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Creating and Managing Partnerships for Service-Learning Integration:
A Guide for Service-Learning Coordinators
The National Association of Partners in Education, Inc.

The National Association of Partners in Education, Inc. is the only national membership organization devoted solely to providing leadership in the formation and growth of effective partnerships in grades K-12. NAPE has over twenty-five years of experience in developing school volunteer, intergenerational, community service and partnership programs in school districts throughout the United States. A major strength of NAPE is its direct tie to school districts throughout the country. The 7,500 grassroots members of the NAPE organization are primarily those partnership and volunteer directors who are full- and part-time professional salaried and volunteer staff in local school districts, community organizations and businesses.

NAPE also manages the single most important annual conference that provides professional development for educators, and community and business leaders in the formation of school/community partnerships - the NAPE National Symposium on Partnerships in Education. This conference provides an established venue for highlighting the results of model partnerships and conducting specially designed training programs. Over the past decade, NAPE has provided a forum for the professional development of more than 20,000 conference participants at the national, regional and state levels.

Related publications published by NAPE:

- Organizing Effective School-Based Mentoring Programs
- Partnership Evaluation: Simple to Comprehensive
- Partnership Assessment: Criteria, Standards & Indicators
- Handbook for Principals and Teachers: A Collaborative Approach for Effective Involvement of Volunteers at the School Site
- Intergenerational Partnerships: How to Organize and Manage Successful Programs
- Business & Education: A Practical Guide to Creating and Managing a Business/Education Partnership
- Long-Range Strategic Planning for School Volunteer and Partnership Programs
- Involving Youth in the Community
- Finish for the Future: America's Communities Respond

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Jim Pitofsky, an Echoing Green Public Service Fellow, serves as the Director of the IDEALS Project. This innovative research and development project provides a focal point for the service-learning program activities of the National Association of Partners in Education, Inc. (NAPE). Mr. Pitofsky came to NAPE with an already distinguished career in the field of community service. As an undergraduate at Stanford University, he created and taught a successful service-learning course – The Unseen America. While acquiring his degree as a Public Interest Law Scholar from the Georgetown University Law Center, he took a lead role in developing and directing Georgetown Outreach, which enlisted hundreds of students for a variety of community projects. In 1993 he was profiled in the National Jurist as one of five “stand out” community service leaders in law schools nationwide. Additionally, upon graduating from the Georgetown Law Center, he received the school’s most prestigious award for service, the Jeffrey Crandall Award, which is given to only one graduating student for “personal dedication to his fellow man.”

His work background with education issues includes student suspension cases for Advocates For Children, special education cases for the New York Lawyers for the Public Interest, and school desegregation and school financing cases for the ACLU. He has also worked with the U.S. Senate Subcommittee on Disability Policy. He serves on four national advisory councils that guide national policy development with respect to service-learning and its role in education reform, including the advisory committee for the National Service-Learning Cooperative: The K-12 Serve-America Clearinghouse. In addition, he has provided training to hundreds of teachers, students, administrators, volunteer coordinators and representatives of community-based organizations.
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The National Association of Partners in Education, Inc. (NAPE) had heard from individuals and organizations who wished to establish and oversee service-learning initiatives that there were many publications that told them what service-learning is, but virtually none that empowered them to create and manage partnerships for achieving service-learning outcomes. People often know the "why" and sometimes the "what," but they need to know the "how." As a result, we have created a manual which draws upon NAPE's expertise in building community/school collaboratives, as well as the lessons learned from the IDEALS (Innovative Democratic Education And Learning through Service) Project.

Partnerships as the Foundation of Effective Service-Learning Initiatives

Service-learning is rapidly being recognized throughout the country as a significant strategy for reforming the way teaching and learning takes place. To appreciate the importance and complexity of creating this kind of systemic change in the delivery of education in the classroom, it is necessary to understand change which is taking place in the larger society. Change at this level is the engine which drives change in institutions such as the public education system that serves as a microcosm of the larger society for transmitting the culture and meeting societal needs.

During the past decade, dozens of studies focusing on the improvement of education have been conducted by government agencies, business organizations and the most highly respected private foundation study commissions. A close examination of the results has led to a widely accepted belief that all children can learn, given the proper environment. Yet, in spite of knowing what can be done to help all children learn, 25 percent of our nation's youth face serious risk of not reaching productive adulthood, and another 25 percent are at moderate risk. This risk of failure cuts across all cultural and socioeconomic groups.

Leading economists, sociologists, and educators alike point out that two sets of social and economic changes have occurred along parallel tracks that have greatly increased the conditions of risk for America's children: the first is a significant increase in the level and number of skills needed for successful adulthood; and the second is a significant decrease in the ongoing support and guidance available to young people in their formative years from the family and community. As the body of research grows which explores the outcomes of these changes, it becomes increasingly clear that changes must occur in the content and delivery of education services if our children are to acquire the workforce and citizenship skills necessary to achieve a promising future for our children and the nation.

Messages to policymakers from the philanthropic and education research community clearly indicate that if reform efforts in the schools are to achieve permanent gains for youth development and achievement, the larger community must be engaged in restructuring relationships among the civic, business, and public sectors to support these education improvement initiatives. At a time when new federal and state
monies are in short supply, the reform effort requires that all sectors work in concert at the local level to creatively reconfigure the way that existing, available resources are used to provide the learning environment needed for all children to achieve success.

Reports of pioneers in researching the outcomes of service-learning as a way to teach citizenship and workforce skills, such as the Lilly Endowment's Youth As Resources Project, provide an abundance of evidence that it is a highly effective strategy for reform. In addition, the effectiveness of service-learning as a reform strategy is dependent on the advocacy, support and involvement of the community at large. It is the community that ultimately must provide the rich, broad array of opportunities in which youth can become engaged in meaningful service. It is also the community in which a storehouse of hidden resources resides in the form of knowledge, talents, and skills of senior citizens, business persons, parents and community leaders who can work side by side with students to assist them in their application of classroom curricula in meeting community needs through thoughtfully-organized service projects. Indeed, the timely implementation of service-learning on a grand scale can only happen through effective partnerships between the community and schools in all communities nationwide.

The Need for Service-Learning Infusion Models

A national movement is underway to integrate public service into school curricula. The movement is fueled by educators, students, community organizations and policy-makers who recognize the significant benefits service-learning provides to students: enhanced self-esteem as students affect positive change and as they succeed in an arena not gauged by academic or athletic ability; greater sensitivity to cultural diversity; improved collaborative and problem-solving skills; increased interest in their studies as they begin to see practical applications; and a greater sense of civic responsibility and an ethic of service which they may carry throughout their lives.

Service-learning also has important benefits to educators and the community. As noted in the 1992 annual report for the Commission on National and Community Service, “Service-learning may also answer the calls of leading educational reformers for more personalized teaching and learning strategies, for seeing teachers as coaches of students who teach themselves and each other, and for recognizing the school as the center of a community. The challenge is to try to enable all children to have the opportunity to learn through service. Today, far too many children don’t.”

The reason why many children don't engage in community service is explained by Allen Wutzdorff, Executive Director for the National Society of Experiential Education. In Visions of Service, he warned that service programs often exist at the margins of the schools and “therefore can be perceived as non-essential.” He suggested that service should be integrated into the school curricula, rather than exist as an after-school program: “If this integration is not done, and if service-learning continues to be a marginal, extracurricular activity, then the danger is very real that service-learning will become a temporary phenomenon and the opportunity will be lost for using community service in partnership with knowledge acquisition to improve learning.”

The Commission's 1992 annual report declared that a program, such as IDEALS, is needed as the next step in the national service movement. Citing a Washington State elementary school as a rare model for introducing service-learning across the
curriculum, the Commission urged the development of further models across the country: “We need models like this to show other schools the potential for service-learning, and to be resources for how to translate the potential into reality” (p. 43).

The report added that, although Washington State is an excellent model, more must be done in order to facilitate its infusion nationwide: “… a simultaneous strategy of planting seeds of service-learning in thousands of schools needs to be pursued. What could make a real difference would be a person in a school or a designated school district, even part-time, who develops relationships with community organizations and designs service learning projects for school children” (p. 43).

IDEALS (Innovative Democratic Education And Learning through Service)

Through IDEALS, NAPE has introduced, tested and begun to replicate a program for students in grades K-12 to 1) learn about the needs, activities and opportunities in their communities; 2) involve them in serving these needs; and 3) provide practical and meaningful experiential learning related to their studies in the classroom.

The IDEALS model integrates community service in the schools’ subject matter curricula, an approach differing markedly from current community service programs offering or requiring after-school activities or a single class addressing public service issues. NAPE is developing service components as an integral part of the classroom curriculum, in a model which is replicable regionally and nationally. IDEALS is guided by an advisory committee comprised of recognized national leaders in the service-learning field.

The Project has been introduced district-wide in all of Calvert County, Maryland’s middle schools and in Washington, D.C.’s Dunbar Senior High School and Scott Montgomery Elementary School. These pilot sites were selected with the assistance of the Maryland Student Service Alliance and the D.C. Service Corps, the lead agencies responsible for service initiatives in their respective geographic locations. The contrast of the two sites lends itself well for comparison: the former is a rural/suburban, racially mixed, middle income community; the latter is an urban, predominantly minority, low-income school population. The first year has been devoted to the development, testing and introduction of the service-learning curricula. Outreach is now being conducted to promote its introduction at other schools locally and nationally.

The vision of IDEALS is 1) to change the way students are taught, by assisting teachers nationwide to infuse service-learning as an integral component of the curriculum; and 2) to change the way students learn, by empowering them to serve as valuable resources to the community through service-learning programs.

NAPE members are responsible for organizing and managing district-wide and school-based volunteer and partnership programs which often include service-learning components. NAPE member programs are ideally positioned as existing components of local school districts and communities to provide information about effective service-learning programs and practices to K-12 educators and administrators. Over the past twelve years, alone, NAPE has trained over 16,000 program coordinators, educators and community leaders on the effective development of community/school partnerships.
What is Service-Learning?

Service-learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences...

- that meet actual community needs
- that are coordinated in collaboration with the school and community
- that are integrated into each young person’s academic curriculum
- that provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity
- that provide young people with opportunities to use newly-acquired academic skills and knowledge in real-life situations in their own communities
- that enhance what is taught in the school by extending student learning beyond the classroom
- that help to foster the development of a sense of caring for others

From: Alliance for Service-Learning in Education Reform (ASLER) Standards of Quality for School-Based Service-Learning, May 1993

Service-Learning Outcomes

- understand the responsibility of citizenship
- improve communication skills
- improve problem-solving skills
- enhance self-esteem
- acquire project-specific skills
- address community needs
- improve attendance
- improve grades and test scores
- enhance school spirit
- improve team-building skills
The NAPE 12-Step Partnership Development Process

Depicted below are the 12 steps in the partnership development process utilized in this manual. Depending on the circumstances of your partnership, its goals, and the time and resources available, you may want to emphasize some steps more than others. However, we urge that you think about all of the steps at the outset, and then refer to them repeatedly during the development of your plan and as the partnership unfolds over the next several years.

Please note again that this process is not intended to give you a model to replicate. That rarely works, and it is unwise to try. Instead, the development process helps you put together a partnership uniquely suited to the schools and partners in your community, with the help of suggestions and ideas from other programs.
Step 1
Awareness

No matter which level of a service-learning partnership you decide to develop, the success of the partnership depends upon your ability to create the right environment for growth of the program. Creating an environment conducive to partnership development and growth is accomplished by conducting well-planned awareness activities.

In the “right” environment, students, teachers, decision-makers, and potential community or business partners become knowledgeable about a service-learning initiative. Most importantly, these individuals become aware that a consensus strategy is being sought, and that they will be part of developing the strategy.

Awareness involves aspects of networking, marketing, brainstorming, public relations and even luck. Planning and conducting awareness activities in an effective fashion is a true test of the partnership managers’ and planners’ political savvy and leadership ability. There will be some who believe that this type of partnership is not needed. Others will feel that all types of partnerships come within their area of responsibility, their territory, or “turf.”

Your knowledge of the schools’ and the community’s power structures, and your ability to convince key decision-makers in the school and community that a service-learning partnership is beneficial are major factors in the success of your partnership. Simply stated, an effective awareness strategy will create the climate in which your partnership can begin and continue to flourish. Getting the “buy-in” of key stakeholders during the first stage of the change process will avoid wasting time on overcoming resistance to your service-learning program later.

Different Cultures, Different Values?

As you begin to analyze the community stakeholders that will be involved in your partnership, keep in mind that they may have different sets of values. Your partnership will attempt to bring these groups together.

Understanding the differences in philosophy or accustomed ways of operating is key to developing successful awareness activities for each population. Different strategies may be needed for each group. The question to keep in mind is, “What does this particular population need to know in order to become involved?”

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Awareness and its role in the development of the various elements of a partnership
- describe the link between creating awareness and motivating people/agencies/organizations to support the partnership
- develop a key message(s) that focuses on how partnerships improve the quality of education and the quality of life in the community
- list questions which should be addressed when creating awareness
- identify target populations for awareness and develop at least one activity per target audience
Target Populations

School Board Members

Boards of Education set policies and priorities for the school system. Administrators are charged with the responsibilities of implementing these policies during a fixed period of time such as a year, three years or five years. Identify those school board members who have interests and a history in community involvement programs. If a school board policy does not already exist regarding service-learning partnerships, then make sure the board member is aware of the need for board policy to support the effort.

District Administrators

It is obvious that the school district superintendents or assistant superintendents must be informed of the potential service-learning partnership. Their support is essential to the partnership's success. What may not be so obvious is that other central office administrators may already have some partnership efforts under way. They may feel that it is their responsibility to develop partnerships with the community. For example, there may be a central office adopt-a-school coordinator, volunteer coordinator, vocational education director, community education director, adult education coordinator, public relations director or others who already are involved in some element of partnership efforts. Your task is to seek out these individuals and recruit their involvement.

Principals

The principal of each school has overall responsibility for programs and projects operating in that school. Most school districts and schools determine their educational priorities for the year well in advance (improving basic skills or working with gifted and talented students, for example). Principals need to be informed early that a service-learning partnership is a mechanism which can help them reach their existing goals and objectives.

Teachers

Teachers are often the last to learn of a new initiative in a school, despite the fact that they are the people who will have to make it work. Teachers may view the utilization of external community resources as added work, or even a threat. Helping them to understand the potential benefits of a partnership to them and to their students is important. Service-learning is an effective tool that will enhance the teachers' ability to reach and teach their students. As their awareness grows, the teachers will embrace, rather than resist, the new initiative.

Staff

Staff are often ignored in a partnership. But, secretaries will answer phones and questions and carry out last-minute typing, and custodians and building/grounds maintenance staff can assist with service-learning projects when they overlap with their job roles and functions.
Parents

Parent leaders in the school should also be targeted for awareness activities. Their attitudes are important in determining whether a service-learning partnership will succeed. Parent/teacher organizations or school advisory councils may also feel that they are the appropriate link between the school and the community. Your awareness strategies should help them understand how service-learning initiatives will benefit the school and students.

Students

Student leaders and councils should also be part of your awareness activity. They may be your best allies in helping students to understand why a service-learning partnership is being developed, and how it will benefit their future. As is the case with the other target populations, students, as their awareness grows, will embrace, rather than resist, the new initiative. A youth voice is a critical element for the effectiveness, longevity and credibility of the service-learning integration.

Community-Based Organizations

CBOs need to be aware that a service-learning partnership is being considered so that they will more likely be ready, willing and able to participate in the service-learning initiative. Volunteer centers and non-profit organizations, such as RSVP, AARP and the YMCA, can be wonderful allies, especially when they are involved at the outset and when the partnership will help meet the needs of the agency and/or their clientele.

Business People

Business people need to see a connection between the partnership and improving education. You may want to focus on how a service-learning initiative helps improve the “workforce readiness” skills of students. Selling to these business populations is an on-going process which must be handled by the school partnership manager and the business partnership manager at appropriate times, sometimes separately and sometimes together. A business needs to know how their involvement in a service-learning partnership can 1) have a direct impact on what students learn; 2) help it fulfill corporate responsibilities to the community; and 3) improve the company’s image.

There may be other business/education partnerships in your community. Chambers of commerce are often involved in a compact between businesses and schools that provides scholarships, summer employment, job training or other employment-related activities for students. If you decide to develop a service-learning partnership activity that focuses on employment skills or career awareness, you need to know about the other activities already in progress.
Initial and On-going Awareness

As you consider the questions on page 11-12, keep in mind that awareness is an on-going process. As new elements are added to the partnership over the months and years, you will have to revisit each of the target populations and virtually repeat your initial awareness activities.

The worksheet on page 11 of this chapter is intended to guide you in working out the practical details of your strategy for creating community awareness. Some hints:

- Involve a representative of the target group, in making a presentation.

- Consider the technique that might work best with a target group. A dialogue or speaker? A film or slide/tape or video show? Some audiences will want statistics and documentation, others may respond to an inspirational message from a student who has benefited from participating in a service-learning experience.

- Decide how – and when – to use the newspapers, radio stations, and television broadcasters in your community. Should you invite them to cover some of your sessions with target groups? Set up interviews? Give reporters leads to possible stories about service-learning programs in other communities?

- Which target groups have priority – would it be wise, for example, to approach the superintendent first, or the school board? In any case, teachers and other school people should probably hear about the initiative before the general public does.

- Be flexible. If one strategy does not seem to be working, try another. Don’t be afraid to change your focus. Evaluate and reevaluate your plans as you go along.

You may want to consider a committee, whose sole function is to conduct on-going awareness activities. Key players may frequently change. Therefore, the selling process must be considered an on-going effort. When you reach the planning stages of this manual, remember the importance of conducting on-going and continuous awareness functions. These activities may range from public service announcements and ads in local newspapers to individual meetings with key players throughout the year.
Worksheet
Awareness strategies: identify your target populations; list activities to make those populations aware; determine who is best suited to undertake the activity; and, finally, assess when it will be conducted.

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Awareness Activities</th>
<th>Person Responsible</th>
<th>Date</th>
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Self Assessment Questionnaire

1. Define awareness and explain its role in the development of the various elements of a service-learning partnership.

2. What is the link between creating awareness and motivating school and community stakeholders to support the partnership?

3. What is your key message which explains how your service-learning partnership improves education in your community? Does the message differ for each target population? If so, how?

4. List three questions that should be addressed when creating awareness.

5. List the target populations for which you have developed awareness activities.

If you are unable to complete this self assessment sheet, please review the chapter on Awareness before continuing.
Step 2
Needs Assessment

Determining specific educational needs and designing partnership elements around those needs is closely tied to the awareness process and feeds directly into the steps of the partnership process in which the goals and objectives are set.

Like awareness, needs assessment is not an event; it is a process. It does not take place at the beginning of the partnership development and then disappear. Needs assessment is on-going because community needs change over time. The partnership itself may change the needs. Partnership managers should be vigilant to such changes, and should be ready to modify partnership goals, objectives, and activities to meet the newly identified needs.

Defining Areas of Need and Setting Priorities

As you set out to develop a plan for determining existing needs of the students, schools, and community partners, think back on your awareness plan and the various populations you wanted to reach. It is likely that many of the same populations will be involved in determining needs. Many partnership managers plan for and conduct awareness and needs assessment at the same time.

Schools and Students

Working with schools to determine the needs which a service-learning partnership could meet is the first step in the assessment process. The school may serve as the community in which students conduct their service projects. School facilities may be deteriorating or school grounds may be unsafe. Teachers may need assistance in developing instructional materials. Principals may need assistance in addressing school issues such as tardiness, delinquency or violence in the schools. Any of these areas of need may serve as a focal point around which students can develop service projects that are integrated with the skills and knowledge the students need to acquire in a specific curriculum area. Students may need tutoring in basic skills. They may require hands-on experience in math and science or other subject matters in order to provide real-life applications to their lessons. Students may lack self-esteem or motivation.

Needs assessment is defined as the process of gathering and interpreting information in order to formulate the goals and objectives of a service-learning partnership.

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Needs Assessment
- list at least four areas of community and education needs to be addressed by the partnership
- identify four types of assessment methodologies
- identify overlapping priority education and community needs to be addressed by the service-learning partnership
Communities

Communities also have unmet needs. There are unmet needs for individuals including senior citizens, youth, people with disabilities, migrant laborers, boarder babies and people who are homeless. There are unmet needs in issues such as the environment, crime, violence, racism, illiteracy, poverty, malnutrition, substance abuse, teen pregnancy, AIDS, housing and healthcare. Service-learning, of course, is not a panacea for all of the communities' needs, but, with an identification of these needs, service-learning can play a role in addressing and mitigating some of the problems that exist. Your task in planning a needs assessment is to identify how best to recognize the existing priority needs of each of the various stakeholders. There is a list later in this chapter of seven different methodologies commonly used to assess needs. Once you have reviewed those methods, you will be able to select which one to use with each population.

Local Advisory Committees

A critical step in forming the foundation for a responsive service-learning initiative is the creation of a local advisory committee. The committee should be comprised of teachers, students, administrators, parents, community-based organizations, and other community representatives. The initial role of the committee discussed in more detail in Step 5, Program Design, should be to identify school, student and community needs. You may not need to form a new advisory committee because a partnership advisory committee may already exist. If this is the case, it is critically important that the youth voice is represented on the committee.

A Focal Point for Your Service-Learning Partnership:
Areas of Need that Overlap

So many needs, so many groups. Where do you begin? It will help to focus on areas where the needs and resources of schools and communities overlap. For example, assume that your needs assessment shows teachers consistently agree that many of their students need help with history. At the same time, the local senior citizen center needs to provide companionship for its residents. With this information, you can approach the center and suggest a service-learning partnership in which students can complement their studies by visiting with the residents who lived during the period the students are studying. Thus, the students and the seniors both become the servers and the served.

If the partnership succeeds, the senior citizens receive companionship and are viewed as community resources; teachers and parents are pleased because students are getting additional help in pursuing their studies; and students show gains in history retention and comprehension. Successful partnerships define common areas of need and common priorities. It is the recognition of these commonalities that serves as the ideal foundation for service-learning integration.
Assessment Methodologies

You will probably use more than one of the following methods to gather information that will help you determine the partnership’s goals and objectives:

- **Interpreting Existing Data**
  Review SAT scores, student progress reports and research literature regarding schools, etc.

- **Observation**
  Observation is used when first-hand information is needed that cannot be gathered through surveys or questionnaires.

- **Questionnaires**
  Questionnaires are used when wide distribution is necessary. Assurance of privacy and care in the way questions are posed is necessary to avoid biasing responses. Questionnaires may also be used when the presence of an interviewer is likely to affect responses.

- **Surveys**
  Surveys can be developed and conducted by the partners. Students can play the lead role in this process by developing and conducting surveys of their peers, families, neighbors and/or school personnel.

- **Focus Groups**
  Sometimes overlapping need can be more clearly delineated when the interviewer can observe the inter-activity of a diverse group of stakeholders. In this case, the focus group is an effective method for gathering information.

- **Community Forum**
  The community forum represents a comprehensive needs assessment strategy in which representatives from the target groups come together face-to-face. It is conducted as an extended session (usually four to five hours) to determine priority needs and reach consensus on the top priorities around which program goals and objectives will be focused. It is led by a skilled neutral facilitator. Appropriate brainstorming and small group/large group discussion techniques are used to make sure that all persons have an opportunity to participate in the process of building consensus. This method of needs assessment can be the most productive in a short period of time for discovering where needs and resources in the community and school overlap and complement each other.

- **Interviews**
  Interviews are used when it is necessary to observe not only what a respondent says but how it is said, and when it is necessary to build a rapport to keep a respondent interested and motivated.
Youth Involvement in Conducting Needs Assessments

When young people are given the opportunity to work in after-school and senior centers, tutoring young children, or leading an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort. That is why it is critical to involve young people at the very beginning of the work. Moreover it provides teachers with important opportunities to encourage curiosity and to foster planning and analytical skills.

Instead of being told that they will be helping in the community, youth might be asked to determine the needs of the community in which they live. Even if it has been concluded that there are certain sites that are open to receiving young people, the youth might be polled to find out how they would like to participate. For example, if there is an interest among teachers in environmental issues, the student body might be interviewed by a core group of student information-gatherers to find out what concerns they have and what ideas they have for addressing these concerns. Teachers and advisors then serve as facilitators who make the tasks realistic and doable, but the engine is driven by the youth, not by the adults.

Just as it is necessary to build consensus and support for any group effort in the adult world, it is also necessary to gain the support of young people in reaching out to the community.

From: Alliance for Service-Learning in Education Reform (ASLER) Standards of Quality for School-Based Service-Learning, May 1993

Substantive Partnerships Address Substantive Needs

While there may be an endless number of needs in a school, your service-learning partnership should attempt to focus on linking the need to achieve educational objectives in subject matter curricula to pressing community needs. Successful partnerships improve the quality of education and the quality of life in the community.

If needs are clearly and consciously stated, they provide a strong rationale for support. Remember: the needs that are identified and articulated will help convince key stakeholders that the service-learning partnership is part of an overall solution to education and community problems.
**Worksheet**

Select the assessment method you will use, target populations to be assessed, who will conduct each assessment, and identify priority educational and community needs.

<table>
<thead>
<tr>
<th>Target Population</th>
<th>Assessment Method</th>
<th>Person Responsible</th>
<th>Priority Educational Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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<thead>
<tr>
<th>Target Population</th>
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</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
Worksheet

Match the priority educational and community needs (which you have identified) in ways that complement each other. Seek the ideal overlap as in the following examples.

<table>
<thead>
<tr>
<th>Priority Educational Needs</th>
<th>Priority Community Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>1. Ways to make history come alive (meaningful) for students</td>
<td>1. Seniors who need companionship</td>
</tr>
<tr>
<td>2. Opportunities for students to practice investigating or information gathering skills</td>
<td>2. Seniors who want to share their knowledge and experience</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Self Assessment Questionnaire

1. Define needs assessment.

2. List at least four distinct areas of community and educational needs that could be addressed by your partnership.

3. List the seven types of assessment methodologies.

4. What are the overlapping priority educational and community needs which your service-learning partnership will address?

If you are unable to complete this self assessment sheet, please review the chapter on Needs Assessment before continuing.
Step 3
Potential Resources

Resources often emerge well after the partnership begins, as the result of evaluation, monitoring, and informal feedback. Some of this is normal, but proper planning and assessment at this earlier stage of the development process can greatly increase the identification of initial resources that are available.

This stage of the partnership development process invites you to think about and plan for the utilization of resources prior to becoming too involved in the steps leading to implementation of service-learning projects.

Identification of Possible Resources

Where do you find potential resources of people, materials, equipment and money? What start-up resources already exist in the schools and the community to help you establish and improve a partnership? Use your needs assessment statement to focus your search.

School and Community Resources

Schools and school districts have many resources which can be utilized to meet the needs identified as priorities. College students are excellent resources for assisting with coordination and implementation of service-learning projects. Most universities have programs which allow students time to volunteer in the community. Some universities offer credit to students for community service. College students are eager for the opportunity to participate in the schools, especially those considering teaching as a career. High school and middle school students are also good resources to engage in providing service to other students. It is a well documented fact that students who serve as peer and cross-age tutors frequently demonstrate significant gains in their own academic achievement and self-esteem.

Schools have gymnasiums and recreational facilities which partnering groups could use. Schools have staff development programs such as training in word processing, counseling and motivation, which could be made available to partnering groups. Most school systems have a public relations officer who is always eager to publish good news of students and community members working together to meet community needs. Schools have printing facilities, transportation systems and a wide range of other possible services to offer partnering groups to which students are providing service.

Communities also have facilities, as well as human resources, that are often needed for the effective implementation of service-learning initiatives. Discuss with parents and community representatives the elements which make your community unique.

Potential resources are all the people, materials, equipment, and monies available within the school, school district, and community to help meet the needs you have identified.

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define what is meant by Potential Resources
- identify potential resources in the school, school district, and community
- match potential resources to the identified needs
Explore how this uniqueness can help achieve the goals and objectives of your program. A major community resource is the local volunteer center or volunteer bureau that has as its clients most non-profit organizations who utilize volunteers. Partnering with a volunteer center could open many doors for possible placements for service projects within these non-profits. A list of community agencies to contact might include: The Rotary, Kiwanis, Lions, Masons, League of Women Voters, American Association of University Women, Junior League, 4-H, Red Cross, PTA, garden clubs, church groups, tenant groups, civic associations, youth groups, and older persons.

Many successful service-learning programs take place as a result of youth and senior citizens working together to solve community problems. Older school volunteers can bring to your program many specific and needed skills. Additionally, there are already active senior citizen groups in most communities. These people have talents, energy, time, skills, and accumulated knowledge which are invaluable resources for your program. Senior citizen groups include: Retired Senior Volunteer Programs (RSVP), American Association of Retired Persons (AARP), and the National Retired Teachers Association (NRTA).

Business Resources

You may be surprised at the number and variety of resources available at a business. Most people initially think of business and corporate contributions to education in terms of donations of equipment and money. However, other major resources available from a business are people and services.

Take time to do some research. Examine corporate annual reports and advertising. If the business is a subsidiary of a company, investigate whether the headquarters office or other branches have partnerships with their local schools. Research at this stage will make it easier to develop an effective strategy for tapping into the corporation’s available resources later in the implementation stage of the partnership.

Because funding a partnership is always important, you may want to look at lists of major corporate foundations that make education-related grants; what their giving priorities are; when they accept grant proposals; and, most importantly, who to contact and where to send proposals. These lists are available in your public library. Review the Taft Corporate Giving Directory and The Foundation Directory.

State and Federal Government

State government also has resources available, such as grant programs, which may provide funding to help support your partnership effort. Take the time to visit your school district’s federal programs officer or ombudsman. They should have copies of the Federal Register, which provides a daily listing of federal programs in all U.S. government agencies.

In particular, contact your State Commission on National Service, most of which are part of the governor’s office on volunteerism. For more information on your state contact, call the Corporation for National and Community Service at (202) 606-5000.
Local Government

Do not overlook the local government's involvement. Service-learning partnership opportunities and resources exist within organizations such as police departments, correctional facilities, post offices, fire departments and mayors' offices.

These are a few resources for you to consider to help meet the needs of your partnership. If you can identify potential resources to meet the needs you have articulated and identified, your goals and objectives will be easier to achieve. As you move into the next chapter to formulate goals and objectives, keep in mind the resources you will need and those you can call upon to help achieve your objectives.
Worksheet
Identify potential resources in the community and schools:

<table>
<thead>
<tr>
<th>Need</th>
<th>Potential Resources</th>
<th>Contact Person and Address</th>
<th>Date Needed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

National Association of Partners in Education, Inc.
1. Define potential resources as applied to the partnership development process.

2. List the potential resource(s) which you plan to seek to support your service-learning partnership.

3. List the priority needs identified and match potential resources to those needs.

<table>
<thead>
<tr>
<th>Needs</th>
<th>Resources</th>
</tr>
</thead>
</table>

If you are unable to complete this self assessment sheet, please review the chapter on Potential Resources before continuing.
Goals & Objectives

A goal is similar to a mission statement in that it provides broad parameters for the partnership and is generally as much a statement of what the partnership will not do as of what the partnership will do. It is not measurable, and therefore plays no role in evaluation of the partnership.

It is important to understand that objectives are your intended outcomes for the partnership. The objectives of the partnership will help partners to measure successes and determine weaknesses. If outcome objectives are clearly stated, then the partnership’s efforts are indeed measurable. Our experience is that many partnership planners do not take the time to plan objectives in terms of outcomes. When it comes time to evaluate effort, the partnership is not able to produce evidence of success.

Ideally, if all the objectives of the partnership were achieved, the goals of the partnership would also be achieved. Both goals and objectives are directly related to needs and indirectly related to resources.

In the preceding three steps of the partnership planning process, you identified target populations in the school and community; assessed the needs and resources of each group and created a list of priority needs for each; and determined areas where the needs of the school and community overlap. The needs that emerge in the area of overlap will shape the goals and objectives of your partnership. At this point, you should also be aware that each population has its own set of values and a philosophy that creates its individual needs. Since needs shape goals, and needs differ among populations and partners, schools and various community stakeholders are likely to have different goals for the service-learning partnership.

Each partner must understand and respect the other’s goals. Many problems during implementation of partnerships can be traced to unclear goals.

Writing Objectives

We have defined objectives as statements of intended outcomes for the partnership. We now need to discuss how an objective should be written so that it will indeed be a measurable outcome statement. The following three questions are known as the ABCs of objectives – Audience-Behavior-Conditions.

Objectives, when properly written, answer three questions:

- Who is the audience?
- What is the behavior?
- What are the conditions?

A goal is a broad statement of purpose for the service-learning partnership.

An objective is a statement of intent for an aspect of the partnership, and is measurable, specific, and determines the focus of evaluation.

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Goal and Objective and differentiate between the two
- prepare a goal statement and objectives for your partnership
- describe the relationship between objectives and evaluation
- describe how the achievement of your objectives might be evaluated
- list at least three reasons for congruence between the partnership goals/objectives and the school district’s current educational priorities
Example: The lesson plan development team (audience) will draft service-learning lesson plans for grade 9 science, social studies, math and English (behavior) that address school and/or community needs and are consistent with the school’s curricula goals and learning objectives (conditions).

The goals and objectives developed at this point in the process are for the overall service-learning partnership. Service-learning curriculum goals and learning objectives are developed by the lesson plan development team during the program design phase.

Example: To engage students in the application of investigative and analytical skills through involvement in service projects.

Example: Students in grade 6 (audience) will improve math scores by 0.3 grade levels as measured by the California Achievement Test (behavior), after calculating the results of the recycling program, one hour per week for 10 weeks (conditions).

With these clearly written objectives, it will be easy to determine whether the partnership has accomplished the intended learning outcome for the student. After 10 weeks, one hour per week, and administration of the test, the students will either have achieved the intended result or not.

Remember, if you do not take the time to clarify the objectives of your partnership at this point, it will become almost impossible to evaluate the partnership’s influence. Since evaluation is becoming an increasingly important issue in partnerships, this step in the development process is critical.

**Congruence Between Partnership Goals/Objectives and School Priorities**

Your service-learning partnership should be viewed as a means of helping school staff reach existing goals and objectives. This point cannot be over-emphasized. If you are not able to help school staff see the relationship between the partnership’s efforts and their efforts, the partnership will not succeed. Your goals and objectives must, therefore, coincide with existing school priorities.

For example, if special education is a priority, your service-learning initiative should contain goals and objectives that reflect this priority. Here are some simple reasons why this congruence is essential:

- Principals and teachers are under tremendous pressure to improve student performance. If your partnership does not help them accomplish that end, it becomes extra work, and they will not cooperate.

- Community partners want to know that their efforts to improve student and school performance are making a difference. If your partnership’s objectives do not fit into the overall priority of the school, you will be hard-pressed to show that it is making a difference. Without evidence of success, the partnership will fail.
You need support for the service-learning efforts. If you cannot show that the partnership is important to teachers, students and community, funding or political support will not be forthcoming. Keep in mind that a school board sets education priorities and policies for the year. The superintendent is charged with achieving those priorities with a fixed amount of money and resources. The superintendent sets priorities with principals and teachers and allocates resources to achieve those priorities. Your service-learning partnership must be viewed as an additional resource to achieve existing priorities, if it is to become a part of the overall educational effort of the district or school.

As you work through the following worksheet, keep in mind that objectives play a key role in the evaluation of your partnership. Be clear about your intentions.
Worksheet
List two priority needs for your partnership. Write a goal statement for each priority need. For each of the two goals, write specific objectives.

Priority Need:

Goal Statement:

Objectives:

Priority Need:

Goal Statement:

Objectives:
Self Assessment Questionnaire

1. Define goal and objective.

2. What is/are the goal statement(s) for your partnership?

3. What are the objectives of your partnership?

4. What is the relationship between objectives and evaluation?

5. How do you plan to evaluate the achievements and activities of your partnership?

6. What are three reasons for congruence between the partnership’s goals and objectives and the school district’s current educational priorities?

If you are unable to complete this self assessment sheet, please review the chapter on Goals and Objectives before continuing.
Notes:
Step 5
Program Design

The design of your service-learning partnership is dependent upon the education priorities of your school and the goals and objectives specified for the initiative.

Program design is a matter of determining which options of a partnership best fit your needs, goals and objectives. It is possible that each set of goals and objectives will require the development of a different option. Your partnership may begin by developing a single option, such as lesson plan development that focuses on applying subject area knowledge and skills, to providing services in the classroom or school, then eventually moving to the larger community to engage in services. Likewise, the focus across subject areas and grade levels may be on a particular area of service, such as the environment, and later expand to a broader set of issues, such as homelessness, violence in the schools or community, literacy, etc.

Lesson Plan Development and Training

In the context of service-learning integration, your options are more specific than with broader partnerships. You will need to develop lesson plans. You may well want to consider simultaneous development of an advocacy option for the partnership to insure that your material will be adopted for use in the schools. You will also need to conduct training sessions. (Training is discussed in more detail in Step 10.)

Role Descriptions of Individuals

Partnerships are team activities, and as such, each member of the team must be aware of the responsibilities of each player. Role descriptions should be jointly developed for the following individuals:

- **School-based service-learning coordinator.** This individual is responsible at the school building for recruiting students and teachers; coordinating the lesson plan development; matching community volunteers to specific teacher requests to assist with student projects; conducting orientation to service activities for students, teachers and community volunteers; coordinating the partnership evaluation efforts; reporting on the partnership results to the school board and superintendent; and acting as contact and overall manager for the service-learning partnership within the school. The coordinator may be a paid staff member, such as an assistant principal, counselor or head teacher, or may be a volunteer.

Program design is the process of determining which options of a partnership are most likely to work effectively in your environment.

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Program Design
- identify those elements of a partnership appropriate to your stated goals and objectives
- list priority actions necessary to begin the design of the elements of a service-learning partnership
- draft role descriptions appropriate to your partnership
- recognize the benefits of the three critical elements of service-learning: preparation, action and reflection
Community-based partnership coordinator. This individual serves as the primary contact between the community and the school. The community coordinator is responsible for recruiting volunteers, identifying community resources, promoting and marketing the service-learning effort in the community, recognizing community contributions, coordinating evaluation efforts, and helping to solve administrative barriers to effective implementation of student service projects.

School principal. The principal is responsible for all programs operating from or at the school-site. The principal should support the partnership, provide necessary released time for teacher training, attend orientation sessions, and participate in recognition activities. Most importantly, the principal should be involved in the development of all role descriptions and in the development of administrative guidelines to govern the partnership.

Teachers. The teachers are responsible for implementing the service-learning lesson plans and evaluating the lessons and the partnership.

Students. The students also participate in the implementation of the service-learning lessons, as well as the evaluation. As is the case with all the partners, students should have participated in the lesson plan development.

Community volunteers. Volunteers should have clearly defined job descriptions delineating the tasks they are to perform, hours and days required, and to whom they will report. All job descriptions in this category should be jointly developed by service-learning and community coordinators, teachers and students with whom the volunteer is to work.

Role Descriptions of Teams

Local advisory committees. The local advisory committee should be comprised of teachers, students, administrators, parents, community-based organizations and other community representatives. After they are given an orientation to service-learning, their role should be to:

- identify school needs
- identify student needs
- identify community needs
- identify school, student and community resources which can be used to address these needs
- suggest service-learning projects that address these needs
- develop goals and objectives for the overall service-learning partnership
- help evaluate the service-learning initiative
- serve as service-learning advocates in their respective segment of the community
The local advisory committees, facilitated by the school- and community-based service-learning coordinators, identify the community and school needs and resources. These discussions, then, guide the curriculum development teams in order to come up with the lesson plans that speak to the community and school needs, while complementing rather than supplementing the schools’ existing curricula. These committees produce responsive service initiatives, in which the participants, and the community they represent, have genuine ownership.

**Lesson plan development teams.** The lesson plan development teams should be comprised, at minimum, of teachers and students and the service-learning coordinators. An effort should also be made to include administrators and representatives from community-based organizations.

The role of the lesson plan development team is to draft lesson plans which address school and community needs and are directly integrated into existing subject matter curriculum. They will also help with the evaluation and refinement of the lesson plans during and after the school year.

### Steps for Infusion

A first step for the lesson plan development team is developing service-learning curriculum goals and learning objectives that are tied to the existing curriculum goals and learning objectives across subject matter areas. These goals and objectives lead to the development of specific service-learning outcomes as well as learning outcomes based in the existing curriculum content.

The second step is the development of specific lesson plans designed by the teachers to achieve the service-learning curriculum objectives, while at the same time working on achieving existing curriculum objectives.

The third step is the development of specific action plans by the students for achieving the service-learning objectives, while at the same time working at achieving the existing curriculum objectives that are the focus of the teacher-led instructional activities.

### Procedures for Assuring Youth Voice

Students should be members of every local advisory committee and every lesson plan development team. There should also be youth participation in the trainings. Teacher training should include instruction on how to draw out the youth voice.

All teachers begin with lesson plans which provide students the power and opportunity to shape future lesson plans by conducting needs assessments in their communities and by completing personal inventories of the students’ own interests. The information gathered through the assessments and inventories provide input for the students to develop and implement action plans which address the community needs and their personal interests.

Attempt to secure the assistance of higher education interns. The IDEALS Project has recruited higher education interns who are talented and represent both ethnically and economically diverse segments of society. They have been diligent in seeking
and hearing the youth voice at the pilot sites. As a result, office hours were created which allow them to nurture the interest and answer questions generated by the students.

There should also be quarterly focus group meetings with students.

**Key Elements of an Effective Service-Learning Program: Preparation, Action and Reflection**

Throughout both the lesson plan development and the training, the following critical elements must be stressed: meaningful service; problem-solving; opportunity to apply skills; and preparation, action and reflection.

What follows is a more in-depth discussion of the three critical phases of a service-learning project: preparation, action and reflection. We suggest that these materials be used when developing lesson plans and conducting trainings with teachers and volunteers.

*Some of the sections in the Preparation, Action and Reflection were adapted from materials from the Maryland Student Service Alliance, 200 West Baltimore Street, Baltimore, MD 21201-2595, (410) 333-2427*
**Preparation**

In a service and learning program, preparation lays the ground work for both to occur. Since service is intended to meet a community need, preparation is time to identify needs and figure out how help. Preparation is a four-step process: identifying and analyzing problems, selecting service projects, learning the skills needed for the project, and planning projects.

**Purpose**

- to introduce the concept of service
- to teach leadership, interpersonal and communication skills
- to learn about specific issues related to the projects

**Components**

- orientation
- exploration
- project selection
- communication
- problem solving
- organization

**Suggested Warm-Ups**

The student preparation phase provides an opportunity for all students in a given class to participate in their own experience with awareness and needs assessment. The following are some suggested warm-up activities for the students to perform at the preparation phase:

- Present a quote to students. Students write thoughts/reactions in their journal or on paper. Discuss reactions in class.
- List as many “service” organizations already in the community as you can.
- List service organizations you would like to see come to your community.
- Identify service organizations which would be of particular interest to teens. Why did you choose these?
- Identify service organizations which specifically help elderly persons (or handicapped, homeless, teens, drug addicts, etc.). How do they help?
- What is “community?” Draw what it means to you. (Further activity: could be to discuss pictures, write sentences on how communities could be improved, etc.)
- Construct a word find and/or crossword puzzle using service-learning vocabulary. Share the puzzle with a classmate.
- How did Martin Luther King, Jr. (or Abraham Lincoln, Helen Keller, Harriet Tubman, etc.) help his/her community?
Who is your community service hero? Why did you choose this person?

List suggestions of guest speakers to address the class on given service-learning topics. Brainstorm questions for these guest speakers.

Write down ideas for involving your parents in service-learning.

Recall television programs or movies you’ve seen involving service-learning.

Write a rap/folk song about service-learning.

How do holidays affect the need for community volunteers?

Make a list of any volunteer service you have performed. (Think hard. You will be surprised at what you may have already done.)

Make a chart for important information relating to service organizations.

For example:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Services Offered</th>
<th>Volunteer Opportunities</th>
<th>Telephone #</th>
</tr>
</thead>
</table>

What does a “leader” do? Why would a volunteer organization need a leader?

List services you could perform as a volunteer for the elderly (or homeless, handicapped, etc.). Discuss the difference in needs for each group.

What is “communication?” How does it relate to service-learning?

Brainstorm a list of new words you have learned relating to service-learning.

What are “pride” and “self-esteem?” How are these ideas developed through service-learning?

Draw and describe an example of a type of community service (e.g., firefighter, nurse, tutor, clean-up crew, etc.).
Preparation for Learning

Students need not wait until the end of a project to reflect. Reflecting throughout a project motivates students to think about their decisions and actions as they serve. Keeping track of what they learn is a good way for students to constantly reflect. During preparation, they could create a chart with three columns:

<table>
<thead>
<tr>
<th>What We Know</th>
<th>What We Want to Know</th>
<th>What We've Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Upon completing their project, students will have visualized their learning. Such a chart could help them evaluate themselves while they serve:

- Is our project going the way we want it to? Should we alter any of our plans?
- Recalling how we felt about [issue] when we started this project, how do we feel now? Are our opinions changing?
- Were we misinformed about certain things when we started this project? Did we think or assume anything incorrectly?
- Do we want to know anything else about [issue]?
- Now that we’re finished, do we still want to serve in this manner? How do we feel about [issue]?
- What else can we do to help?

Motivate students to think throughout their service — and keep the great ideas coming!
Action

Once students have worked through the preparation process, they are ready to engage in action which can take three major forms. Examples of the three types of action and possible student learning outcomes are provided below:

Direct Service
Tutoring, Mentoring, Visiting the Elderly, etc.

Students Learn . . .
△ to be responsible for their own actions
△ to be dependable
△ to make a difference in another person’s life
△ to solve problems
△ to care for another person
△ to focus on the needs of others and to put one’s own problems in context
△ to get along with people different from one’s self

Indirect Service
Drives, Collections, Fundraisers, Clean-Ups, Construction, Environment, etc.

Students Learn . . .
△ to work in a team – to cooperate
△ to develop team spirit
△ to play different roles in a group
△ to take pride in an accomplishment
△ to organize people to get a job done
△ to involve others (recruit them to help)
△ to perform project-specific skills
△ to value working with others to solve problems

Advocacy
Lobbying, Speaking, Performing, etc.

Students Learn . . .
△ to persevere
△ to articulate a concern and to suggest solutions
△ to work with adults
△ to persuade people to act in a new way
△ to understand relationships among issues
△ to appreciate the duties and privileges of citizenship
△ to appreciate the political process
Reflection

During the reflection stage of service-learning, it is important that teachers and students understand the purpose of this stage and use a variety of methods for reflecting on the learning that comes from service.

Purpose

To explore:
- Why perform service?
- What difference does my service make to the community?
- How did I use what I learned in the classroom in the subsequent service project?
- How did I use what I learned from the service project in the subsequent classroom setting?
- What language do I use to show caring and commitment?
- What are the habits of participation that are expected of citizens?

Guidelines

- Attend to broader issues as well as personal experiences
- Encourage creativity
- Use diverse activities
- Have students structure some of the reflection sessions
- Address issues of confidentiality
- Evaluate reflection process and modify it as needed
Activities for Reflection

Once students have worked through the preparation process and have taken action on their service project, reflection on the experience is essential. Following are examples of student activities that will help them focus and reflect on what they have learned.

✔ Creative writing. Submit articles and poems to the school newspaper, literary arts magazine, or the local media. The articles should be reflective rather than narrative in content.

✔ Journal. Reflect on service through journal writing. This activity is most effective if carefully structured – ask students detailed questions, encourage them to share their thoughts with each other.

✔ Discussion. Use Pair-Share strategy for students to talk about service experiences.

✔ Stories, books, quotes. Read and discuss stories or case studies related to the students' service experience.

✔ Guest speaker. Invite a community member to share his or her service experiences. Suggest that the speaker have a theme, such as “How service makes us better citizens.” Have students prepare questions to ask the guest speaker.

✔ Classwork assignments. Reflect on service in regular assignments (weekly essays, research papers, oral presentations, etc.).

✔ Art. Express feelings about service through art. Be creative – draw, paint, etc.

✔ Scrapbook. Create a scrapbook about service experience. It could include pictures of service sites; newspaper articles; mementoes of service project, etc.; samples of students’ writing (letters to editor, essays, poems, etc.)

✔ Music. Listen to music lyrics to stimulate discussions. Ask students to lead this session – they know today’s music!

✔ Role-play. Act out problem situations that may have occurred during the service project. Brainstorm solutions.

✔ Mock talk-show or city council meeting. Create a scenario to discuss the issues they’ve chosen to address.

✔ Video. Tape students as they serve. Watch and discuss in a group.
Reflection Discussion Groups for Service Project

Listed below are a set of sample questions that were used to guide reflection for a service project in which a group of teachers and a group of adults with developmental disabilities jointly performed some environmental work.

WHAT? Observations

△ What are your observations from this morning’s activity?
△ What did you notice about the entire experience?

SO WHAT? Analysis

△ How did you feel about the service project itself?
△ How was the project similar or dissimilar to what you expected?
△ Was this an educational experience? In which ways was it similar or dissimilar to other educational activities?
△ What, if anything, did you learn about the task which you were working on or the people you worked with?
△ Did you learn anything about yourself or for yourself?
△ Were there any other outcomes for you from this experience?

NOW WHAT? New or Further Applications

△ What place, if any, do you see for people with disabilities in service projects?
△ If you were involving a group of school children for a similar project for the first time, what type of preparation would you like them to have?
△ If you had done this morning’s activity with school children, in which ways might you use the experience for further learning within the classroom?
△ What thoughts does this experience give you about the general issue of diversity?
△ Are there any other questions we have not asked which you think might be helpful?

CLOSING Synthesis

△ If you could take away one photograph in your mind from this morning’s service project that meant something to you, what would it be?

Adapted from National Youth Leadership Council, five-day summer teacher training institute, NYLC, 1910 W. County Road B, Roseville, MN 55113, (612) 631-3672
Worksheet
Draft a goal statement for program design, indicate the specific objectives, the action steps to meet the objectives, the person responsible for each action step and the deadline for each action step.

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Deadline</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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</table>

Goal Statement:

1. 
2. 
3. 
4. 
5. 

National Association of Partners in Education, Inc.
Worksheet

Define role descriptions for your partnership:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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</table>
Self Assessment Questionnaire

1. Define program design as used in the process for service-learning partnership development.

2. List the types of activities of a partnership which are appropriate to your stated goals and objectives.

3. List three specific actions which you have planned to begin the design of your service-learning partnership.

4. Have you developed role descriptions for the school-based service-learning coordinator, principal, teachers, community-based coordinator, students, community volunteers, local advisory committee and lesson plan development team?

5. List the benefits of preparation, action and reflection.
   Preparation:

   Action:

   Reflection:

If you are unable to complete this self assessment sheet, please review the chapter on Program Design before continuing.
Now that you have decided the major activities the service-learning partnership will undertake, it is time to plan the architecture of the partnership itself – how the partnership will be managed.

To be effective, service-learning partnerships need strong support from all levels of the school. They also require sound organization and careful monitoring. If all these conditions are present, one good effort seems to lead to another as the partnership grows and matures.

There are seven major points to consider in establishing procedures for your service-learning initiatives:

- Is there a written commitment or school board policy that supports the existence of your partnership?
- Do your service-learning goals and objectives support the school’s existing instructional objectives and priorities?
- How does your partnership relate to the school district’s overall partnership policy? Is there consistency of priorities and effort?
- Have partners, students, teachers and administrative personnel been involved in the development of role descriptions for partners, coordinators, students, teachers and principals?
- What administrative and monitoring procedures are necessary?
- What costs are related to the development and implementation of your partnership?
- Provide assistance to teachers who are implementing service-learning in the classroom curriculum.

**Policy Commitment Must be in Writing**

Top-level support should be explicitly stated by the board of education, superintendent and school principal. If your school board does not have a policy supporting service-learning partnerships, it is wise to develop one and have it adopted. This degree of commitment is essential for sustaining collaboration through all stages of the planning process.

**Chapter Objectives**

Upon completion of this chapter, you will be able to:

- define Partnership Management
- select appropriate administrative and monitoring procedures for your partnership
- identify school district policy relevant to your partnership
- prepare a budget statement for your partnership
The written commitment must not be "boiler plate" rhetoric. The language must clearly explain the importance of the service-learning partnership effort and the philosophic underpinning of the commitment – how service-learning relates to the central mission of the board of education and the school. In most partnerships, the partners develop and sign a contract that describes what is to be accomplished, how the partners will work together, how coordination is to be effected, what resources are to be committed, how long the partnership will last, and how it will be monitored and evaluated.

A formal commitment helps assure attention, continuity, funds, staff resources, and volunteer participation. It helps provide direction and reduces possibilities for misunderstanding between partners.

**Congruence with School/School System Priorities**

The goals and objectives of the partnership program must reinforce the central goals of the school district and the individual school. Otherwise, some school personnel may view the partnership as a waste of time. When cooperative programs appear to be superficial, it is often because their goals are ancillary to those of the school and/or school district.

**Administrative and Monitoring Procedures**

Procedures for administering and monitoring a service-learning partnership must be identified, codified, and approved during this stage of development. Such matters as health and legal procedures, liability insurance, signing in/out, parking, transportation, food facilities, reporting absences, maintenance of information files, confidentiality, and assignment of work space are essential matters to be considered.

Equally important to efficient program management is the establishment of monitoring procedures for the partnership, including formative (on-going) monitoring and summative (annual) evaluation.

Consistent program monitoring will:

- provide management guidelines for the overall program and specific activities
- guide mid-program adjustments and refinements
- support the development of data collection that provides credibility to the service-learning partnership
- form the basis for comprehensive program summative evaluation and yearly reports

(See Step 12, Monitoring and Evaluation, for specifics related to monitoring and evaluation guidelines, procedures, and strategies.)
Developing Partnership Budgets

Service-learning partnership programs must be cost effective. They are not free. While the school or school district may not be paying for the cost of human resources from the community, partners must consider other costs related to the partnership. Typical line item budgets should include:

- personnel (if any)
- transportation and travel
- service materials, such as paint or recycling bins
- telephone
- recognition activities, such as luncheons and dinners, and recognition items, such as buttons
- public relations activities including distribution, production of public service announcements, partnership brochures, newsletters and flyers
- postage
- photocopying
- office space
- annual report
- evaluation

You are now ready to complete the following worksheets.
Worksheet

Specify the administrative procedures for your partnership:

Partnership Title: ___________________________________

Partnership Liaisons: Contact Telephone Numbers:

Administrative Procedures:

Monitoring Procedures:
Worksheet

Develop a budget for your partnership using the following categories:

- **Personnel:**
- **Transportation and Travel:**
- **Service Materials and Supplies:**
- **Telephone:**
- **Recognition:**
  - **Events:**
  - **Recognition Items:**
- **Publicity:**
- **Postage:**
- **Photocopying:**
- **Office Space:**
- **Annual Report:**
- **Evaluation:**
Self Assessment Questionnaire

1. Define partnership management as used in the partnership development process.

2. What are the administrative and monitoring procedures for your service-learning partnership both within the school and partnering organization(s)?

3. Have you identified relevant school board policy to support your service-learning partnership? If not, does your plan include the development and inclusion of such policies?

4. Have you developed a budget and a plan to raise financial resources for the partnership? If not, why?

If you are unable to complete this self assessment sheet, please review the chapter on Partnership Management before continuing.
At this point in the development process, you should have selected which components and appropriate activities will be included in your service-learning initiative. Regardless of which options/activities you choose, partnership implementation will include the following:

- **Recruitment**: The process of persuading organizations, agencies, businesses and individuals to become active in the partnership.
- **Assignment**: Matching the right organization, agency, business, or individual to the right service-learning activities/projects.
- **Orientation**: The process of preparing students, community partners and school staff for their initial involvement in the partnership.
- **Training**: Preparing individuals to perform specific tasks in the partnership.
- **Retention and Recognition**: The art of keeping resources – human, material, and fiscal – involved in the partnership by thanking all involved through a variety of recognition strategies.

Partnership planners often want to start by planning implementation. But you will find that if partnership development is taken in logical steps, as you have done in the earlier chapters of this manual, there will be fewer problems when you come to actual implementation, and key players in the school, school district and community will be aware and supportive of your efforts to seek their active involvement.

Implementation transforms relationships and understandings into “hands-on” realities. During implementation, community resources actually become a part of the school community of teachers, administrators, students, aides, other staff and parents.
Step 7
Recruitment

The recruitment strategies you develop depend on which options the local advisory committee identifies as a focus for partnership activities. Remember, the decision about partnership options has been made based on specific identified needs of the school and community.

Recruitment is, therefore, driven in large part by identified needs of principals, teachers, students and other school personnel; by the school’s instructional priorities and by the community at large. Making clear the real need for services or resources is the key element of a successful recruitment campaign.

Given that service-learning classes, when integrated into the entire curriculum, do not require recruitment of students, this section will explore the recruitment of community partners. Recruitment strategies are developed to secure the involvement of the individuals and organizations needed to fill the roles identified during the program design step of the partnership development process.

Depending on the nature of the roles identified in this step, individuals and organizations may be recruited to serve the following roles:

- conduct advocacy for policy changes that support service-learning in the schools and community
- provide an agency setting in which students will conduct service projects
- serve as a coordinator within a civic club, agency or business to work with the school service-learning coordinators
- provide financial resources or materials necessary to carry out planned service-learning activities
- provide employees or civic club members to assist students in carrying out their service projects
- serve on a curriculum development committee for lesson plan development
- provide staff development to faculty who are newly committed to service-learning as a teaching/learning strategy
- provide assistance to teachers who are implementing service-learning in the classroom curriculum

Recruitment is the process of engaging people, organizations and resources to become involved in your service-learning partnership to respond to the needs identified by the school and the community. Recruitment also serves as an on-going awareness activity – an opportunity to let people know what your partnership is about.

Chapter Objectives
Upon completion of this chapter, you will be able to:

- define Recruitment
- identify the options of your partnership for which you are recruiting
- identify five guidelines for the recruitment plan
- develop at least two recruitment strategies for each option of your partnership
Recruitment Strategies for Advocacy Partners

Recruitment is done one-on-one and through meetings, usually preceded by a letter requesting the meeting. Arrange for the highest level of education official available to ask for the participation of the community leaders. The partnership manager may not currently be in the necessary position of influence to deliver the message of need to influential community leaders. Others within the school or school district can also deliver the message. It may be that you have access to one community leader (or the leader’s spouse) who already supports the partnership and understands the magnitude of the need. If so, arrange for this individual to host a meeting of his/her peers. Let him/her do the recruiting.

Be prepared with statistical and anecdotal evidence to support your claims of the need for integrating service-learning into the classroom curriculum.

Recruitment Strategies for Curriculum Development Partners

For service-learning integration, you will need to develop lesson plans to teach science, math, or other subjects that are part of the schools’ existing curriculum. You will need to recruit a variety of partners to bring a broad base of support and ownership to the process.

- Identify the partner’s focus and determine if he/she has the expertise or perspective to develop service-learning lesson plans.
- Provide partners with current curriculum guides to review. Ask them to explore possible applications of the curriculum content by students in meeting community needs.
- Provide an arena for teachers and partners to brainstorm. A good example comes from NAPE’s IDEALS Project. One of its sites, Calvert County, Maryland, had an advisory committee with five teachers, three youth members, one parent, two administrators, a school and a community partnership coordinator, three members of the state Department of Education, one member of the county Board of Education, and four members of community-based organizations. This meeting served as the first step in the development of over 300 pages in lesson plans.
Recruitment Strategies for Agency and Civic Club Partners

Successful service-learning initiatives depend on a high level of collaboration with the organizations and agencies that can provide students with service opportunities. The following strategies can be used to enlist their involvement:

- Enlist the assistance of the local volunteer center to identify volunteers with specific skills and areas of expertise to assist teachers and agencies in preparing students for service projects.
- Meet to hear the needs of the agency or civic organizations.
- Have students make presentations at membership and board meetings discussing the benefits of a service-learning partnership.

Recruitment Strategies for College Students and Youth Service Corps

Individuals, such as college students and youth service corps members, assist with the preparation, implementation and evaluation of service-learning lesson plans.

- Contact your State Commission on National Service to identify contact persons in higher education institutions and youth service corps near you.
- Work with the office of the Dean of Students in colleges and universities to identify students and student organizations that may want to become involved in your service-learning initiative.

Recruitment Strategies for Senior Partners

Today, as never before, there is a large population of older Americans that provides a vast pool of talent and knowledge to draw upon in working with youth in their service-learning initiatives. A good example of this is Youth & Elderly Against Crime in Dade County, Florida. In this program, youth and seniors are working together to plan and implement solutions for serious community problems.

- Contact your local chapter of the American Association of Retired Persons (AARP) and Retired Senior Volunteer Programs (RSVP) to identify potential partners.
- Make presentations involving students to the members and boards of these groups.
- Contact your local area Agency on Aging to have them assist in identifying potential senior volunteers.
General Recruitment Tips

- Conduct major recruitment campaigns in the spring and the fall. These campaigns should include both direct and indirect recruitment strategies. Recruit volunteers all year long as new needs arise.

- Recruit for only the positions identified by the school. If volunteers are not placed in a position quickly, they probably will not volunteer again.

- Identify a starting date and an ending date for the volunteer placement. It helps to get people to volunteer if they know it is not a lifetime commitment.

- It is best to start your partnership program small. This will give you the flexibility to refine volunteer placements and to monitor the volunteers. There will always be plenty of possible placements at the school, but remember: it is best to have a quality program rather than simply a large number of volunteers.

- Recruit specifically for the placements. Search out the persons who have the necessary skills to service specialized placements.

- Be honest about your partnership. Define the placement and the responsibilities for servicing the placement. This should include time commitment, training and skills needed.

- A satisfied volunteer will help you sell the program. You should always have more volunteers the second year, third year, and so on. If this is not the case, evaluate your recruitment activity immediately.

- Apply team management to the partnership. If volunteers have input into the planning, placement and managing of the partnership program, they will make a commitment to the partnership.

Types of Recruitment Strategies

Specific Recruitment

Specific recruitment refers to recruiting a particular individual or group with specific skills. This strategy is employed when there is an unfilled volunteer placement which requires specialized skills, experiences or knowledge. There are several methods that may be applied to recruitment plans.
Direct Recruitment

This classification emphasizes communication between the recruiter and the prospective volunteer. In all instances, except the one involving the telephone, the people see each other. An especially important feature of direct recruitment is the opportunity for two-way communication between recruiter and prospective volunteer. The recruiter should be very knowledgeable about the operation of the school and possess information regarding the available placements and the requirements for each placement. This should include interviewing, orientation, training, evaluations and recognitions. The strategy of recruiting one-on-one always achieves the best results.

Specific Strategies for Direct Recruitment

- Person to Person - Approach the individual. Invite the individual to a planning meeting. Arrange a special tour of the school for the individual to meet the appropriate teacher. Introduce the notion of volunteering over lunch, coffee, or other informal setting.
- Group presentations
- Slide/video presentations

Follow-up is vital. In order to capitalize on interest generated by presentations, a sign-up sheet or application forms should be circulated. Prompt communication with those who indicate interest in becoming involved is important. Do it immediately!

Indirect Recruitment

This classification of methods and techniques encompasses the range of media and materials that rely on one-way communication.

Specific Strategies for Indirect Recruitment

- Posters. Can be made in shapes and sizes to fit any space, and can remain in one place or be shifted often. They can be prepared in such a way as to enable certain information to change periodically such as dates, times, places or names. They can be displayed in places where people congregate or travel. Telephone numbers of persons to contact should be highlighted, etc.
- Printed materials, brochures, news clips, articles, newsletters. Use pictures, statements from satisfied volunteers, human interest stories, etc.
- Media. Public service announcements, slide shows, video tapes, etc.
- Displays. Place in the foyer, cafeteria, lounges, etc.

Satisfied community leaders, teachers and students already in the partnership make the most effective recruiters. Their enthusiasm becomes highly contagious and generates powerful interest, support and excitement about partnerships in the schools.
Worksheet
Select the option/activity of the partnership for which you are recruiting, specify dates, identify the person responsible for conducting the activity, and list the activity:

<table>
<thead>
<tr>
<th>Partnership option/activity:</th>
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<tr>
<td>Date</td>
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<th>Partnership option/activity:</th>
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<tr>
<td>Date</td>
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</table>
Self Assessment Questionnaire

1. Define recruitment.

2. On which options of your partnership will you begin recruitment activity?

3. List eight general guidelines for recruiting.

4. List two recruitment strategies for each option of your partnership.

---

If you are unable to complete this self assessment sheet, please review the chapter on Recruitment before continuing.
Assignment is the process of matching the people who indicated interest in the service-learning partnership with the jobs the partnership wants done. Assignment is also the process of matching financial and material resources to identified needs of the partnership.

Assignment is the process of matching the people who indicated interest in the service-learning partnership with the jobs the partnership wants done. Assignment is also the process of matching financial and material resources to identified needs of the partnership.

In the recruitment stage of your partnership development, you have secured people and resources to participate in the partnership. Because effective partnerships begin with people resources, this chapter is dedicated to planning the assignment of people in the partnership.

In many ways, recruitment and assignment are intertwined. If you do not initially recruit someone with the expertise you need, you may have to identify persons who have the necessary qualifications, and try to recruit them personally and specifically at a later time.

In general, however, your recruiting will have brought in a number of people who offered their services generally, or in a broad category, such as serving on the lesson plan development team. That is where the assignment process comes in, as you try to work out the best ways to use their talents.

In the school volunteer movement, a Bill of Rights for Volunteers includes the right to a suitable assignment with consideration for personal preference, temperament, life experience, education, and employment background. Those are sound guidelines for making assignments in a service-learning partnership, no matter what the individual’s involvement is to be.

The four steps generally recommended for matching the right person to the right job are:

- interviewing
- screening
- placement
- follow up

Assigning Partners

Interviewing

Prior to the interview, the job must be defined and the interviewees selected. The job will be based on the need of a student or a school or school system, and a job description should be written. Potential candidates for positions will be selected by the service-learning coordinator or the community coordinator, depending upon where the individual will be placed. The purpose of the interview is to find out more about the individual and to explain the job. It also gives the potential partici-
pant a chance to ask questions. Interviews can be conducted one-on-one or in small groups. The interviewer should follow some specific steps, including:

**Prepare for the Interview**

- Review the application ahead of time.
- Be well organized and know the questions you will ask.
- Develop a checklist if there are more questions than you can reasonably remember.
- Be aware of current needs for volunteers.
- Be open to creating new positions based on the volunteer’s talents and expertise.

**During the Interview**

- Create a pleasant atmosphere and make the applicant comfortable
- Avoid leading questions and premature decisions
- Encourage the volunteer to talk by asking non-directive questions, such as, “What did you enjoy most or least about your last volunteer assignment?”
- Listen! And let the applicant know you are listening: respond with a smile, nod of the head, or phrase which lets the speaker know you are interested
- Allow for questions and give informative answers about the job and the volunteer’s responsibilities. What you are looking for in an interview will vary according to the job you are trying to fill, but may include:
  - attitudes toward the partnership
  - expectations of the partnership experience
  - work experience, special interests, skills
  - ability to relate to people
- If you are seeking volunteers who will work with children in the schools, you will also need to look for indications that the candidate is willing to respect confidentially and can relate appropriately to children.

**After the Interview**

- End the interview on time.
- Let the applicant know when he/she will hear from you.
- Review your checklist and make notes about your impressions and the applicant’s qualifications, right away while they are fresh in your mind.

National Association of Partners in Education, Inc.
Screening

Unfortunately, not every candidate meets the job requirements. Screening is the process of deciding whether the applicant is appropriate for the job. The service-learning coordinators need to ask themselves the following questions:

- Can the individual provide the services needed?
- Is there a receptive attitude toward the partnership?
- Will the individual derive satisfaction from the work he/she will be assigned to do?
- Is there any reason why the individual would not be appropriate to work with the students and teachers?

Placement

Immediately notify persons who have been interviewed of your decision. Give them the information about their placement, including the names of the persons with whom they will be working, and a date and time for an orientation session. The school coordinator should also make sure that the school and/or teacher knows about the placement and is expecting to work with the individual. Be warned that this is a weak point in many partnerships. Schools sometimes need help in incorporating new services and individuals into their routines. Nothing is more deflating for a partner than to show up and find the school was not expecting him or her.

Follow-up

After the placement is made, both the service-learning and the community partnership coordinators will need to follow up. Make sure things are going smoothly and that questions are answered as they arise. Continue to check throughout the year. Problems that go on unresolved can be very damaging to a partnership.

Assigning Students

Teachers can either assign students to a service project or they can match students and sites by providing students with the opportunity to develop their own service projects. Students then identify the community problems and potential solutions, while also developing greater ownership in the projects. Regardless of whether the students develop their own projects or teachers assign them to a project, the students and the community should view the project as necessary and meaningful.
**Worksheet**

Identify positions for which participants will need to go through the interview process. Determine who will be responsible for conducting the interviews and the questions to be asked:

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>Interviewers</th>
<th>Positions to Fill</th>
<th>Questions to be Asked</th>
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National Association of Partners in Education, Inc.
Self Assessment Questionnaire

1. Define the term assignment.

2. List the four steps for assigning partners.

3. Develop an assignment procedure for your service-learning initiative.

If you are unable to complete this self assessment sheet, please review the chapter on Assignment before continuing.
Step 9
Orientation

Orientation is the process that prepares people for involvement in a new situation.

In a service-learning partnership, a good program orientation will acquaint all the participants with the nature of the undertaking and help them understand their roles in it. Whether orientation takes the form of a meeting, luncheon, videotape, or handbook, it can help people gain the backround and overview of the program they need in order to be effective supporters and partners. It should be noted here that orientation is different than training. Everyone involved in the partnership needs orientation. Not everyone will need training. Training is defined as preparing individuals to perform specific tasks in predetermined situations. It is far more detailed than a general orientation or overview. Training and its relationship to orientation is discussed in more detail in the next chapter.

Specifics of Orientation

Within a service-learning partnership, a number of different populations need orientation, but how extensive or detailed the orientation will be depends on the level of their involvement.

In general, policymakers (the superintendent of the schools, members of the board of education, etc.) will need to know and understand the following:

- background of the partnership, including its philosophy, history, and development
- partnership goals and objectives
- relevant information about the school and the community
- the options and proposed activities of the partnership

In addition, there are some things all active participants need to know:

- what they will be doing, and why they will be doing it
- with whom they will be working
- the format in which they will work (committee meetings, classroom sessions, one-to-one meetings with students, etc.)
- time-lines for the activity (it won't go on forever, but some commitment of time is required)
- the specific roles and responsibilities of various participants
- support materials available (handbooks, research reports, surveys, evaluation instruments, etc.)
- administrative guidelines

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Orientation
- identify populations to receive orientation
- identify information to be included in the orientation for each population
- prepare an outline of the orientation for your partnership
Volunteers Coming into the Schools

There is also some very specific information you will want to give people who plan to come into the schools as volunteers, to work directly with students. They need to know such practical things as:

- the school calendar and daily schedule
- health and safety policies
- school rules about confidentiality of student records
- staff/volunteer relationship and responsibilities
- developmental characteristics of students at various grade levels – what to expect
- discipline procedures
- use of school facilities (teachers' lounge, parking)

In every orientation, students, teachers, principals, and other school staff should participate along with the partners. This gets everybody off on the same foot and avoids future misunderstandings about roles and purposes. If an individual volunteer is to assist the teacher, the two need to meet after the general orientation meeting for discussion about specific classroom procedure and students to be involved.

Orientation should be conducted by the service-learning and community coordinators, working together. It is wise to have the participants leave with written materials for easy reference later.

The orientation should be pleasant and include a warm welcome. Name tags are needed and refreshments add a nice touch. It’s best to avoid hot, crowded, late-afternoon meetings. The presentation of information should be well organized, succinct, and to the point; and there should be time for questions and interaction.

Orientation takes place initially at the beginning of the school year. However, new people will probably be added to the partnership as the year goes on, and it is important to provide them with orientation, too; sometimes that has to be on a one-to-one basis, but it is important and should not be neglected. For this reason, more than one person should be designated to provide orientation, and alternative forms of orientation such as handbooks and manuals should be developed.

Students Conducting Service in the Community

The service-learning and/or community coordinator should arrange for the agencies and organizations where the students will be placed to provide their own orientation to the facilities and the individuals they serve. It is also suggested that teachers be oriented to the organizations.

Teachers can also provide a complementary orientation by conducting preparation activities prior to the beginning of the service projects. This would include an orientation to the project itself, as well as to the broader issues surrounding the project. For example, before students visit a nursing home, they need to become familiar with the expected activities and they should discuss issues of aging, sensitivity, etc. When students are given the opportunity to overcome their anxieties and pre-conceptions, they are freer to develop the ability and confidence to confront other situations.
**Worksheet**

Consider the options your partnership will emphasize and the assignments to be given to participants. Decide what general and specific points the orientation will cover:

- Date:
- Time:
- Place:
- Purpose:
- Presenters:
- Participants:
- Points to cover (agenda):
Self Assessment Questionnaire

1. Define orientation.

2. List those populations for which you will conduct orientation.

3. List the information to be included in the orientation for each of the populations identified above.

If you are unable to complete this self assessment sheet, please review the chapter on Orientation before continuing.
Step 10
Training

It is usually short-term, specific, practical, and is conducted in a sequence of steps. In your service-learning partnership, the major task with respect to training is to determine who needs to be trained and what skills will be achieved as a result of the training.

This step is not meant to educate people about the partnership. Instead, it is to help you make the participants in your partnerships as effective as possible in their specific assignments. If the training is appropriate and adequate, teachers, partners and students will have a positive experience and will look forward to further participation.

The purpose of the training you provide, and its expected outcomes, must be clear to participants. Above all, they should never feel that the training is a perfunctory repetition of orientation.

General Tips

When conducting training, it is important to keep several points in mind:

- assure that training remains practical and specific
- minimize lecturing
- use varied techniques – role playing, audio-visuals, flip charts
- allow experienced trainers or teachers who enjoy working with people from the community to help with training
- prepare visual aids and written material, such as a training manual, to distribute
- train in small groups and allow the opportunity for discussion

Training and the Various Options of Partnerships

The types of training you provide for the various participants in the partnership will depend on the roles they are to play. This chapter focuses on those roles in the partnership that would require some training for both school staff and community partners.

Training is defined as preparing individuals or groups of individuals to perform specific tasks in predetermined situations.

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Training
- identify groups requiring training
- explain the importance and potential outcomes of team-building when designing training
- identify appropriate training methods and activities for your service-learning partnership (indicating resource implications)
Training Teachers

Service-Learning

Teachers and administrators need training on service-learning concepts, the service learning nuts and bolts, and how to adapt the lesson plans for their own specific needs as they implement service-learning in their schools and classrooms.

The methodology for the training sessions will vary significantly depending upon the size of the group, the time allotted, the participants' stages of lesson plan development process, their knowledge of service-learning, their funds, their accessibility to service sites and community speakers, the composition of the audience and the layout of the room.

Following are examples of various methodologies for trainings:

- The trainings could involve oral presentations by the trainer, complemented by overheads and/or training materials, and interactive discussions about the value of service, service-learning and the lesson plans, as well as on-going question and answer sessions throughout the training.
- Students should participate in the training. They are able to answer questions, provide suggestions, and sometimes make presentations.
- The trainees should have an opportunity to pose questions to the teachers and students who are part of the lesson plan development team.
- There could be brainstorming sessions, role-playing and worksheets to complete. The participants play an active role in the training in order to encourage the recognition and understanding of the components of service-learning.

For the pilot sites of NAPE's IDEALS Project, the method of review of the lesson plans varied. In Calvert County, because training involved all of the middle school teachers, and because the curriculum involved infusion district-wide, the project director arranged the teachers into groups - first, by department so that the teachers could review the lesson plans with other teachers in their discipline; later, the teachers went into interdisciplinary teams by school to coordinate the interdisciplinary lessons and facilitated, but did not lead, the discussions. The project director, as well as the co-trainer, a Maryland YouthRISE member and Calvert County's Supervisor of Instruction, rotated through the departmental and interdisciplinary teams. The teachers were asked to fill out a lesson plan evaluation form. They then kept the form as a reference for when they used the lesson plans. In Washington, D.C. - because there are fewer teachers (14 as opposed to 75 in Calvert County) - lesson plans were reviewed together, lesson by lesson.

- A community representative may be asked to speak, as well as administrators and School Board members.
- The trainer could lead a demonstration service project and then facilitate a reflective discussion with trainees.

Pre-service training and staff development which include the philosophy and methodology of service-learning best ensure that program quality and continuity are maintained.

If service-learning is to assume real importance in educating students for the 21st century, it must be incorporated into the preservice and inservice training and staff development. It will be critically important, especially in this transitional period as service-learning begins to find a place in the educational process, to provide high quality training.

Many of the teaching strategies and behaviors essential to high quality in school-based service-learning are in sharp contrast to what has been taught in "methods" courses. It will not be enough to offer course work at educational institutions; potential teachers should engage in service-learning as part of their own training.

ASLER Standards of Quality for School-Based Service-Learning, May 1993

National Association of Partners in Education, Inc.
Managing Human Resources

Teachers, and many school administrators as well, also need training in the utilization of human resources other than paid staff. Many teachers have not been taught, during their professional preparation, how to manage other adults in the classrooms. Teachers are the keys to your partnership’s success. If teachers do not feel comfortable with volunteers in the school and assisting with projects out in the community, and do not use their time effectively, it is not likely that partnership objectives, such as improving students’ test scores, motivating students to achieve, or persuading students to stay in school, will be achieved. Nor will the volunteers continue volunteering if they do not feel their contribution is valued. Training teachers to participate in the partnership is a responsibility you must assume.

Training Community and Business Partners

While teachers should receive priority consideration in your training plan, it is also very important to provide training for people who will come into the school or work on community projects with students as volunteers. Here are some general tips to consider when designing your partnership’s training component:

- design training collaboratively through a team approach
  A partner may be tempted to call on its own resources to design the training scheme. No matter how good those resources may be, the partner must also work closely with the school or school district in designing training for the partnership.

- training of individuals must be conducted hand-in-hand with inservice school staff training

- most generic training designs include the following steps:
  - identify the need or problem
  - define training objectives in measurable terms
  - select among alternative training approaches
  - design materials and methods
  - select faculty
  - conduct training
  - evaluate the training

There are six reasons to train community and business partners:

- to help them define their roles clearly
- to help them learn how to assist teachers and students
- to motivate them to perform outstanding, reliable service
- to encourage their confidence and sustain their commitment to the partnership
- to reduce the need for teachers’ close supervision of their efforts
- to insure that new partners will make a good initial impression upon teachers and smooth the way for rapid acceptance of the partnership within the total school community. Well-trained individuals will be highly regarded by teachers, who will value them as members of the educational team
Training must focus on the specific needs of the individual partners. Consider three types of training:

- **Pre service training** is designed to prepare a person for a particular job before they begin. It may include reading appropriate handbooks and materials, viewing films, attending lectures and workshops.

- **In service training** provides opportunities to extend knowledge, improve skills, and perfect performance by one-to-one instruction, group sessions, role play, or skills workshops once the partner has some initial experience with the job.

- **Continuing education** supports lifelong learning. Human resource development should provide opportunities for all persons in the partnership to learn through workshops, adult education classes, seminars, and university extension courses. This allows for promoting volunteers up a career ladder.

**Resources Available to Implement Training**

The training you plan will be dependent upon the human and financial resources available to underwrite the cost of the training.

Most local school districts have a strong staff development component. Check with the school district to determine what resources are available to help support your training effort. Remember, your task is to plan and manage the training – it is not to conduct all the training yourself. If your partnership includes a college or university, check the resources available for training and staff development. University personnel have access to and experience in conducting continuing education activities.

Financial resources are difficult to obtain. If your training plan is too expensive, you may want to consider scaling down the partnership's complexity. If you are unable to reduce the complexity, give yourself plenty of time to raise the money necessary. Experienced partnership directors say it usually takes three to six months to raise money from the private sector.

For resource materials (such as curriculum guides) or trainers contact:

- The National Association of Partners in Education, Inc. (NAPE)  
  (703) 836-4880

- The National Service-Learning Cooperative: The K-12 Clearinghouse, (800) 808-7378
IDEALS SERVICE-LEARNING PROJECT
Service-Learning Lesson Plan Evaluation

Department
Lesson Number

What modifications do you need to make?

How long will this lesson take?

Sketch out a timeline – when will/would you do each part (preparation, action, reflection)?

What other resources do you need?
Worksheet

Develop your training design:

In what areas will training be needed? What is the problem(s)?

List the training objectives.

Define the training methods.

List trainers, materials and facilities needed for the training event.
Self Assessment Questionnaire

1. Define training.

2. Which groups will require training?

3. Why is team-building important when designing training?

4. List training methods and the major training activities for your service-learning partnership.

If you are unable to complete this self assessment sheet, please review the chapter on Training before continuing.
Retention

The decision to remain in the partnership relates directly to the benefits received by all of the participants from the collaborating businesses, agencies, the community and the school.

Many of the service-learning partnership activities, particularly those involving volunteers working on a regular basis in the schools assisting staff or students, are on-going from one year to the next. Other activities of the partnership may be short term or a single event, (i.e., curriculum writing team or a fun run). Whatever the activity, if the partners continue to have resources to share with one another which are mutually beneficial, every effort should be made to keep the partnership intact.

Retention Strategies for Community Partners

- provide the community partner and the school board with an annual report summarizing the community’s and school’s involvement in the various partnership activities, including distribution of donated funds/materials, volunteer hours and types of services given, summary of evaluation by program participants, and impact on student outcomes
- obtain positive publicity in the local media
- arrange for recognition among their peers through the Chamber of Commerce or local business council
- enter the partnership in local, state, or national competitions
- ensure that individual volunteers have a satisfying experience, including adequate orientation and training, feedback on a regular basis about how their services are making a difference in the education of students, careful matching of volunteer’s skills to the assignment, working with staff who have been trained to use volunteers effectively, recognizing volunteer activities throughout the year, and letting them know they are appreciated

Retention Strategies for Schools and Students

- provide proof that the community resources meet priority needs for staff, teachers, and students and have a positive impact
- provide the school and its students an equal voice in setting partnership agenda and monitoring activities
- arrange for recognition among their peers and in the community

Recognition is a major retention strategy to reward contributions.

Chapter Objectives

Upon completion of this chapter, you will be able to:

- define Retention and Recognition
- identify appropriate retention and recognition activities for your service-learning partnership
Recognition

A major retention strategy is that appropriate recognition be given to the individuals and institutions involved. Recognition may be public or private, formal or informal, but it should be planned and continue throughout the duration of the partnership. Do not wait until the end of the year to recognize the partners.

Recognition Ideas for Business, Community or Education Institutions

- bring coordinators of the partnership together with media representatives for presentation of awards or certificates at a special event
- arrange media coverage of partnerships around special focal points, such as successful service projects, enriched curriculum, student attendance, and relevant teacher inservice
- have appropriate individual write a letter of appreciation to the institution’s leadership
- have the recognition activities take place in the community, at the work site, and at the school

Recognition Ideas for Community Volunteers

- lunch, tea or dinner at the end of the year
- kick-off breakfast
- thank-you letters, birthday cards from clients or staff
- volunteer newsletter highlighting individual volunteer’s activities
- certificates
- enter volunteers in local, state, and/or national competitions
- complimentary tickets to special events
- scholarships or paid attendance to volunteer meetings and conferences
- stories about volunteers in local media

Recognition Items for Students

- give certificates or awards at an awards assembly (or at a separate community service celebration)
- make a special notation on the school transcript or permanent file
- devote a special page in the yearbook to the service club and the community service class
- arrange to have recognition articles placed in the local newspaper
- set up a photo display in the school lobby highlighting the students
- give surprise bonuses, such as free admissions, coupons, and trips
- videotape students as they serve. Show the tape to other classes, PTA, school board, community, groups, etc.
invite school principal, PTA, school board or an elected official to commend students via an announcement in school, a letter to the community, an awards ceremony, etc.

display thank you letters the students may receive from service recipients, elected officials, principal, school board, community groups, etc.

* From Maryland Student Service Alliance's Teacher Training Manual, 1993

Retention of partners allows district coordinators to concentrate on program expansion instead of replacing partners who drop out. Successful partnerships with longevity provide a solid foundation for program expansion, both at the building site and in the total community. Satisfied, enthusiastic partners make superb spokespersons in recruiting additional community partners and schools to participate.
Worksheet
Brainstorm creative retention/recognition strategies for the Students in your partnership:

<table>
<thead>
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<th>Retention</th>
<th>Date</th>
<th>Person Responsible</th>
<th>Participants</th>
<th>Activity</th>
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<th>Recognition</th>
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<th>Participants</th>
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National Association of Partners in Education, Inc.
**Worksheet**

Brainstorm creative retention/recognition strategies for the **Community Partners** in your partnership:

### Retention

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<th>Date</th>
<th>Person Responsible</th>
<th>Participants</th>
<th>Activity</th>
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### Recognition

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<th>Date</th>
<th>Person Responsible</th>
<th>Participants</th>
<th>Activity</th>
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Worksheet
Brainstorm creative retention/recognition strategies for the School Partners in your partnership:

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<td>Recognition</td>
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<tr>
<td>Date</td>
<td>Person Responsible</td>
<td>Participants</td>
<td>Activity</td>
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</tbody>
</table>
1. Define retention and recognition as used in the service-learning partnership development process.

2. List several key retention/recognition strategies for school staff, students and community partners.

If you are unable to complete this self assessment sheet, please review the chapter on Retention and Recognition before continuing.
Measurable objectives set early in the partnership planning process will determine the type of quantitative and qualitative information to be collected. On-going (formative) program monitoring and aggregate (summative) evaluation are designed to complement each other, one being an extension of the other. Information elicited from these evaluations provides a complete quantitative and qualitative picture of the program.

**Formative Program Monitoring**

Substantive changes in achievement, behavior and attitude require long-term programmatic interventions. Results of such interventions are best determined through consistent, formative program monitoring.

Formative program monitoring:

- assists in on-going program and activity management
- guides mid-program adjustments and refinements
- provides the basis for a database and/or descriptive record of the partnership program, a comprehensive program summative evaluation, and yearly reports

**Summative Evaluation**

Using summative evaluation, partnership leaders can disseminate quarterly, semi-annual or end-of-year reports to a range of audiences. Annual, summative evaluations should be implemented in addition to on-going formative monitoring. Evaluators organize and analyze the data collected through program monitoring during an established period of time. Additional collection tools developed for use during periodic/annual evaluations are coordinated with and tied into existing monitoring systems.

**Chapter Objectives**

Upon completion of this chapter, you will be able to:

- define program Monitoring (formative) and Evaluation (summative)
- list common purposes for monitoring and evaluating partnerships
- determine the types of process and outcome data to collect
- choose methods and instruments for collecting data
- organize the monitoring and evaluation process for your program
- determine how to use evaluation results for purposes of decision making
Effective Service-Learning Integrates Systematic Formative and Summative Evaluation

All learning programs, especially relatively new ones, can benefit from systematic evaluation. While anecdotal evidence of a program's effectiveness is useful, more systematic methods for assessing impacts of service-learning are needed, particularly since the field of service-learning is growing rapidly and demand for in-depth understanding of program models and approaches is high.

Such assessment includes detailed documentation of program components and processes; the outcomes identified by, and expected of, all participants (i.e., students, community members, and schools); and the impact of the service-learning program on individual participants, schools, and community.

Assessment processes can vary in extent and complexity, depending on the nature of the questions asked and on available time and resources. For example, if one question is, "Do students’ attitudes toward school change as a result of involvement in service-learning?", attitudinal measures can be taken at various points, or indirect measures, such as school attendance, can be used.

A question like, "How does service-learning affect civic responsibility?" would require measures which assess components of civic responsibility such as values, behaviors, and attitudes to be administered over an extended period of time.

If the question is, "In what ways can the experiential learning pedagogics associated with service-learning help to bring about education reform?", then assessment methods need to focus on the relationship between experiential teaching techniques and their multiple effects on learning and development.

A major benefit of formative (on-going) assessment is program improvement. Ongoing data supplies necessary information regarding program design in relation to program purpose, and pinpoints where modifications might be necessary or desirable.

Summative assessment also affects program development, and in addition, provides aggregate information on the overall effectiveness of a particular program model. A combination of formative and summative assessment, whether done on a small or large scale, helps to ensure that programs remain responsive to their purposes and participants.

From: ASLER Standards of Quality for School-Based Service-Learning, May 1993
Common Purposes for Monitoring and Evaluating Partnerships

The growth in the number of partnership programs brings increased demands for assistance and support for shrinking available resources. Program leaders, as well as the public and private providers of resources, must make critical decisions regarding the distribution, use, and management of these resources. Currently, partnerships are just beginning to collect information about:

- **How** financial, materials and equipment, and in-kind and human resources have been, are being, or will be used by the school and community in support of partnerships in education efforts.

- **What affect** these resources have had on improvement in attitudes, achievement and behaviors of the student, parent, educator, and partner and on schools/school district management and governance.

What Process and Outcome Data to Collect*

Together, the monitoring and evaluation tools collect data that becomes the basis for longitudinal tracking, monitoring and evaluation of program processes and outcomes.

Assessing Program Processes

Service-learning partnership leaders recognize that the assessment of both program process and outcome is needed. Assessing process is made relatively easy and straightforward through accurate record keeping. Program processes measured could include:

- number, kind, place and frequency of activities
- number, age and status of youth providing services
- number and status of youth and adults receiving services
- Number and kind of resources provided
- adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)
- quality of coordination, implementation and management of the overall program and individual activities
- to what extent was service-learning implemented at each site in a way that was fully integrated into the curriculum?
- were key components of the curriculum actually used in the classroom and service activities?
- were the training and technical support adequate?
- what aspects of the context, (urban vs. suburban, older vs. younger students, etc.) appear to affect successful implementation of an integrated program?
- what aspects of teachers’ lives, (planning time, number of classes, etc.) impact the extent of implementation? its effectiveness/ineffectiveness?
Assessing Program Outcomes

It is more difficult to clearly demonstrate and document outcomes that yield the necessary “bottom line” data upon which to base decisions. Outcomes should be connected to program and activity objectives. These outcomes are usually focused on changes in:

- Student achievement (basic skills, ability to apply school learning to real-life situations, occupational/job skills, physical fitness, physical education, career awareness, written and oral language skills, technological skills, number of courses passed, student grade averages, scholarships gained by students, etc.).
- Student and adult behavior and attitude (school attendance, tardiness, class cutting, detention and suspension, vandalism, participation in school and community, participation in post-secondary academic and vocational programs, nutritional and safety habits, staff morale, school climates, etc.).
- Addressing community needs.
- To what extent do students, who experienced an integrated service-learning course, experience increases in key areas such as self-esteem, engagement in learning, personal and social responsibility, intent to act, and self-efficacy?
- To what extent does service-learning impact teachers' views of and approaches to teaching?
- What is the extent of impact of the students' service activities?

* Some of the questions in this section were drawn from Dr. Dale Blyth, Search Institute, Thresher Square West, 700 South Third St., Ste. 210, Minneapolis, MN 55415, (612) 376-8955

Need for Baseline Data

In order to measure outcomes, it is necessary in the early stages of planning, once objectives have been set, to systematically collect and record baseline data – how things were before the partnership began in whatever area of school and community life the partnership will address.

As an obvious example, a partnership that has as its objective to improve student achievement in mathematics will need to know what the level of achievement was before the partnership intervened with the integration of service-learning.

Similarly, if the partnership’s objective is to influence attitudes, either in or outside the school, information is needed about what the relevant attitudes were before the partnership came along.
Organizing the Monitoring and Evaluation Process for Your Program

**Overall Evaluation Guidelines**

The following general guidelines apply as the program's evaluation component is planned and developed:

- The purpose of the evaluation should dictate the kind of evaluation that is done. Defined program goals and objectives should "drive" the process.
- Program evaluation should not happen in isolation. Monitoring and evaluation are integral to the overall program; it should be as much a part of the program as recruitment of partners and orientation of volunteers.

There are special techniques for collecting information. The method used should:

- gather the best data the evaluation budget can afford
- be welcome by all involved (both those who must provide the information, as well as major audience groups receiving the evaluation)
- allow sufficient time for gathering and analyzing the data
- be technically sound to ensure that data collected will be reliable and valid

When organizing and monitoring an evaluation, you should consider these component areas: planning, data collection, data analysis and reporting. A simple evaluation worksheet (see those at the end of this chapter) can be used to plan, organize and implement evaluations and disseminate evaluation results.

**Choosing Methods and Instruments to Collect Data**

Preparation of evaluation instruments takes into account which instrument will be most appropriate to collect the most useful and comprehensive data, given available resources and defined limitations.

The choice of instruments should be based upon the following factors:

- the program and activity goals and objectives
- the group targeted for evaluation
- the activities to be evaluated
- the resources available for implementing the evaluation
- evaluation limitations (time, money, manpower, etc.)
- instruments already available that can be adapted or refined
- the need to develop new instruments
Common methods of evaluation include:

- teacher judgment (use simple recording sheets, etc.)
- paper and pencil tests (achievement, aptitude, standardized, etc.)
- paper and pencil self-reporting measures (surveys, questionnaires, rating scales, ranking scales, diaries, reports of critical incidents)
- observations (standard, sample, short, timed, etc.)
- interviews (face-to-face, telephone, etc.)
- on-site performance tests on skills acquired through service activities
- record and product review (student/staff records, murals, plays/presentations, completed models, books, reports, etc.)

How to Use Evaluation Results

Program leaders should not bother doing an evaluation unless they intend to put that information to good use! Information from evaluations can be used to make informed decisions about whether or not to:

- improve, refine and renew an existing project/activity
- plan and develop new projects/activities
- institutionalize and replicate existing projects/activities
- extend a particular project/activity
- eliminate a project/activity
- consolidate a number of projects/activities
- adjust project management procedures and strategies
- recruit new partner participation and additional resources
- celebrate and recognize partners' and projects' success
- extend short- and long-term planning
- document the long-term effects of the project on participants
- determine project/activity cost-effectiveness
- retarget participant groups
- redesign curriculum
- reassign volunteers
- review and redesign the management and delivery of instruction
- strengthen school/community relations
- restructure/redesign the school
- elicit advocacy support for the school/school district
Reporting Evaluation

The audience for your evaluation reports will vary, depending on circumstances. Certainly the board of education and superintendent of schools, and principals and teachers in participating schools will want the information, as well as community partners. Funders will also want to see it.

Also, you should think about giving evaluation information to the students and volunteers who are on the firing line in your project. Studies show that the reward volunteers most want for their efforts is knowledge that their work made a difference to students and teachers.

Additionally, in order to better inform the field, you may want to share your evaluation reports with NAPE, as well as with the National Service-Learning Cooperative: The K-12 Serve-America Clearinghouse at (800) 808-7378. In general, reports should be summarized into succinct statements of strengths, weaknesses, recommendations, suggestions, and plans.

You are now ready to complete the following worksheets.

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This chapter was adapted from Otterbourg, How to Monitor and Evaluate Partnerships in Education: Measuring Their Success, FL: InfoMedia Communications 1990; Otterbourg and Adams, Eds; and Partnerships in Education: Measuring Their Success, FL: InfoMedia Communications. 1989.
**Worksheet**

**Part One**

Develop the following evaluation for the kinds of activity your partnership will undertake. List the activity leader/contact information, alternative methods proposed to collect process and/or outcome data of the evaluation, a schedule of the evaluation, and special protocols required in connection with the evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Leader/Contact Information</th>
<th>Evaluation Method</th>
<th>Evaluation Schedule</th>
<th>Protocol Requirements</th>
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National Association of Partners in Education, Inc.
Worksheet

Part Two

This worksheet organizes the preparation and distribution of the evaluation instrument and the implementation of the evaluation. Attention is given to the design of the evaluation instrument; preparation of the instrument; orientation of evaluators (as appropriate); distribution of the instrument; and implementation of the evaluation:

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Person(s)</th>
<th>Timeframe</th>
<th>Process Used</th>
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<tbody>
<tr>
<td>1. Instrument design</td>
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<td>2. Instrument preparation</td>
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<td>3. Orientation of evaluators</td>
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<td>4. Distribution of evaluation</td>
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<tr>
<td>5. Implementation of evaluation</td>
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</table>
**Worksheet**

*Part Three*

This worksheet organizes the collection, analysis and reporting of the data. Tasks include the collection and organization of the data (using paper and computer software [file system and/or database]); data analysis (using computer software); determining audiences for reporting (partner organizations, Board of Education, superintendent of schools, advisory council, parents, media, community-at-large); development of format and content of reporting forms (spreadsheets, graphs, charts, newsletters, brochures, reports); and the distribution of the report(s) (at meetings, events, by mail).

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<thead>
<tr>
<th>Task</th>
<th>Responsible Person(s)</th>
<th>Timeframe</th>
<th>Process Used</th>
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<tr>
<td>Collect data</td>
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<td>Organize data</td>
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<td>Data analysis</td>
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<td>Determine audiences</td>
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<td>Report format</td>
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<td>Report content</td>
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<tr>
<td>Form(s) of distribution</td>
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Self Assessment Questionnaire

1. Define monitoring and evaluation.

2. Why is collecting baseline data important to the evaluation process?

3. List the common purposes of evaluation in partnerships.

4. What are the major types of data collected in partnerships?

5. List two common methods of collecting data.

6. How will achievement of your partnership objectives be determined?

If you are unable to complete this self assessment sheet, please review the chapter on Monitoring and Evaluation before continuing.
Notes: