1997

Service Learning Handbook

Prestonsburg Community College

Follow this and additional works at: http://digitalcommons.unomaha.edu/slceguides

Part of the Service Learning Commons

Recommended Citation
http://digitalcommons.unomaha.edu/slceguides/20

This Report is brought to you for free and open access by the Service Learning and Community Engagement Projects at DigitalCommons@UNO. It has been accepted for inclusion in Guides by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.
SERVICE LEARNING HANDBOOK

Made possible in part by Learn and Serve America Grants administered by the American Association of Community Colleges and Keys to KERA in the state of Kentucky, coordinated by Prestonsburg Community College and Big Sandy Area Development District.
ACKNOWLEDGEMENTS

We would like to thank the following for their encouragement and assistance:
The Corporation for National Service
Learn and Serve America: Higher Education
Campus Compact
Commonwealth of Kentucky
Kentucky Council on Higher Education
Kentucky Community Service Commission
University of Kentucky Community College System
Big Sandy Area Development District
Prestonsburg Community College (Kentucky)
Brevard Community College (Florida)
Mesa Community College (Arizona)
Berea College (Kentucky)

Special thanks are extended to the service learning team for their support and camaraderie:

Fellow AACC Service Learning Colleges
Alpena Community College (Michigan)
Flathead Valley Community College (Montana)
Hocking Technical College (Ohio)
Johnson County Community College (Kansas)
Kapi`olani Community College (Hawai`i)
Monroe Community College (New York)
Truman College (Illinois)

Mentoring Institutions
Chandler-Gilbert Community College (Arizona)
Community College of Aurora (Colorado)
Hagerstown Junior College (Maryland)
Miami-Dade Community College (Florida)
Piedmont Virginia Community College (Virginia)
CONNECTIONS: Empowering Community in Appalachia

Prestonsburg Community College (PCC) and Big Sandy Area Development District (BSADD) have joined forces to offer service learning and volunteer opportunities in order to address unmet community needs of the Big Sandy region. Our program, "CONNECTIONS: Empowering Communities in Appalachia," facilitates community service opportunities in Senior Citizen Centers, Family Resource Centers, Youth Service Centers, Elementary and Secondary Schools, and many other community organizations. PCC and BSADD embrace service learning and volunteerism as powerful and meaningful approaches to education and community development. Both institutions are dedicated to linking student learners and volunteers throughout the five county service area.

PHILOSOPHY

• Prestonsburg Community College, as a member institution within higher education, has a moral obligation to play a leadership role in identifying, examining, and addressing the contemporary issues and needs of the communities we serve and to make this an essential component of the undergraduate curriculum;

• Students, during their undergraduate experience, need to be sensitized to issues of social justice and community empowerment, to be exposed to social dynamics from which critical thinking and problem-solving skills are developed, and to be encouraged to nurture within themselves a sense of responsible citizenship and social consciousness as they discover their unique potentials;

• Faculty and students, empowered by a service learning philosophy that frames knowledge within experience and reflection, should work together to construct a teaching/learning environment that engages the human condition in its lived experience;

• Service learning is a creative approach to solving community problems that is both proactive in meeting needs that would otherwise be unmet and facilitative in allowing students to learn by connecting the developmental concepts of self with community and merging private lives with the public good.
WHAT IS SERVICE LEARNING?

Service Learning refers to the integration of student-based community service and faculty-directed critical reflection activities in the classroom. Service learning is a national movement affecting the way we think about education and the learning process and how we respond to the growing needs of our communities in an era of shrinking state and federal budgets. As part of this movement, the service learning team at PCC in collaboration with BSADD is developing a statewide and national network of service learning contacts and resources that will form the foundation for a long term service learning commitment to the communities of the Big Sandy region.

As an educational approach, service learning utilizes critical reflection within the context of a student's coursework. Critical reflection involves processes of oral and written discussion and sharing of academic knowledge and service experiences. It affords students the opportunity to analyze and thoughtfully evaluate their experiences in order to enhance their ongoing service activities and the educational process. In order for students to gain knowledge that is meaningful and useful, students must be offered the opportunity for periodic reflection. Journals, conferences with individuals and small groups, full class discussions, meetings with agency directors, evaluation forms, essays, speeches, etc., are all examples of critical reflection activities.

As an approach to addressing community problems, service learning connects students with non-profit community-based organizations (CBO) in order to meet needs that would otherwise be unmet. Service learning is fundamentally opposed to the displacement of workers. Students, as both service providers and learners, negotiate directly with a designated supervisor at the CBO as to the types of activities to be experienced, keeping in mind both the needs of the organization and the learning objectives entailed by the coursework. The primary goal is to assist in community empowerment and development.
BENEFITS

Student benefits of service learning are:
- enriched learning;
- team-building;
- documented experience;
- communication skills development;
- transferable credit;
- improved self-esteem and sense of personal worth;
- enhanced critical thinking skills;
- ability to take responsibility and acknowledge consequences of actions;
- realistic ideas about the world of work;
- job contacts;
- feelings of "making a difference";
- broadened horizons;
- improved health and vitality; and
- application of classroom knowledge and skills to resolve real problems.

Community benefits of service learning are:
- augmented service delivery;
- increased human resources for problem solving;
- better career choices for students;
- increased access to college resources;
- improved college-community relations;
- increased ability to hire good students;
- more contributions to meet human needs;
- increased future citizen support/commitment; and
- enhances roles for student supervisors.

College benefits of service learning are:
- improved public service delivery;
- broadened conception of educational role;
- increased learning opportunities;
- check relevance of learning;
- improved motivational base of instruction and learning;
- improved linkages to community;
- reoriented education process to meet human needs;
- improved community college relations;
- improved student satisfaction and retention; and
- improved student preparation for work and transfer to senior institutions.
**Directors**

The Director of Service Learning Programs (SLP) at BSADD will be an integral part of the service learning experience. This person will be responsible for processing Criminal Background Check forms, placing service learners on the Liability Insurance list, overseeing the workshop funded through the Learn and Serve America Grant, acting as liaison between BSADD, faculty, agencies and service learners, matching service learners with opportunities in their respective communities, training participating agency directors, faculty, supervisors, mentors and service learners, maintaining a database that documents mileage and participation hours, and supervising needs assessment and placement.

The Director of SLP at PCC will assist the Director of SLP at BSADD with any or all of the assigned responsibilities as needed. In addition, the Director of SLP at PCC will act a liaison between the Director of SLP at BSADD and faculty participants.

**Training**

The Director of the SLP at BSADD (in conjunction with the Director of SLP at PCC whenever possible) will conduct training sessions for agencies, faculty, and service learners. These orientation sessions will utilize this handbook and will be set up at the convenience of all persons involved.

**Position Descriptions**

Each service learner will either have a prepared description of the service to be provided or assist in the preparation of a position description. This will allow service learning participants access to these prepared descriptions.

**Written Evaluations**

Evaluations will be completed by participating agency directors, faculty, and service learners. Forms will be provided, and results will be discussed. An opportunity to evaluate the Service Learning experience as a whole will be provided at the end of each term.

**Grievance Resolution**

Every effort will be made by BSADD, PCC, agency participants, and service learners to resolve grievances and conflicts that arise as a direct result of the Service Learning Program.
Commitment and Dedication

A successful community service program involves the cooperation and commitment of all involved. In order for your experience to be personally meaningful and beneficial to our communities, each service provider is expected to be dedicated to following through on their service commitment in a professional manner. In turn, your commitment will be fully supported by both PCC/BSADD program coordinators and community organizations sponsoring your involvement. To formalize and facilitate this process, you will sign a service commitment contract in coordination with your sponsoring organization. Each community service provider agrees to work a specified number of hours, learn the policies and procedures of the sponsoring organization, complete all forms and logs necessary for program coordinators to track the progress of providers, and adhere to the regulations of the sponsoring agency.

Confidentiality

In the course of your service experience, the most important policy you are asked to follow is that of confidentiality. Those who come to us for assistance deserve the right to maintain their privacy. Therefore, any information you may learn about community members in the course of your service experience must be kept in strictest confidence. Ignoring a person's right to privacy will result in immediate dismissal from your service.

Infection Control

In order to protect yourself and others, follow these simple rules:

• wash your hands when you arrive, after using the restroom, before handling any food items, and before leaving; and
• If you are ill with any communicable disease, notify your supervisor that you will not be in to work. "Working through an illness" is not helpful to you or the people you serve.

Personal Appearance

Service providers should dress in a manner appropriate to the job they will be performing. Be clean and neat. Use common sense.
PRESERVICE REQUIREMENTS: Many agencies require criminal background checks, volunteer liability insurance, and health screenings. These must be completed prior to initiating your community service. Those unable to fulfill these preservice requirements will have limited opportunities for placement, however may negotiate alternative service learning experience.

TIME LOGS: Please sign in and out each day as you begin and end your service. This information allows the agency to track the hours you are serving their clients. Additionally, voluntary liability insurance only covers you during hours you are working with the agency. Therefore, if you are not signed in properly, you will not be covered, should you have an accident. The monthly timesheets provide PCC/BSADD directors with valuable information and contribute to our efforts in sustaining this program. We would also like to communicate the contributions of this program to our communities through the media.
RESPONSIBILITIES OF COLLABORATING COMMUNITY-BASED ORGANIZATIONS

Prestonsburg Community College will:
• serve as an information center and coordination site for community service learning opportunities;
• identify existing opportunities and recruit new agencies willing to participate in service learning experiences;
• inform and encourage students to participate in valuable service learning opportunities;
• assist faculty in the development of required and optional service learning course assignments;
• consult with faculty to assist in the development of service learning in their disciplines;
• meet periodically with service learning faculty participants to discuss experiences and resolve any problems encountered by faculty;
• begin the process of developing a course specific to service learning to be offered a minimum of once each calendar year for the benefit of service learners;
• assist students in obtaining appropriate assignments with community agencies;
• prepare a file of community agencies and their needs;
• maintain mutually beneficial relations between community and college;
• coordinate the academic requirements between student, agency, and college;
• provide faculty, students, and community agencies with guidelines and directions to insure a clear understanding of duties and responsibilities;
• provide opportunities for feedback from the participating groups to encourage improvement in service learning;
• share experiences with other educational institutions in order to make service learning and community service integral parts of education at all levels;
• participate in national, state, and local conferences and meetings to promote the service learning concept;
• share information and experience gained by the students and faculty with the community in order to have a positive influence on public policy; and
• encourage broad participation in courses incorporating service learning with the long-term goal being the development of life-long community participants and citizen advocates.
The community agencies or service learning sites will:

- conduct an interview or meeting with prospective service learners to clarify position responsibilities and set goals for each service learner;
- meet with service learners to develop a comprehensive educational plan that contains a variety of objectives and activities in order to provide the student with an overview of the scope of the work of the agency/service learning site;
- verify service learner placement;
- conduct an orientation or training session to communicate specific policies, rules, and regulations to service learners;
- provide resources necessary for the completion of assigned duties;
- supervise and monitor activities to ensure progress toward the achievement of goals set at the beginning of the service learning experience;
- report to PCC faculty coordinator as needed on student progress;
- complete monthly time sheets, midterm evaluations on the service learner, and final evaluations on the service learner and the service learning program as a whole; and
- comply with affirmative action and sexual harassment policies as a service learner's contribution is considered an extension of his/her education, sponsored and supported by the college.

The agency/service learning site supervisor will:

- provide planning: the student's position, project, or other assignment should be carefully defined, and all parties should have a clear understanding of expectations in terms of productivity and educational growth; flexibility can be used when necessary or warranted.
- schedule an orientation which gives the student essential information on resources and on the system in which s/he accomplishes objectives and goals; Where do I fit in? How do I get things done? What is expected of me?
- design the assignment with the student, including reporting time, important dates, deadlines, and responsibilities.
- assist in the interpretation of the experience with the students to maximize the service learner's interaction and achievement of set goals;
- develop a job description specific to each service learner; and
- make every effort to be understanding of service learners and the time commitment each of them is making to the agency/service learning site, as well as the orientation most students have to making a difference and the needs of the service learner to be allowed as much freedom as his her responsibility allows, to be seriously listened to, and to strive for self-actualization.
The service learner will:

- dedicate time and effort to his/her position;
- promise commitment;
- exercise reliability;
- attend all orientation and training sessions;
- respect the agency/service learning site and its constituents, policies, and programs;
- accept supervision, constructive criticism, and feedback;
- initiate the work required of his/her position;
- show a willingness to build worthwhile relationships with constituents, consumers, employees, and other participants; and
- notify the agency/service learning site supervisor of both favorable and unfavorable experiences, and complete all required evaluations for the benefit of the service learning program and future recipients of such service.
CONFIDENTIALITY STATEMENT

I understand that all activities in which I am involved as a service learner are to be kept in strictest confidence. I will not release any type of personal information concerning clients of the agency I serve without written authorization from the appropriate person(s).

________________________________________
SIGNATURE

________________________________________
DATE
SERVICE LEARNING APPLICATION

Type of Experience:  ____ Course Requirement  ____ Course Option  ____ Workshop  ____ Volunteer
(Course Name/Faculty: __________________________)  

This application is for:  ____ Fall  ____ Spring  ____ Summer  ____ Year  

Name: ____________________________________________ SS#: __________________________  
Mailing Address: ______________________________________  
City: ____________________________________________ ST: ______  Zip: ____________  
Place of Employment: ____________________________  
Telephone (Home): ____________________________ Telephone (Work): ____________________________  

Gender:  ____ Male  ____ Female  
Ethnicity:  ____ White (non-Hispanic)  ____ Asian/Pacific Islander  
_____ African-American (non-Hispanic)  ____ Native American/Alaskan Native  
_____ Other  ____ Hispanic/Latino  

Date of Birth: ____________________________________________  

Miscellaneous (check all that apply):  
_____ Welfare Recipient/Food Stamps Recipient/JOBS Participant  
_____ PELL Grant Recipient  ____ Loan Recipient  ____ Scholarship Recipient  

College Credits Earned: ______ GPA: ______  Academic Major: ____________________________  
Career Intentions: ____________________________________________  
Anticipated Total Hours of Service: ______  
Agencies in which you are interested in completing your Service Learning experience: ____________________________________________  

What type of Service Learning are you interested in? ____________________________________________  

List other experiences you have had and qualifications/special skills you have: ____________________________________________  

Do you have any personal/physical/mental attributes which would prevent/limit you from performing particular tasks?  
_____ Yes  ____ No  If Yes, please describe: ____________________________________________
# SCHEDULE FOR TRAINING, PLACEMENT, AND EVALUATION

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>DATE COMPLETED</th>
<th>STAFF INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCC Orientation/Receipt of Handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TB Skin Test (if required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Background Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received Placement Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Commitment Contract Completed with Agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Day of Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Contact Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency Evaluation of Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluation of Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Test Complete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pursuant to KRS 17.20, request is made for any record of conviction of a crime by the person identified herein. This information shall be released to:

BIG SANDY AREA DEVELOPMENT DISTRICT, 100 RESOURCE DRIVE, PRESTONSBURG, KY 41653

Agency Name and Address

ACKNOWLEDGMENT BY APPLICANT

I have applied for employment or as a volunteer in a position involving supervisory or disciplinary power over a minor. I know that the Kentucky State Police (KSP) will provide the employer with any record I may have for conviction of any crime. I know that I have a right to inspect my criminal history record and to request correction of any inaccurate information. If I do not exercise that right, I agree to hold harmless the KSP and any KSP employee from any claim for damages arising from the dissemination of inaccurate information.

APPLICANT INFORMATION

NAME: ___________________________  Last, First, Middle, Maiden

Address ________________________________________________________________

Sex _____ Race _____ Date of Birth _______ Soc. Sec. No. _______________

Scars, marks, amputations _____________________________________________

Signature __________________________ Date ______________

Witness __________________________ Date ______________

thumb print (right)

INSTRUCTIONS

Employing agencies should ensure that all application information is completed.

Employing agencies should ensure that a legible inked impression of the right thumb of the subject is placed in the block marked "thumb print".

Employing agencies should forward a check made payable to the Kentucky State Treasurer in the amount of $4.00 for each submitted form

Requests should be accompanied by two, stamped envelopes - one bearing the name and address of the employer and the other bearing the name and address of the applicant.

Return forms to: KENTUCKY STATE POLICE
RECORDS SECTION
1250 LOUISVILLE ROAD
FRANKFORT, KY 40601
SERVICE LEARNING COMMITMENT CONTRACT

COURSE: ________________________________________________________________

INSTRUCTOR: ____________________________________________________________

TYPE OF EXPERIENCE: ___ Course Requirement ___ Workshop
                      ___ Course Option    ___ Volunteer

NAME: ______________________________________ SS#: ________________________

NAME OF AGENCY/ORGANIZATION: ___________________________________________

ADDRESS: __________________________________________________________________

CITY: ____________________________ ST: ________ ZIP: _______________________

TELEPHONE: ______________________ AGENCY SUPERVISOR: _____________________

DUTIES/GOALS: _____________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

DAYS/HOURS OF SERVICE: _________________________________________________

BEGIN DATE: __________________________ END DATE: _______________________

Agency/Organization Supervisor Signature ___________________ Student Signature ___________________
# Service Learning Time Sheet

**Name:**

**Month:**

<table>
<thead>
<tr>
<th>HOURS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOT.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Service Learning Contact Log

**Student:** ____________________________  **SS#:** ____________________________

**Course Name/Faculty:** ______________________________________________________

**Agency:** __________________________________________________________________

**Telephone:** __________________________________________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
<th>ACTIVITY/COMMENTS</th>
<th>INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT IS ORIENTATION?

Orientation is the time to let new students get to know the ins and outs of your agency and its clients. Orientation differs from training in that it covers the more technical areas of your program and all of the initial paperwork whereas training is actual hands-on time.

The beginning of orientation is the perfect time to begin incorporating your student into the rest of your staff. If, right form the start, your students are treated as vital members of your agency staff, you can help to establish relationships which will make your agency stronger. It also will help avoid problems down the line between students and "paid" staff. Your orientation program will allow you to firmly cement the ties among your entire staff.

As you prepare your orientation program, you should prepare a packet of material to be given out to the new students. This packet will include the materials you want the student to use as he speaks about your program throughout the community as well as all of the forms and information he needs to perform his job effectively.

Sample items for Orientation packet:

> The agency brochure
> Job descriptions
> Forms - student policy
  time sheet
  confidentiality form
  travel voucher
  mission statement of the agency
  self-evaluation form
> Information on benefits, if any
> Insurance forms, if any
> Grievance procedure

The purpose of your Orientation Program is to let the new student learn all you can teach her about the program and the people you serve.
Using this time to acquaint the student with the purpose of your agency and its mission and history will give you a staff member who is more valuable than you can imagine. A strong orientation leads to a student who is deeply committed to your agency because she is made to feel a vital link in its service chain from the very outset.

Use your Orientation Program to prepare your new student for his role as a recruiter for your agency. Plant the idea that he has a role to play in bringing new students and you have created a recruiter.

WHAT IS TRAINING?

Training is an on-going part of a person's work experience. A good employee, whether student or paid, is constantly in the process of learning new skills and using them to enhance the work of the agency.

However, you obviously must provide some initial training for your new student so that she feels that she is up to the job you have given her. Most people who take on a new job want to do the very best work possible. That is especially true of students who are giving you their time.

Each agency will have its own plan for training its students. The needs of each area will be different. A Senior Citizen friendly visitor will need different training than an Adult Day Care Center personal care student. Only the individual agency director or training staff will be able to give the correct training to the new student in each area.

What is the same for each agency, regardless of the specific task the student will be performing, is the tone which you set during training. This tone says that the student's presence is vitally important to this agency and its clients. "Without you, we would be giving less service to our clients and we would be less than we could be without your help." As you can see, you begin rewarding and working toward retention with the first moment of training of your student.

When preparing your training session, there are a few things to remember:

1. There are three types of learners: Hearers, Seers and Hands On.
2. Try not to have anyone sitting for more than 1 1/2 hours without a break.
3. Allow for flexible seating, have room to break into small groups.
4. Don't train from hand-outs, give out handouts and know your material so will that you don't have to read it to the trainees.

5. If using visual aids, make sure they are readable from a distance.

6. If using AV equipment, assume it won't work and have a back-up plan. If you are working without a mike, be sure you have a strong voice.

(Taken from 101 Ideas for Volunteer Programs. McCurley and Vineyard)

After getting your wagons in a circle for your training session, be sure that your "trainee" is ready to take on this new challenge. Let her meet the clients and see the facility through her new vision, that of actual student.

After you are both comfortable, you can begin the actual training.

Show him the area which will be his main responsibility. If he is going to be helping with food preparation, let him become comfortable with the kitchen area. Show him where all of the utensils are, the pots and pans, the food storage area. Let him talk with other food preparers to learn the routine which is already established. If there is a fixed schedule for preparing meals, give his a copy and let him have an opportunity to comment on it and how he sees himself fitting it.

Since it is clear that there are as many training plans as there are jobs for students in each agency, this is a perfect time to break into individual groups, working on plans for each type of student job.

Take this opportunity to devise a training plan for specific jobs which will be done in your agency.

Small Group Work

Senior Citizens Centers: friendly visitors, office help, kitchen help, exercise programs, respite, cleaning, serving meals, telephone reassurance, yard work, escort, etc.

Adult Day Care Centers: personal care helpers, craft work, serving meals, food preparers, office help, fund raising, etc.

Now that you have identifies come training tools for each of the areas which your agency uses, you can share these methods with others who do the same type of work.
This accomplished several goals at once: it keeps people from reinventing the wheel each time they must train a friendly visitor; it gives some continuity between agencies so that it becomes possible for a person trained as a friendly visitor at Agency A to transfer her skills to Agency B, if she should move and it gives the entire collective group of agencies a sense that they are giving the same type of service to their clients. You will be amazed at how much more comfortable people become when they feel they are rowing the same direction.

Use this workspace to outline the training tools you have identified for each area:
You may have a hard time believing it, but training is no more and no less than what we have discussed in the preceding pages. The final trick to learn about training is this: NEVER STOP DOING IT. Use every chance you have to enhance the skills of your students. Just as you provide opportunities for "paid" staff to gain in-service training, do the same your students. The only difference among these two types of employees is that one takes a money salary and one doesn't. Your student is being paid for every hour he gives to your agency. You can't see the pay, but it is given. The need to learn new skills and be of ongoing service to the clients of your agency is a strong motivation for most students. They want to do the very best job possible for your clients and know that they can only do this by learning more and more about their job.

So, Train, Train, Train.

Send to In-service Meetings, invite to all staff training sessions, give literature, show new ideas.

Train, Train, Train.

Send to classes at local schools, invite in speakers to cover topics of interest to your agency, ask for input for the agency.

Train, Train, Train.
RETENTION

This may be the most difficult area of student work to nail down.

Programs certainly want students to remain with them for a long period of time. Training and orientation is a time-consuming process and no one wants to see that effort list on someone who only stays with an agency for a few weeks or so.

Also, in many programs, clients become accustomed to a particular individual or group of individuals and it is difficult for some clients to learn to relate to new people. This is particularly true if your students are doing a good job of relating with the people your agency serves. If your students have done their job well, your clients will become attached to them.

Use Relates to Retention

The factor which has the strongest relationship to how long people remain with an agency is: USE.

If you recruit, select, orient and train a person to become a student with your agency and then rarely use that person or give her a chance to use her skills, you will lose her very quickly.

People who become interested in doing student work want to help. They are willing to donate time, energy and skills to provide services to others who need them. They are willing to learn new things and often do jobs as a student that they would never do for pay. They do all of this for one reason – THEY WANT TO BE USEFUL AND HELP OTHERS.

So, if you don’t use them and use them as often as they say they want to be used, you will lose them.

Part of your initial recruitment process should be a clear discussion with the student about how much time they want to offer your agency. Once you have this information, use it. If the person says they have 10 hours a week to give, give them 10 hours of work with your program. If they have only 2 hours, use both of those hours. The key is DO NOT UNDERUSE ANY STUDENT. If you do, you will lose that person more quickly than you got him.

Even though this chapter on Retention is short, don’t be fooled into thinking it isn’t an important area. The reality is that how will you do in keeping the students you recruit has more to do with them than it does with you.
Give your students plenty to do, appropriate praise and recognition, lots of information about your agency and its work and the result will be people who have as clear a commitment to your agency and its mission as you do.

**CONCLUSION**

Your agency’s student program will be as successful as you make it.

If you put time and energy into building a strong recruitment program, give your students solid orientation and training and give them as much to do as they want, that work will result in students who spread the word of your agency and encourage everyone they know to give their time to your clients.

In other words, the keys to a successful program are Recruiment, Training, Recognition and Retention. Each area alone is necessary but unless you link all four and put equal emphases in each area, your program will suffer.

There is no sure-fire method for every agency and every person. The answer lies in continually evaluating your program and working at letting your student program evolve as your agency evolves.

The lessons you learn from this book gives you the tools you need to keep your student program a vital part if your agency. These tools are here for you to revise and adapt so that you can meet your community’s changing needs through your agency and its programs.

Take what you have learned here and put this information to use in your agency---right away.

A strong, vital student program is waiting for you. All you have to do is create it and make it yours.

The Beginning
AGENCY EVALUATION OF STUDENT SERVICE PROVIDER

Agency Name: ____________________________

Student Service Provider Name: ____________________________

Hours of Service: ________ Date: __________

Please rate the performance of the service provider named above by circling the appropriate response.

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>POOR</th>
<th>VERY POOR</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Cooperation</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Acceptance of Responsibility</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Concern for Needs of Community</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Concern for Needs of Client(s)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Completion of Assignments</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Dependability</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Creativity</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Time Utilization</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Eagerness to Learn</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Ability to Set and Meet Objectives</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Adaptability</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Overall Evaluation of Performance</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>N/A</td>
</tr>
</tbody>
</table>

COMMENTS:

______________________________________________________________________________

Thank you for your involvement with service learning. Through your participation and feedback, it is hoped that the program can continue to improve and grow.

Supervisor Signature: ____________________________
Name of Agency: ________________________________

Use the following scale to answer the questions below.

1=Strongly AGREE <--------------->5= Strongly DISAGREE

SERVICE LEARNER EVALUATION OF AGENCY

1  2  3  4  5  1. The agency made every effort to make my service educationally meaningful.
1  2  3  4  5  2. My duties and responsibilities were clearly spelled out.
1  2  3  4  5  3. I received sufficient orientation and training to carry out my duties and responsibilities.
1  2  3  4  5  4. Personnel at the agency gave me regular and helpful feedback.
1  2  3  4  5  5. My assignment was boring.
1  2  3  4  5  6. Other employees were willing to work with me.
1  2  3  4  5  7. I felt like I was part of the "team" from the beginning.
1  2  3  4  5  8. My duties and responsibilities helped the agency.
1  2  3  4  5  9. Overall, my experience was favorable.
1  2  3  4  5 10. In the future, I would consider continuing my service at the same agency.

SERVICE LEARNER EVALUATION OF SUPERVISOR

1  2  3  4  5  1. The supervisor made every effort to make my service educationally meaningful.
1  2  3  4  5  2. The supervisor assisted in clearly spelling out my duties and responsibilities.
1  2  3  4  5  3. The supervisor gave regular and helpful feedback.
1  2  3  4  5  4. The supervisor was willing to work with me.
1  2  3  4  5  5. The supervisor was willing to listen to my ideas.
1  2  3  4  5  6. The supervisor helped me feel comfortable with the agency.
1  2  3  4  5  7. The supervisor helped me understand the unmet needs of the community.
1  2  3  4  5  8. My duties and responsibilities helped the supervisor.
1  2  3  4  5  9. Overall, I enjoyed working with this supervisor.
1  2  3  4  5 10. I would support more service learners being placed with this supervisor.
SERVICE LEARNER EVALUATION OF THE PCC PROGRAM

1. The program make every effort to make my service educationally meaningful.
2. The program assisted in clearly defining service learning.
3. The program gave me regular and helpful feedback.
4. The program was willing to keep my service near my home.
5. The program was willing to listen to my ideas.
6. The program helped me feel more comfortable in the community.
7. The service learning experience helped me understand unmet needs of the community.
8. My duties and responsibilities helped the community.
9. I would recommend a service learning project to my friends.
10. My service learning experience influenced my career or educational plans.
11. Overall, I enjoyed my service learning experience.
12. I would support more students being involved in service learning.

Please make comments on your experience and ways to improve the program:
Mission Statement

"CONNECTIONS: Empowering Community and College in Appalachia" is a collaborative effort joining faculty, students, and community organizations in a collective commitment to address the extraordinary challenges facing rural communities in Eastern Kentucky. In a modest but significant attempt to meet these challenges, faculty leaders in this program embrace service learning as an innovative and powerful approach to education and community development, and dedicate ourselves to fostering meaningful and productive linkages between students of Prestonsburg Community College and the communities of our five-county service area.

Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, Kentucky 41653

CAROL J. MULLING, Ed.D.
Director, Service Learning Program
Associate Professor, Psychology

Work Phone: (606) 886-3863, X-432
Home Phone: (606) 297-5017
FAX: (606) 886-0778
E-Mail: CJMULL0@UKCC.UKY.EDU