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Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs

Purpose of project, as stated in RFP:

1. To connect community based organizations with schools to produce curriculum models that focus on the learning activities in the community.
2. To produce curriculum models that demonstrate how the learning in the community meets Minnesota graduation standards contained in the basic skills and Profile of Learning.

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

University of Minnesota Extension Service-Aitkin Performance Package

This curriculum is designed to give students the experience of developing, designing and obtaining financing to open and run their own business. This business is a coffee shop with Internet access that will be open to the general public. Students maintain various jobs to learn about management, operations, inventory, sales and customer service. Students participate in ongoing training focused on skills necessary for operating the coffee shop and for future jobs.

Content Standard: Business Management

Level: High School

Title of Package/Activity: Cowfee House*

***curriculum plan (curriculum is not written in Performance Package format)**

Summary Statement of Content Standard

A student shall apply the fundamentals of business management through informed decision making.

Summary of Service-Learning Activity

Tasks/Activities

1. Open the coffee house business
 - a. Learn about county environmental codes
 - b. Determine the financial costs associated with starting a business
 - c. Learn about time commitment involved with starting a business
 - d. Understand licensing process and tax status application process
 - e. Identify job positions necessary for the business
2. Identify skills necessary to supervise employees
 - a. Discuss and practice scheduling and time management
 - b. Develop a method by which to handle complaints and "difficult people"
 - c. Understand the hiring process
3. Establish economic skills associated with operating a business
 - a. Develop general budgeting skills
 - b. Understand how money functions in a business
 - c. Learn to manage a business checking account
 - d. Develop ordering skills
 - e. Understand concepts of supply and demand, scarcity, capital, goods and services
4. Learn about concepts and practice of customer service
 - a. Focus on the following areas: attitude, attention, action and appearance

Skills and Knowledge Goals

This program provides students with the experience of establishing and operating a business. Some of the skills they will learn through this process are: record keeping, managing employees, ordering and maintaining inventory, interpersonal skills, money management and financial skills, understanding of health and regulatory laws and other related business skills.

Coffee House Curriculum

**Developed by Renee Hink Ferrington, Aitkin County Extension Educator
University of Minnesota Extension Service**

GENERAL/SPECIFIC EDUCATIONAL OBJECTIVES IDENTIFIED

The learners that will benefit from this program are the students who are employed by the Coffee House and other students in the Aitkin School District who take part in the project. The educational objectives that will be achieved through the trainings are as follows:

- Understands the overall process of opening a new business
 - Understands the county environmental codes
 - Understands the cost of starting a new business
 - Understands the time and work commitment to getting a business off the ground
 - Understands the licensing process
 - Understands the overall tax status application process
 - Understands the ethical acceptance of donations
 - Understands the positions necessary to run a business
- Identify the skills necessary to supervise employees
 - Time management skills
 - Handling difficult people
 - Handling complaints
 - Scheduling skills
 - Understand the hiring process
- Identify the skills necessary to budget a business
 - Identify general budgeting skills
 - Management of a checkbook
 - Management of a checking account
 - Ordering skills
- Identify economic skills associated with business
 - Understand supply and demand
 - Understand scarcity, capital, goods and services,
 - Understand money and it's function
- Understand the concepts and foundations of customer service
 - Understand a service Attitude
 - Understand service Attention
 - Understand service Action
 - Understand service Appearance

The Coffee House Curriculum will model will meet the graduation standards in Business Management and provide the youth involved with education and high school credit as well as providing them a method to earn money for college.

OPERATIONAL/ORGANIZATIONAL OBJECTIVES DIFFERENTIATED

The community change objectives that we are striving to meet are as follows:

- Understand how to develop a business idea

- Understand the process of opening a business
- Recognize that youth can contribute to the community and to their futures.

The program operations objectives that we are striving to meet are as follows:

- Complete the first two phases of the training program prior to the business opening.
- Continue training new employees on the first two phases of the training program upon their hiring and prior to their first day of work.
- Complete the last three phases of the training program within the first three months of employment in the business.
- Require all employees to participate in a refresher course training every three months to continue their employment.
- Provide the necessary materials and information to the participants in an understandable and easily accessible format.

SPECIFIC ORGANIZATIONAL/OPERATIONAL OBJECTIVES IDENTIFIED

- Conduct a two hour training on opening up a business and the business specifics
- Conduct a six hour training on economics
- Conduct a two hour training on budgeting
- Conduct a two hour training on supervising employees
- Conduct a four hour training on customer service
- Complete these programs in the allotted time frame
- To have refreshments available to promote learning
- To host the programs at times that are free and open of conflicts
- To provide handout materials in each area to the learners for them to keep

The specific organizational/operational objectives were developed by getting down to the specifics regarding what will be taught, where it will be taught and how it will be taught. Moving from the general to the specific was a matter of organizing the actual plan for the program. Getting down to the specifics of operation and organization.

GENERAL LEARNING EXPERIENCES

The learning experiences that the participants encounter are as follows:

- **Lecture and discussion with business professionals on opening a business.**
- **Discussion with the Cowfee House advisor on the specifics of this business and background information on the development and process of this business.**
- **Activities that engage the learner in economics and the concepts of economics and business.**
- **Discussion and presentation by and accountant on the skills of budgeting for a business.**
- **Use handouts and provide a training budget book to work through using mock business numbers.**
- **Activities and training book on checkbook management and check writing.**
- **Discussions with a bank official on checking account management.**
- **Activity to practice planning and ordering in a mock setting.**
- **Interactive activity on working with difficult people**
- **Site visit to view handling of complaints and dialogue with a customer service representative.**
- **Discussion on techniques used to handle complaints and difficult people**
- **Discussion on time management and worksheet completion.**
- **Use handouts to provide learners with tools to use in personal time management and scheduling of employees.**
- **Discuss the hiring process and provide each learner a chance to participate in a mock interview that will be videotaped and discussed.**
- **Activities and discussion of the foundations of customer service skills.**

The relationships to the objectives are great. The learning activities will assist in achieving the objectives that were stated. These learning activities will engage the learners in multiple learning modes to enhance and promote learning in all types of learners that may be present. The objectives that were presented were geared toward achieving an understanding of what it takes to develop, open and run a business as well as what it takes to become employed and be a good employee. The learning activities are the methods that these objectives are achieved.

PROGRAM FORMAT

The overall format of the program is as follows:

TIME	TOPIC	OBJECTIVE	LEARNING EXPERIENCE	INSTRUCTOR RESOURCES
Two hour block of time – flexible as to when based on schedules	Overall business development, business history, and business specifics	<ul style="list-style-type: none"> Understands the county environmental codes Understands the costs of starting a new business Understands the time and work commitment to getting a business off the ground Understands the licensing process Understands the overall tax status application process Understands the ethical acceptance of donations Understands the positions necessary to run a business 	<p>Lecture and discussion with business professionals on opening a business.</p> <p>Discussion with Cowfee House advisor on the specifics of this business and background information on the development and process of the business</p> <p>Activities on the tax status process.</p> <p>Discussion on the ethical acceptance of donations</p>	<p>Community Resource Directory</p> <p>County Environmental Health Services Department Guidelines</p> <p>Local professionals in the food/beverage service field</p> <p>Federal government 501c3 tax status guidelines and application</p> <p>"Tax-Exempt Status of 4-H Organizations Authorized to Use the 4-H Name and Emblem"</p>
Six hour block of time – flexible as to when based on schedules	Economic skills associated with business	<ul style="list-style-type: none"> Understand supply and demand Understand scarcity, capital, goods and services Understand money and it's function 	<p>Activities that engage the learner in economics and the concepts of economics and business</p>	<p>Mini-society curriculum</p> <p>Foreign currency</p> <p>Once Upon A Dime – Video</p> <p>Virtual Economics – CD Rom</p>
Two hour block of time – flexible as to when based on schedules	Identify skills necessary to budget a business	<ul style="list-style-type: none"> Identify general budgeting skills Management of a checkbook Management of a checking account Ordering skills 	<p>Discussion and presentation by an accountant on the skills of budgeting for a business</p> <p>Use handouts and provide a training budget book to work through using mock business numbers</p> <p>Activities and training books on checkbook management and</p>	<p>Budget workbooks</p> <p>Master Curriculum Guide in Economics Teaching Strategies 5-6</p> <p>Local banks and bank professionals</p> <p>Invoices from local business</p>

			<p>check writing</p> <p>Discussion with a bank official on checking account management</p> <p>Activity to practice planning and ordering in a mock setting</p>	
<p>Two hour block of time – flexible as to when based on schedules</p>	<p>Identify the skills necessary to supervise employees</p>	<ul style="list-style-type: none"> • Time management skills • Handling difficult people • Handling complaints • Scheduling skills • Understanding the hiring process 	<p>Interactive activity on working with difficult people</p> <p>Site visit to view handling of complaints and dialogue with a customer service representative</p> <p>Discussion on techniques used to handle complaints and difficult people</p> <p>Discussion on time management and worksheet completion</p> <p>Use handouts to provide learners with tools to use in personal time management and scheduling of employees.</p> <p>Discuss the hiring process and provide each learner a chance to participate in a mock interview that will be videotaped and discussed.</p>	<p>Personal Time Management and Effective Administration In Pursuit of the 60 Minute Hour by John S. Hoyt, Jr.</p> <p>Article entitled, "Working with Difficult People" by Frieda Curtindale</p> <p>Article entitled, "Handling Complaints"</p> <p>Article entitled, "Handle with Care: The Angry Customer", Taken from: <i>How To Win Customers and Keep Them for Life</i>, by Michael LeBoeuf, PhD.</p>
<p>Four hour block of time – flexible as to when based on schedules</p>	<p>Understand the concepts and foundations of customer service</p>	<ul style="list-style-type: none"> • Understand a service attitude • Understand service attention • Understand service action • Understand service appearance 	<p>Activities and discussion of the foundations of customer service skills</p>	<p>Minnesota At Your Service Training.</p>

SELECTION OF INSTRUCTORS

Instructors will be selected based on their knowledge of the particular subject matter that is being taught and also based on their interaction with youth. Many different instructors will be used based on the large number of different teaching methods and information to be distributed to the youth.

A major consideration will go into selecting instructors who are good communicators and work well with youth and have a strong knowledge base for the information being taught.

SELECTION OF TEACHING METHODS/STRATEGIES

A variety of teaching methods and strategies are incorporated into this program to provide learning opportunities to all types of learners who may be present. We are using hands-on activities to assist in the learning process as well as handouts, site visits and lecture. We are also using entertaining methods of engagement into the subject to promote interest and encourage participation of all involved. These are key to promoting a good learning experience for all involved.

SELECTION OF INSTRUCTIONAL RESOURCES

The resources that were chosen allow the learners to learn in a more hands-on situation and also allow for personal interaction among the instructor and the learners. The resources that were chosen have demonstrated learning effectiveness among youth and adults. Activities and handouts were pulled together and developed into a workable format to meet the needs of the Cowfee House Curriculum Committee. The philosophy of successful business professionals will be shared through discussion and on-site visitation of businesses. The learners will obtain a first hand view of business and experience the process of business development first hand. Practice will be provided on an on-going basis through actual work in their Cowfee House. Handouts will be used as guides to help the adults follow along in the discussion and can be used as a resource after the program. A Business Portfolio will be provided to each youth to keep their records, training materials and business information in.

ORGANIZATION OF LEARNING EXPERIENCES

The organization of learning experiences should flow logically beginning with a foundation of where the Cowfee House idea came from and the development process of the business. Following the initial foundation information will come the general knowledge that is essential to understanding the overall concepts of business economics. A connected pattern of learning will continue with budgeting and ordering, supervising employees and finally customer service skills.

Each topic will relate to and build on the previous topic promoting a growth pattern of knowledge.

The training programs are organized and lead into each of the next sessions.

PROVISION FOR INDIVIDUALIZED LEARNING

The program encourages individualized learning by allowing the youth to choose visitation sites as well as direct the discussion to meet their needs. The continued learning will be learner driven in that youth can choose their continued educational hours and submit a plan of action as to why this will benefit them in this job along with a written or oral presentation to the instructor upon completion of the learning experience.

LEARNING CLIMATE

The hands-on aspect of the program allows for an informality that promotes self-directed learning and also an open and comfortable environment. Learners are encouraged to openly ask questions and freely discuss issues and questions with the instructors in hopes of promoting an on-going relationship between the participants and the instructors. A variety of teaching methods are used to make the learners feel comfortable with the learning process.

ADMINISTRATIVE SUPPORTS FOR LEARNERS

There are many supports that are available to the learners. The learners have instructor support available at all times to answer their questions and help them deal with issues that come up. The University of Minnesota is also a resource support to the learners. Extension Educator assistance and resources are available to the learners at all times. The University of Minnesota Extension Service staff is available to work one-on-one with the learners on a continuing basis to meet their needs.

SUPPORTS FOR PROGRAM PLANNING STAFF

The program planning staff has many written resources available from the University of Minnesota Extension Service. A majority of the handouts will be actual working documents with scenarios attached.

SUPPORT FOR PROGRAM

The programs will be held in various locations. The Aitkin School District is supporting the development of this project by assisting in the development of the program curriculum. Staff

members of the Aitkin School District have worked to assist in the development of the curriculum and provide feedback. There are twenty-two youth participating in the development of this business and supporting curriculum. This is a large number of youth that will also be participating in the education. The community also supports the program by promoting the Cowfee House by word of mouth and also financial support. The Aitkin Legion has donated \$1,000.00; Mille Lacs Electric Community Trust has granted \$1,000.00; Lutheran Brotherhood has donated \$500.00; various community members have donated \$250.00; and the National Service Learning Clearinghouse out of the University of Minnesota has provided a grant of \$4,200.00 for development of curriculum.

The University of Minnesota Extension Service has provided news releases to inform the public of the project.

BUDGET – FIXED COSTS

- Mailings to the Cowfee House Youth Owners 23 @ \$0.32 \$ 7.36
- Curriculum Development \$4,200.00
- Equipment for the business \$5,500.00
- Remodeling of the business \$1,500.00
- Supplies \$1,000.00

BUDGET – PER PERSON COSTS

- Printing (additional hand-outs) \$ 0.50
- Cost of Minnesota At Your Service Workbooks \$ 10.00
- Cost of Budget Book \$ 2.50

BUDGET – SOURCES OF INCOME

- Income from the Cowfee House business
- Grant from National Service Learning Clearing House \$4,200.00
- Grant from Mille Lacs Electric Community Trust \$1,000.00
- Donation from the Aitkin American Legion \$1,000.00
- Donation from Lutheran Brotherhood \$ 500.00
- Donation from area residents \$ 250.00

BUDGET – SOURCES OF IN-KIND CONTRIBUTION

- Facilities to host trainings
- County, state and federal funding for the Extension Service
- Staff time from the Aitkin High School to assist in development of the program

Note: This program is being developed and will be underwritten by the Cowfee House through its income to provide training to the youth involved with this project. For this reason, there is no charge to the participants.

TYPE OF EVALUATION

A formative and summative evaluation will be used with this program. A formative evaluation will be used throughout each individual program by allowing for questions during each program. This will allow us to determine whether we are successfully covering the information that needs to be covered and also evaluate the skill of the instructors to pass this information on in a clear and concise manner. A summative evaluation will offer us input into the organization and climate of the programs as well as the instructor evaluation and overall impact of the program. The youth owners of the Cowfee House will develop an evaluation that will be made available to patrons of the business to continuously monitor their business skills that have been developed through this project and curriculum training.

PURPOSES

The formative evaluation will help the instructors stay on target and keep the learners focused on the objectives of the program. The formative and the summative evaluation are also being done to provide the instructors with the most accurate information regarding all aspects of the program and provide information that can be used both during the programs and in planning any future trainings. These evaluations will be used to provide information to the funders of these programs. These will give outside people a better view of our programs and the participant support that we have.

AUDIENCES

The evaluation is being done for a number of reasons and for a number of people. First of all it is being done for the instructors and program developers to help them provide a quality program.

Another group who will receive these evaluations are the funders of these programs and the overall project. The Aitkin School District will receive information on the program to continually provide positive feedback of its need and it's effects on the youth participating. Finally, all youth Cowfee House owners will receive information regarding the evaluations.

EVALUATOR

The University of Minnesota Extension Service based in Aitkin County will conduct the evaluation. It would not be cost effective to bring in an outside party to evaluate a program of this nature. The evaluations will be summed up by the Aitkin County Extension Service and a final report will be put together.

ISSUES

The issues that should be studied in the evaluation are as follows:

- Location
- Time
- Climate of the room
- Organization of the program
- Instructor's abilities
- Presentation styles
- Quality of information presented
- Specific activities of the program
- Knowledge acquired by the participants
- Materials that were presented
- Overall impression of the program

These topics will be incorporated into the program and used to evaluate the Cowfee House training program.

EVIDENCE

The information that should be collected will help to evaluate the program and help to make changes in this program for future presentations. Questions will be asked of the participants that provide input on the above mentioned topics and provide specific input that relates to the

Information that they learned. This will be one method that is used to determine what the participants have learned. Participants need to complete questions that are open-ended and closed-ended. The open-ended questions will provide additional information to make more accurate and clear conclusions as to what was learned. The closed-ended questions will be used for the simpler questions such as time and location of the program. Participants will be asked to provide input to these closed-ended questions if they wish to. These questions will be satisfaction questions to see if the learners were satisfied with what they learned and the details about the programs.

DATA GATHERING

The information will be collected for the formative summary by an oral question and answer session during the programs.

The summative evaluation will use a survey format to provide information in a written format that is easier to work with in writing the final report. The summative evaluation will also be anonymous which will encourage honest input and a survey rather than direct questions to the group would be best to accomplish this. The summative evaluation will be completed in the last few minutes of the program. It will be ensured that the program, including the evaluation will not go over the time that was scheduled. There will be enough time allowed for the participants to complete these evaluations without feeling rushed.

ANALYSIS

The school officials and the University of Minnesota Extension Service Extension Educators will analyze the information in the evaluations. This will give a different perspective on the evaluation results from each group. The evaluations will be analyzed based on the objectives, criteria, overall goals and how well the information and the learning meet the graduation standards. The evaluation will obtain qualitative data to be analyzed.

STANDARDS/CRITERIA

The criteria that will be used in the evaluation are the objectives. We had also set overall criteria for the project in general and will determine how well we met personal objectives as well as the

written objectives for the participants. We also need to look at the organizational standards and criteria that are presented and determine whether we have met these as well.

The program will be considered a success if the learners retain 80% of the information that was presented to them. The oral questions that are asked at the end of each session will be directly related to the objectives associated with each session. It will be determined based on the instructor's questions and the participant's answers as well as the participant's questions, whether the learners are learning those particular objectives.

RESOURCES

The University of Minnesota Extension Service has specialists in the field of evaluation that we can turn to to assist us in developing evaluations as well as getting advice on implementing those evaluations. There are also evaluations of past programs that can be used as a resource in developing evaluations for this program. The instructors as well as the school personnel that have been trained in the graduation standards are also valuable resources. Professors in youth entrepreneurship as well as service learning from the University of Minnesota are also resources that will be used in the implementation and evaluation of the program.

REPORTING

The evaluation findings will be written into a brief report format for some groups of stakeholders and will be written into a highlights only format for the participants. A formal report format will be developed for funders and organizational stakeholders as well as the school district to ensure that we can show them the results of the program in a more detailed format. This is especially important as this is a newly developed program.

