2001

Your Next Steps: Regional Summit Binder

Anne C. Meek

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Welcome to the 2001 Next Steps Regional Summit: Schools and Communities Working Together!

Inside this Resource Binder, you will find a treasury of information on community education, service-learning, school reform, and related issues. We've included examples of projects, policies, initiatives, and tips from practitioners and policymakers. You'll find articles, brochures, journals, and website information too. Although the materials are divided into sections, many pieces could be cross-listed under other sections as well; we have provided annotations in the bibliography to help you browse for materials that will suit you best.

Of course, the literature in this binder is meant to be only a beginning. We hope that these materials will lead you to yet more resources; if you don't find everything you need right here, maybe references inside the binder will point the way.

You will notice that the last few tabs are yours to fill: as you collect other materials from other states, both here at the Summit and later elsewhere, you can add to the sections marked “Your Additions.” Three-hole punchers will be available for you to use at the Summit. After the Summit, you will receive in the mail a copy of the Summit Proceedings. This will include notes from presenters, dialogues, handouts, and completed state plans. You can place those proceedings here as well.

Our ultimate goal in creating this binder is to give you something to take home that could rest on your shelf as a record of what was shared here. May your Resource Binder be inspiration for you and your state as you make great strides into community education, service-learning, and school reform.

Sincerely,
Anna Meek and Zac Willette
NYLC

Joe Herrity
IA Department of Education

Stan Potts
WI Dept. of Public Instruction

Carter Hendricks
MN Dept. of Children, Families, & Learning
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- Annotated Bibliography

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Service-Learning

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Tab 6.
Other Resources

- Items on Display
- Web Resources

Tab 7.
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- A place for you to put your own items, such as handouts, proceedings, etc.

Includes definitions, good quotations, and references. Three pages.


A brief, folded pamphlet that can be easily reproduced; an at-a-glance, simple introduction to some basic concepts in Community Education.

Lighted Schools: Fulfilling the Promise of Community Education. The National Center for Community Education and the Alliance for National Renewal. No date.

A glossy, full-color brochure on the Lighted Schools project which involves 17 youth-service organizations to keep middle schools open after hours for after-school programs. Includes inspiring stories.

Summit Resource Binder

3. Community Education

Community Education in Wisconsin: Bringing Schools and Communities Together. Wisconsin Department of Public Instruction.

A pamphlet outlining the state’s community education vision, some basic ideas in community education, and a few programs in the state.

A superior issue of this journal with articles on service-learning, community education, school reform, specific examples of integration, research, and standards. Include articles by our very own Stan Potts and Joe Herrity as well as by several of our participants. 54 pages.

Schools and Communities Learning Together: Community Education. Wisconsin Community Education Association and the Department for Public Instruction.

A stapled, eight-page introduction to community education in Wisconsin, recommended by Stan Potts. Includes some basic definitions and interesting profiles of community education in the state. Useful for its collection of brief examples of community education in Wisconsin.

4. Service-Learning

Across America students are Serving to Learn. Learn and serve America.

A small attractive pamphlet that can be ordered from LSA. Particularly nice for its interesting quotations. Useful for making a "quote page."


An intelligent report on the rationale for service-learning in terms of building citizenship and an ideal democratic self. Recommended by Terry Pickeral. Ten pages.


An attractive, simple pamphlet on basic service-learning components. Four pages.

Learning Connections: Successful Approaches for Youth in Community. Minnesota Department of Children, Families, and Learning. No date.

A booklet describing three ways that educators are linking youth with communities: Public Achievement, Restorative Measures, and Service-Learning. Nine pages.


Information on MCASL and contact sheet for all the members. Five pages.

A short primer resource for service-learning. Useful also as an example of issues of this journal. Four pages.

Service-Learning in Wisconsin. Wisconsin Department of Public Instruction, no date.

A trifold pamphlet of the Cooperative Educational Service Agencies (CESAs) in WI, some samples of their service-learning work, some background, and their aims. Includes a very handy "4-point test" to ensure quality service-learning. Two pages.


A report from CCSO, The Close UP Foundation, Earth Force, and The National Society for Experiential Education. A well-organized, easy to read booklet on the definitions of service-learning, its impacts, ways to implement it, and rationale for it. 23 pages.


A nice example of this journal from ECS that focuses on service-learning and community service. Includes articles on the benefits of service-learning, its impact on communities, its status in US education today, general policy challenges and solutions, and voices from the field. 19 pages.


A folded glossy pamphlet on the Wisconsin 2x4x8 Project. Interesting for its examples of projects, statements on student resiliency and service-learning, and for its list of 40 Assets for Youth reprinted from the Search Institute.


Recommended by Carter Hendricks. An excellent, reproducible, stapled 26-page guide to assessment in service-learning. Outlines a step-by-step process, including gathering, organizing, and analyzing evidence, and examples of good assessment, as well as a short resource in the back. Useful as both a service-learning primer and guide for getting started on assessment.
5. Integration and Miscellaneous

Characteristics of Successful Schools. Wisconsin Department of Public Instruction: August, 2000.

A kit for improving school success and moving forward in school initiatives. Includes useful inventory charts that ask questions, which are applicable to any consideration of new school directions or policies. Recommended by Stan Potts. 44 pages.


A 32-page, paper-bound booklet of articles on families in education, with a focus on parent-teacher-student relations and on family involvement. Fun to browse.

Making the Connection: Service Learning and Comprehensive School Improvement in Iowa. Dr. Denise Schares, Iowa AEA7: March 2001.

A concise, easy to read two page document that lists the ways that service Learning aligns with School Improvement Plans. Includes administrative codes.

Wisconsin Intergenerational Network: Together We Win. WIN, no date.

A trifold brochure about Wisconsin’s program to build a network of people of all ages to contribute to society. Includes the organization’s aim and a little about their membership. Two pages.

6. Other Resources

♦ Items on Display


Stan Potts calls this “the best little brochure on Community Education.” Contains information on assessment, public relations, principles and benefits, and examples. Useful as a primer on community education. A thirty-page booklet with an order form in the back. $1.50 for 25+.

This is a 135-page, glossy-bound treasury of service-learning projects, described in depth, from a wide variety of disciplines, grades 8-12, in the state. The publication includes interesting basic information about service-learning, resources; the core of the publication is its reports on the projects. Each project report includes a profile, its connection to the curriculum, a list of state standards the project aids in meeting, and information about the project's prep-work, design, reflection and assessment. The back of the book includes comprehensive lists of state standards in every discipline represented in the publication. This is a wonderful publication from which to gather project ideas; it is particularly valuable for the inspiration it provides on linking projects directly to state standards.


A 90-page, glossy-bound publication recommended by Stan Potts who served as a consultant for the document. Contains lots of great background information on community education, including its history, samples of questionnaires, sample policy statements, sample evaluations, plus charts and inventories, graphs, etc. A very useful toolbox for community education.


This issue of The Generator (which is a publication from the National Youth Leadership Council for its members) focuses on service-learning and literacy. It includes articles by Stan Potts (on sustainability); Minnesota Campus Compact (on literacy and social change); and several students on projects in which they participated. It is useful not only for its articles, but also as an example of the journal generally.


An attractive booklet from 21st Century that outlines five strategies with step-by-step suggestions and related helpful resources. 31 pages.


An attractive 36-page special report from the Mott Foundation. Chocked full of color photos, some interesting statistics, and nice, accessible stories of collaboration in action. from Michigan, Wisconsin, Alabama, and New Mexico. 8 pages (double-sided).

Includes sections on service-learning definitions, elements of best practice, mission and policy tips for organizations, and suggestions for professional development. 82 pages.


A bibliography of books that can be used in courses in a number of different topics and that also allow for and inspire service-learning activities. 54 pages.


A magazine issue with articles from several school districts around the country and their particular challenges in instituting change and their strategies for overcoming barriers. Great anecdotal evidence for the success of school reform and helpful examples of things that worked to alleviate barriers. Sixteen pages.

◆ Web resources

A listing of web addresses that contain information on community education, service-learning, school reform, or all three.

7, 8, 9, & 10. Your Additions

During the Summit you will receive a number of handouts and other pieces of literature. You can organize these pieces as you like in these sections. You will also receive a Proceedings document after the Summit that will include all of the information that is presented in these three days.
Wisconsin’s Community Education Vision

Community education can help communities progress and thrive by doing important things with less. Community education provides a means to create new solutions to problems, develop local leadership skills, and improve the delivery of services through partnerships and collaborative efforts. Through community education, communities embrace the idea of lifelong learning for all and make a commitment to work together to meet the learning needs of every citizen.

Components of Wisconsin’s Community Education Model

A 1993 State Task Force on Community Education focused on the five parts that make community education effective. Integrating the five into a community education program almost guarantees success. Below are the five guarantees of success along with a checklist of questions.

Citizen Involvement. Citizen involvement strengthens solutions by bringing a variety of perspectives to each issue. People who know the most about the problem should be the ones coming up with solutions. Community advisory councils provide for citizen involvement.

✔ Does our school solicit the input of citizens in all phases of school operation? Is this encouraged at both the building and district levels through the active use of community councils?

Needs Assessment and Planning. Conducting a needs and resource assessment lets citizens determine what are the needs, how the needs should be responded to, and how current programs can be made more responsive.

✔ Is our district committed to identifying local needs for all learners and coordinating resources to meet these needs? Do we recognize the importance of acting as catalysts to make positive things happen in our community?

Extended Use of Public Education Facilities. Many public education facilities are underused. The community education model promotes extended use of school buildings and equipment, encouraging everyone to use the facilities. It also promotes a sense of ownership among all citizens and emphasizes the increased importance of lifelong learning.

✔ Is our school viewed as a lifelong learning center for the entire community. Do we search out services and activities to deliver to all learners?

Interagency Coordination and Cooperation. Services delivered through interagency cooperation are more efficient than those that result from fragmented efforts. By relying on teamwork and reducing duplication of effort, a community education-based program can make the most of limited resources.

✔ Does our school district seek collaborative partnerships with local agencies and service providers to more efficiently and effectively provide services and programs for all learners?

Leadership. For the community education model to flourish and for its desired results to occur, solid leadership is required. It takes effective public leadership to sustain a community based on learning and cooperation.

✔ Do our schools seek to develop the leadership skills of local citizens to improve community problem solving and decision making to enhance the quality of life for all learners?
Contacts in Wisconsin

For more information on community education in Wisconsin, please contact any of these individuals or organizations.

Stan Potts, Community Education Consultant
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P.O. Box 7841, Madison, WI 53707-7841
Phone: (608) 266-3569  Fax: (608) 267-1052

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University of Wisconsin-Madison
Department of Educational Administration
1025 W. Johnson St., Madison, WI 53707
Phone: (608) 263-3232

Eric Smith, Dane County Services
Cooperative Educational Service Agency (CESA) 2
4513 Vernon Blvd., Suite 208, Madison, WI 53705
Phone: (608) 232-2860

James Stewart
University of Wisconsin-River Falls
Rural Development Institute, River Falls, WI 54022
Phone: (715) 425-3759  Fax: (715) 425-4479

Germaine Hillmer
Wisconsin Community Education Association
Editor, Outlook
P.O. Box 901, Wales, WI 53183
(414) 968-2564  Fax: (414) 968-5357

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.
Ideas that Can Work in Your Community

Community education is far more than evening classes offered to hobby enthusiasts, and it’s more than the school and recreational program offerings. It’s communities working together to address their concerns and improve the quality of life for all citizens.

John T. Benson, State Superintendent

Community education offers extended academic and recreation opportunities for youths and adults. Effective programs can extend learning beyond the school day for students of all ages. Programs can include languages; math and reading tutoring; enrichment classes; career and vocational skills; mentoring; work toward college credits; GED classes; and recreational opportunities such as swimming, volleyball, nature programs, and bus tours.

Intergenerational programs unite children, teens, adults, and elders in a common goal: accomplishing relevant community work. Older adults can tutor youths in remedial and advanced academic studies and act as their mentors. School-aged children can help older adults with around-the-home tasks such as snow shoveling and leaf raking. High school students can offer musical entertainment at a nursing home.

Family involvement activities strengthen learning by helping parents become teachers as they work and play with their children. Children who grow up in families involved in their education do better in school and grow more easily into responsible, independent adults. Community education-influenced programs involve parents in their children’s education and recreation by establishing family gym-and-swim times at the local high school and offering classes that parents and children can take together. Parent effectiveness and child self-esteem workshops boost a family’s ability to work, play, and learn together.

Activities that boost volunteerism and support community/business partnerships create a sense of involvement and a strong community. Parents and other adults who volunteer in the classroom benefit from their experience and contribute to curriculum enrichment. The community education model allows local businesses to share their technology; to offer mentors; to provide youth service, internships, and employment opportunities; and to share school facilities for business and community activities.

Cultivating leadership and involvement among teens provides a new group of community catalysts. Youth leadership and service-learning programs offer teens valuable experiences through extracurricular opportunities. Teen recreation and enrichment activities help them bridge the gap between school and life by involving teens in community life and activities before they graduate.

Strengthened citizen involvement and participation enhance civic pride. The healthiest communities involve a significant portion of local residents in democratic and group
decision making. A synergistic approach to improving a community's quality of life requires citizens to have skills that foster active participation in community problem solving.

Communities can present a focused, unified picture of the local scene. Interagency coordination can lead to the publication of a single, comprehensive community brochure that lists classes, community events, youth contacts, and specialty programs. It is then mailed to every household several times per year.

Using school facilities as full-service community centers all year round saves money, meets full-time learning needs, and acts as a catalyst to improve community life. Most school facilities are centrally located and occupied during school hours. These buildings are publicly owned and offer public use facilities such as pools, shops, cafeterias, an auditorium, and gyms. Expanding school hours is a wise use of local human and financial resources. With full access to school facilities, community members feel a greater sense of involvement in the education of school-age children.

Exemplary Programs in Wisconsin

Throughout Wisconsin can be seen wonderful examples of community education in action. Through a wide range of programs, communities can address their needs and enable all citizens to reach their potential. Examples of programs serving community members include:

- Sauk Prairie schools established the “Kids’ Club,” a latchkey program headed by retired teachers. It provides tutoring, social and recreational opportunities for children; furthers intergenerational and elder involvement in the schools; and supports the community’s need for after-school activities for children of working parents.

- In collaboration with the Wisconsin Department of Natural Resources and Ducks Unlimited, Amery schools held a “Woodworking for Wildlife” class. Students of all ages made bird houses for species they studied. This intergenerational program furthered environmental education and strengthened the community’s ability to serve as a haven for resident and migrant birds.

- With the help of a professional theatre group, the Frederic schools invited community members to produce a play. This program encouraged community and intergenerational involvement and bolstered volunteerism.

- The D. C. Everest School District in Marathon County offers over 40 preschool classes per year to three- to five-year olds. The classes help prepare children for kindergarten by offering social enrichment and academic training.

- With the help of local employers, the New Richmond School District offers seminars on retirement planning. Topics have included housing issues, gerontology, medication, and life planning after losing a mate.

- Pulaski Community Schools recycled high school prom decorations for a senior citizen prom. Seniors who attended enjoyed lunch and danced to the music of a disk jockey. This program strengthened intergenerational involvement and fostered the use of the school as a community center.

- Unity schools held a workshop for parents, “How to Advertise-proof Your Children,” and a seminar, “Things You Should’ve Learned in School about Native Americans But Didn’t.” This program fostered family involvement, taught critical thinking skills, and furthered multicultural education.
"By making the entire community the classroom, service-learning is creating the next generation of active duty citizens."

Harris Wofford, CEO
Corporation for National Service
The National Community Education Association was founded in 1966 to advance and support community involvement in K-12 education, community self-help, and opportunities for a better life for everyone in the community through lifelong learning.

NCEA's members include about 1500 individuals and institutions from every state in the United States, seven Canadian provinces, and 16 foreign countries. Thirty-eight state community education associations are affiliated members of NCEA.

NCEA provides its members with national leadership and advocacy; publications, conferences, and workshops; and information and referral services.

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**MEMBERSHIP CATEGORIES**

**FULL MEMBERSHIP**
Annual Dues: $125
First time members pay only $100 for the first year.
- A subscription to *Community Education Today* (9 times a year)
- A subscription to *Community Education Journal* (quarterly)
- Discounts on NCEA convention registration and NCEA publications and products
- Eligibility to vote and hold office

**ASSOCIATE MEMBERSHIP**
Annual Dues: $50
(Reduced rate of $35 for full-time students.)
- A subscription to *Community Education Today* (9 times a year; available only to members of NCEA)
- Discounts on NCEA products and publications

**INSTITUTIONAL MEMBERSHIP**
Annual Dues: $300
- Three subscriptions to *Community Education Today*
- Three subscriptions to *Community Education Journal*
- Discounts for three individuals from the institution at annual conventions
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NATIONAL COMMUNITY EDUCATION ASSOCIATION
3929 OLD LEE HIGHWAY, SUITE 91-A • FAIRFAX, VA 22030-2401 • (703) 359-8973
KATHY CARTER joined the South Carolina Department of Education five years ago to promote the community school concept and to implement service learning statewide. Through her leadership, the state's Learn and Serve program has been recognized by the Corporation for National Service as one of the best programs in the country. She has given numerous workshops throughout the country on service learning and its relationship to community education. Dr. Carter has served as a board member on both the state and national community education associations and is currently serving as president of the SC Association for Rural Education.

JACK LYOYDAY is Director of Community and Occupational Programs in Education and the Center for Rural Education at the University of South Carolina. He currently serves as vice-president of the SC Association for Rural Education and as a school-to-work liaison between the College of Education and the Midlands (SC) Tech-Prep Consortium. Dr. Lyday has worked extensively in the adult and community education arena over the past 20 years and has enjoyed a wide array of professional involvement domestically and internationally. A major interest has been in conducting graduate travel study tours to Latin America, Central and Western Europe, and Asia.

LARRY WINECOFF is a Professor of Adult and Community Education at the University of South Carolina. He has been director and/or co-director of the USC Center for Community Education since its inception in 1973. Dr. Winecoff has been an active participant in the service learning movement for the past five years. He directed the USC AmeriCorps project from 1994–96 which placed service learning coordinators in school districts that were funded by the Department and chaired the SC Commission on National and Community Service during its formative years. In 1994, he received the NCEA Professional Service Award.

A review of the literature indicates that service-learning is written both with and without a hyphen. Both refer to the same concept—a method of teaching and learning that combines academic work with service experiences. Recognizing that differences do exist, the editors have made no changes of this term as submitted by individual contributors.
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Community Schools and Learn and Serve America Directory insert

The Journal welcomes articles on a variety of topics. Please see the description below and the Guidelines for Writers on page 18.

COMMUNITY EDUCATION JOURNAL

Community Education Journal (ISSN 0045-7736) is published quarterly by the National Community Education Association, 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030-2401; (703) 359-8973; fax (703) 359-0972; e-mail ncea@ncea.com. Annual subscriptions are $25.00 in the U.S. and Canada. Foreign subscriptions are $28.00 for surface mail, $35.00 for air mail.

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Community Education Journal is a forum for the exchange of ideas and practices in community education. It seeks to publish articles of interest to the academic community as well as to practitioners, including descriptions of successful programs and research projects that are of use to community educators. It is particularly interested in articles that are visionary and creative.

If you would like to write for the Journal, see the Guidelines on page 18.

COMMUNITY EDUCATION JOURNAL (ISSN 0045-7736) is published quarterly by the National Community Education Association, 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030-2401; (703) 359-8973; fax (703) 359-0972; e-mail ncea@ncea.com. Annual subscriptions are $25.00 in the U.S. and Canada. Foreign subscriptions are $28.00 for surface mail, $35.00 for air mail. Full, Life, and State Affiliate Memberships in the National Community Education Association include a $25.00 subscription to the Community Education Journal. Institutional Memberships include three $25.00 subscriptions.
Across the Country: Community Schools' Involvement with Service Learning

By Kathy Gibson Carter and H. Larry Winecoff

This special edition of the *Community Education Journal* focuses on connections and relationships that have been made between community education and service learning. The hope is to open additional doors for these two movements to work together as partners in effective school reform. Figure 1 provides an overview of which states have: (1) community education state plans, (2) professional community education associations, (3) state education agencies that have positioned both community education and service learning in the same division, and (4) states that have linkages between the two programs. Fifty-six percent of the states have reported that some linkages already exist.

Throughout the twentieth century, the concept of the community school and its relationship with the community has been widely discussed, debated, and described in many different contexts and settings. Accounts tend to reflect the idea that schools should be an integral part of the community problem-solving process and that students should play an active role.

- 1900 — John Dewey drew attention to the relationship that exists between learning through and in relation to living (p. 37).
- 1929 — Elsie Clapp's Ballard School "recognized school community cooperation as a practical step toward more effective use of limited resources to solve serious economic and education problems" (p. 22).
- 1938 — Samuel Everett concluded that public school systems "should be primarily concerned with the improvement of community living and the improvement of the social order" (p. 441).
- 1954 — The Educational Policies Commission highlighted schools which were a "strong constellation of improving communities in which citizens, teachers, and pupils work together in building community" (p. 31).
- 1974 — Maurice Seay observed that the "community school implemented the educative process with straightforward attacks upon real problems. ... A community school did not relinquish subject-matter organization of curriculum when it planned a program built upon local problems and resources. It merely shifted emphasis. English was still taught, but taught through use in problem-solving ... (so that it) gained much value in direct application" (p. 32).
- 1974 — In the same year, writing for the *Community Education Journal*, Larry Winecoff challenged community educators to consider that any approach to community education "must, by definition, involve a comprehensive approach to curriculum development. ... Public schools need much more than cursory involvement (with their communities) and a few extended activities, they need a thorough overhaul to catch up with individual and community needs ..." (p. 26).
- 1992 — Larry Decker stressed that "community education requires an individual or group who recognizes the opportunity and acts as a catalyst in bringing together representatives of community agencies, organizations, businesses, and neighborhoods to talk about community problems and to devise solutions" (p. 9).
- 1994 — Jack Minzey and Clyde LeTarte outlined the major ingredients necessary for a strong community education program as (1) k-12, (2) use of facilities, (3) activities for
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*Figure 1: Service Learning and Community Education in the States*
Community Education
• schools seen as community centers
• uses community resources to solve community problems
• empowers community
• encourages communities to solve their own problems
• brings all segments of community together
• fosters sense of community
• lifelong learning
• process to program
• involves the total community
• interagency collaboration
• community based
• everyone is a learner and a teacher
• term traced to 1930s
• state legislation in 23 states

Service Learning
• entire community becomes classroom
• youth become resources to solve community problems
• empowers students
• encourages students to help solve community problems
• students work with many segments of community
• fosters sense of civic responsibility
• experiential learning
• program to process
• involves students in the community
• partners with many agencies
• student based
• integrates community service into teaching/learning
• term traced to 1967
• Federal legislation provides funds to all 50 states

Adapted from materials developed by Joe Herrity, Iowa Department of Education

Figure 2.

school-age children and youth, (4) activities for adults, (5) delivery of community services, and (6) community involvement (p. 89).

As community education and community schools have evolved in many directions across America and across the world, two core concepts have remained constant: (1) schools should be directly involved in community problem solving and improvement, and (2) students need to be involved in “real life” applications of the content being taught. The difficulty, in many situations, has been developing methodologies and strategies which integrate these basic concepts into the curriculum of the school. Service learning provides such a vehicle.

Ira Harkavy (1997) clearly illustrated this point in his testimony before the U.S. House of Representatives Committee on Banking and Financial Services by asking House members to consider the “possible impacts of ... in-
Service Learning Enhances School Renewal Initiatives

Assessment  
Collaboration  
Preparation  
Service  
Reflection  
Celebration

Quality  
Service  
Learning  
Activities

Community Schools  
Intergenerational Programs  
Character Education  
Family Literacy  
Safe & Drug Free Schools  
Curriculum Frameworks  
School-to-Work  
Healthy Schools

Denton provide cogent introductions to the world of service learning for those not fully acquainted with the concept. Several state education agencies have been identified in which trained community educators are responsible for the implementation of service learning. In this edition, Kentucky, South Carolina, and Utah address how service learning fits into their State Plans for Community Education. Where applicable, the relationship of service learning and the state professional community education association, institutions of higher education, and adult education is explored. Wisconsin, Iowa, and Minnesota have a unique tri-state partnership which is detailed in a second feature article. The Corporation for National Service has encouraged states to explore partnerships. Figure 3 details the service learning initiatives that have become an integral part of education reform efforts. Many of these partnerships are described more fully in the Learn and Serve articles. All the authors provide recommendations for facilitating connections in states that lack full linkages between community schools and service learning.

This special issue also includes four research articles. Jack Lyday and Larry Winecoff, using a Delphi model, provide a set of service learning standards useful for preparing pre-service teachers and for helping practitioners improve their practice. Rob Shumer describes both short and long term benefits of the 49 percent of all middle and high school students who engage in community service. He suggests that there are many avenues to service, one of which is service learning, made stronger when connected to community schools. Carl Fertman provides suggestions for involving the other 50 percent of students who currently do not engage in community service or service learning, while Elizabeth Peterson recounts the benefits gained by AmeriCorps members who served as service learning coordinators.
The final article is a personal account by Maria Ferrier of her experience as a member of the Board for the Commission for National and Community Service and of the impact Corporation programs have had on her and on ordinary citizens everywhere.

Minzey and LeTarte remind us that involvement with the K-12 program is one of six critical ingredients in the development of a comprehensive community education program. Over the years, community educators have talked about, written about, and developed programs to address the other five ingredients. This issue will describe service learning strategies community educators can initiate for the K-12 program and the relationships between service learning and other K-12 reform initiatives such as school-to-work (as illustrated in Figure 4). The editors hope this special edition will encourage readers to explore service learning as a means of connecting young people to the community, strengthening the academic curriculum, and bringing together citizens of all ages to build community.

REFERENCES

Service Learning & SCANS Skills

1. Service Learning: Students design and conduct needs assessment related to service learning.
   SCANS Skills: planning, interpreting, designing, information gathering, communicating and organizing.

2. Service Learning: Students set priorities for service.
   SCANS Skills: analysis and synthesis of information, categorizing, prioritizing, decision-making.

3. Service Learning: Students plan service learning activities based on needs assessment priorities.
   SCANS Skills: devising plans, decision-making, relating, allocating time, graphing.

4. Service Learning: Teacher and students contact sites and develop service learning agreement.
   SCANS Skills: communicating, interpreting, understanding, applying knowledge and skills, organizing, negotiating.

5. Service Learning: Students develop work plan.
   SCANS Skills: organizing, planning, projecting, predicting, flow-charting, allocating resources, distributing work, predicting impact, developing cost estimates.

   SCANS Skills: allocating responsibilities, following schedules, teaming, resolving diverse interests, understanding complex systems, self-monitoring, diagnosing deviations and malfunctions, persevering towards goal attainment, displaying sociability and friendliness, maintaining positive view of self, adapting, exerting self-control, choosing ethical courses of action, showing empathy, serving others, organizing and maintaining logs and files, improving systems, trouble shooting, making reasoned judgments.

7. Service Learning: Students write about and reflect on what they see, do, and experience.
   SCANS Skills: communicating, reflecting, analyzing, assessing impact, assessing self, distinguishing trends.

8. Service Learning: Students, teacher, community, parents celebrate experience and benefits to the community.
   SCANS Skills: appreciating self and others, reflecting, developing pride in self and community, confirming productive citizenship skills and attitudes.

Figure 4.
Turning the Tide: How Community Education Can Help Fulfill America’s Promise

By Harris Wofford

In 1995 when Harris Wofford was named by President Bill Clinton as CEO of the Corporation for National Service (CNS), the appointment was the culmination of more than 30 years of leadership in community service. During the 1960s, he worked with Sargent Shriver to plan and organize the Peace Corps and was later named the Peace Corps Special Representative to Africa. As Pennsylvania’s Secretary of Labor and Industry, he established the state Office of Citizen Service, which promoted service-learning and youth corps, and managed the Pennsylvania Conservation Corps. As a U.S. Senator, he played a key role in both crafting and building bipartisan support for the legislation creating the CNS.

Mr. Wofford has worked at the CNS to develop support for national service programs and to move the idea of service out of the political arena. Last April, under his leadership, the CNS co-sponsored the Presidents’ Summit for America’s Future.

“It is time to shift our focus to Main Street, where the real work awaits us. We cannot hope to achieve our goal of reaching two million youngsters at a stroke. It can only be achieved one commitment at a time, one street at a time, and one child at a time.”

— General Colin Powell, USA (Ret)

Last April, for the second time in our nation’s history, a call to action went forth from Independence Hall. With the leadership of President Clinton and former Presidents Bush, Carter, and Ford, with General Powell, in the city where America’s Promise was first proclaimed, we set a new national goal: to turn the tide for — and with — millions of children heading for disaster.

Helping the 15 million or more youth now in danger get the fundamental resources and opportunities they need for success will take government at all levels, all of the schools in this nation, in partnership with the best leadership in the private and independent sector, and a large-scale rallying of citizens. An increase in the quantity and effectiveness of community volunteering, of school and community-based service-learning, and of full-time national service such as AmeriCorps, are among the elements needed.

The larger purpose is to crack the atom of civic power and harness all forms of leadership, from the President to corporate and nonprofit CEOs, to the leaders of education, to grassroots organizations and citizens working together.

Is this possible? And how can we mobilize such a large-scale campaign of action to help the millions of young people who are most at risk in our country?

As community educators, you are pointing the way. For decades, you have recognized that problems are best solved by citizens and all sectors working together. And as the “Olympic Torch of Service” lit in Philadelphia is carried to states and communities across America, you will have an even greater role to play in connecting citizens and community resources with children and young people in need.

In the years of the civil rights struggles with the leadership of Martin Luther King, there were great and clear goals: to win the right to vote and to end legal segregation. These goals and the emerging sense of national scandal drew millions of Americans into action. In ten years, the right to vote was won for all Americans, and public segregation was ended.

Three decades later, the Presidents’ Summit has lifted our sights to great new goals for our nation — goals that pick up the cause of fulfilling America’s Promise where Martin Luther King left off. As President Clinton has said, “The purpose of the Summit of Service was quite specific: it was to save every child in America; to give every child a safe place to grow up; every child the health care he or she needs; every child a decent education so they’ll be able to support themselves when they get out of school; every child a mentor who needs it — every single one a mentor, one-on-one, who needs it; and every child the chance to engage in citizen service.”

To carry on the campaign launched at the Summit to assure these five fundamentals for all Americans, General Colin Powell is leading “America’s Promise — The Alliance for Youth.” It will be a flexible and growing alliance of education institutions, corporations, unions, foundations, public agencies,