community need.				
The project offered opportunities for participants to create partnerships with others in the community.				
Elements were built into the project to sustain the improvements that have been made.				
COMMUNITY INVOLVEMENT				
Partners from the community were involved in one or more stages of the project.				
Community members had opportunities to assess the impact of the project.				
Community members who are involved in the celebration of the project.				

THE GOLDFISH STORY

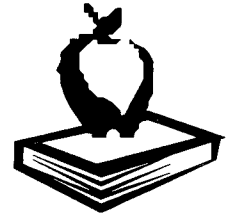
There once was a woman who kept two goldfish in a small glass bowl. One day when she was getting ready to clean the bowl, she decided to give her fish an extra treat. Instead of putting them into a small dish while she cleaned their bowl, she drew the bathtub full of water and placed them in it, thinking they would enjoy the extra freedom for a while. But when she came back an hour later, the fish were swimming round and round in a small circle exactly the same size as the glass bowl in which they normally lived.



SENIOR CORPS AND SERVICE-LEARNING

- Service experience becomes a learning experience
- Senior Corps members provided the opportunity to be engaged in learning—without going back to the classroom
- Empowers Senior Corps members
- Encourages Senior Corps members to use their talents, knowledge, wisdom, and experience to solve community problems
- Encourages Senior Corps members to explore their interests and implement new ideas

WHAT CAN SENIOR CORPS MEMBERS GAIN FROM A SERVICE-LEARNING EXPERIENCE?



Instrumental Learning: New skills for those who may ever need or want to return to the work world.



Social/Expressive Learning: Teaching and learning mutual respect, trust, compassion, openness, and communication between the Senior Corps member and the community being served (for example—other generations, races, and socioeconomic backgrounds).



Critical Reflection: Inward reflection of one's politics and values.



Based on:

Illsley, P.J. *Enhancing the Volunteer Experience*. San Francisco: Josey-Bass, 1990.

HOW TO MAKE AN INTERGENERATIONAL SERVICE-LEARNING EXPERIENCE A LEARNING EXPERIENCE FOR BOTH GENERATIONS !

"Experience is not what happens to a man;
it's what a man does with what happens to him."
—Aldous Huxley

Will the seniors and youth with whom you are working learn something or nothing from their service experience?

In order to provide a quality intergenerational service-learning experience for youth and seniors, consider the following:

- ◆ Implement all steps of service-learning.
- ◆ Develop learning objectives for both generations.
- ◆ Consider the ideas and interests of the seniors and youth participants.
- ◆ Plan activities that encourage seniors and youth to serve TOGETHER (rather than one generation serving the other).
- ◆ Plan, train, provide oversight, and follow through.
- ◆ Provide sensitivity training to dispel myths and stereotypes.
- ◆ View both generations as resources.
- ◆ Encourage communication.
- ◆ Highlight understanding of life as an ongoing process.
- ◆ Strengthen support networks/promote community collaboration, pooling resources and problem solving.

Benefits and Challenges of Developing Intergenerational Service-Learning Programs for Senior Corps

BENEFITS

- ◆ access to a new pool of funding sources and a maximizing of resources
- ◆ developing additional community support and visibility
- ◆ provision of a new perspective for you and the Senior Corps members
- ◆ educating a new generation of community advocates
- ◆ expansion of service opportunities
- ◆ expansion benefits of Senior Corps to members
- ◆ expansion of program impact
- ◆ intergenerational relationship building
- ◆ development of new learning opportunities and skill-building for Senior Corps members
- ◆ provision of an inside knowledge of other national service programs

CHALLENGES (All of which can be addressed!)

- ◆ addressing potential additional liability issues
- ◆ working with schools or community-based organizations who may not support or understand service-learning
- ◆ working with co-workers who may not support or understand service-learning
- ◆ scheduling issues (Senior Corps members and youth)
- ◆ transportation issues (Senior Corps members and youth)
- ◆ stereotypes and a lack of understanding between the generations
- ◆ recruitment issues (hesitant youth and Senior Corps members)

Developed by: Rebecca Green Flood, Intergenerosity:
Intergenerational Service-Learning Consulting, April 2002.

INTERGENERATIONAL SERVICE-LEARNING BEST PRACTICES

Program meets a documented, defined community need

Structured partner and community involvement in the project

Goals are agreed upon and objectives clearly defined

- ◆ Program goals and objectives
- ◆ Learning objectives for Senior Corps members and youth

Active collaboration between organizations involved in the program's development

Roles and responsibilities of the participating organizations, Senior Corps members, and youth are clearly defined

Senior Corps staff that are committed to the success of the program

Well-trained Senior Corps staff, members, and youth

Training should include:

- ◆ Orientation to the program, including how the program will operate, partner and participant roles and responsibilities, facility tour, expectations, goals and objectives
- ◆ The basics of, and concepts behind, service-learning
- ◆ Preparation for the project(s)
- ◆ Sensitivity training: Working with other generations

Senior Corps staff and partner staff are sensitive to the needs and expectation of the members and youth participants

- ◆ Is the program rewarding for both groups?
- ◆ Have all questions and concerns of members and youth been addressed?

Adequate time is allotted for effective program implementation

Program is of manageable size

Consistent and meaningful integration of the four steps of service-learning
Program is known within the community

Evaluation procedures are ongoing

- ◆ Programmatic Impact Evaluation
- ◆ Evaluation of participant perspectives (pre- and post-attitudinal surveys)

Developed by: Rebecca Green Flood, Intergenerosity: Intergenerational Service-Learning Consulting, April 2002.

Reflection Activity

Journaling for Senior Corps

Suggested Questions

- ◆ What do you do on a typical day of service?
- ◆ If you have served in other projects, how does this project compare?
- ◆ Do you feel you understand service-learning concepts?
- ◆ Do you feel you understand the program goals? Have you set additional goals for yourself?
- ◆ What do you like or dislike about this project and/or your service experience?
- ◆ Do you have any reservations about the project in which you are serving?
- ◆ What was the best thing that happened to you this week? Was this something someone did or said, something you accomplished, a feeling, an insight?
- ◆ If you are working with another generation, do you enjoy it?
- ◆ Are you working with someone with whom you share a bond?
- ◆ Do you feel you are making a contribution in your community?
- ◆ Do you feel you are acquiring additional skills and/or are learning new things?
- ◆ Do you feel you have learned new things about the people with whom you are serving/the people whom you are serving?
- ◆ Is your service meaningful to you?
- ◆ Do you share with others what you are doing as a Senior Corps member?
- ◆ Are you upset by anything that happened this week?
- ◆ Are you excited about anything that happened this week?
- ◆ Are you looking forward to the next time you are working on this project?
- ◆ Are you proud of your accomplishments?
- ◆ What would you change about this project or your experience?
- ◆ What advice would you give a new Senior Corps member who is interested in a similar service experience?

Developed by: Rebecca Green Flood, Intergenerosity: Intergenerational Service-Learning Consulting, April 2002.

INTERGENERATIONAL PROGRAM DEVELOPMENT RESOURCES ON THE INTERNET

The National Service-Learning Exchange supports high quality service-learning programs in school, colleges and universities, and community organizations. The Exchange has developed a network of over 500 volunteer Peer Mentors who have experience in service-learning in different settings and who have volunteered to assist others. To talk to someone who has experience with Intergenerational Service-Learning contact the Exchange. www.nslexchange.org

The National Service-Learning Clearinghouse(NSLC) is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education, school-based as well as community-based initiatives. It contains searchable databases of service-learning events, literature, and programs from across the country. Intergenerational resources are available through www.servicelearning.org

The National Dropout Prevention Center is located in the College of Health, Education, and Human Development at Clemson University. They have a variety of resources to promote intergenerational programs as a strategy for dropout prevention. www.dropoutprevention.org

Generations Together is an international center for intergenerational studies at the University of Pittsburgh. This center offers an introduction to the field of intergenerational study as well as services and resources to professionals interested in the interaction between children, youth, and older adults. It supports university/community collaboration and public policy initiatives that result in effective intergenerational partnerships. <http://www.pitt.edu/~gti>

Temple University Center for Intergenerational Learning. This center at Temple University provides a good general introduction to the field of intergenerational study. The CIL offers over a dozen intergenerational programs that are well-developed and have proved to be successful. <http://www.temple.edu/departments/CIL>

The Illinois Intergenerational Initiative is a coalition of individuals and organizations committed to enhancing education and awareness of public problems through intergenerational efforts. They offer intergenerational newsletters, information about model programs, and real-life stories about people getting started in intergenerational projects. <http://www.siu.edu/offices/iii>

Intergenerational Program Development
Resources On the Internet (*Continued*)

Rainbow Bridge enhances the quality of life for nursing home elders and brings generations together in mutually rewarding relationships by providing life-enriching volunteer opportunities for youth, families, individuals, and community organizations. <http://www.rainbowb.org>

Generation Connection Society (GCS) is a volunteer nonprofit society whose purpose is to develop educational programs and resources that foster positive intergenerational communication, help increase self-esteem, and promote greater personal and social responsibility. They offer documentary videos and many other resources. <http://www.genconn.ca>

Administration on Aging. This government agency provides information on the Older Americans Act and a directory of State Departments on Aging. It provides information designed for older Americans and their families as well as those concerned about providing the opportunities and services to enrich the lives of older persons and support their independence. <http://www.aoa.gov>

Intergeneration Day. Intergeneration Day's mission is to connect generations through communication, celebration, and education. They have established a national campaign to increase the awareness of all things intergenerational by celebrating a national Intergeneration Day on the first Sunday in every October. <http://www.intergenerationday.org>

Seniornet. Seniornet is a meeting place and information center for seniors online. Includes features on interests such as gardening and wellness. <http://www.seniornet.org>

Senior.com. Senior.com is another good forum for senior interests, including a chat area. <http://www.senior.com>

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Resources

National Service-Learning Exchange
National Youth Leadership Council
1667 Snelling Avenue North
Suite D300
St. Paul, MN 55108
(651) 631-3672
www.nslexchange.org
www.nylc.org

Center for Service-Learning
Opportunities in Education
20 W. Gutierrez St., #1203
Santa Fe, NM 87506-0968

Corporation for National and
Community Service
1201 New York Ave NW
Washington, DC 20525
(202) 606-5000
HYPERLINK <http://www.cns.gov>
<http://www.cns.gov>

Generations Together
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150

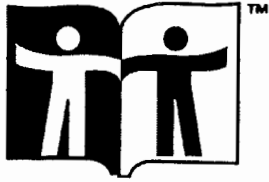
Independent Sector
1828 L Street NW
Washington, DC 20036
(202) 223-8100

Institute for Global Education and
Service-Learning
C/o Philadelphia University
Henry Ave. and School House Lane
Philadelphia, PA 19144
(215) 951-2269

Intergenerational Office
South Carolina Department of Education
906 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8152

Service Learning 2000 Center
663 13th Street
Oakland, CA 94612

The Points of Light Foundation
1737 H Street, NW
Washington, DC 20006
(202) 223-9186



A Peer Network for
Technical Assistance

National Service-Learning **Exchange**

June 2002

Greetings!

The National Service-Learning Exchange is pleased to provide these service-learning resources for Senior Corps Directors at the 2002 National Senior Corps Conference. These materials were compiled by Exchange staff at the National Dropout Prevention Center and paid for through a cooperative agreement with the Corporation for National and Community Service.

This manual is intended to be a first reference resource for you, but there are many other resources to support you in implementing service-learning in your program or community. One such resource is the National Service-Learning Exchange. The Exchange operates a network of over 500 volunteer Peer Mentors who are experienced service-learning practitioners in a wide variety of areas and can consult with you one-on-one via phone or email. They are available to answer a question; mentor; present at a conference or meeting; give feedback on your plan; and to share ideas about what has worked well in their own communities.

Please call the Exchange toll free at 1-877-572-3924 or email us at exchange@nylc.org. The staff will listen to your needs and, if necessary, match you with a Peer Mentor who can work with you.

Enjoy the conference and best wishes in your service-learning efforts!

Sincerely,

Carole H. Klopp
Exchange Director

CHK:ms