
School K-12

Service Learning

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Developing Civically Rich Culminating Projects

Project Service Leadership

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DEVELOPING CIVICALLY RICH CULMINATING PROJECTS



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DEVELOPING CIVICALLY RICH CULMINATING PROJECTS

A DISTRICT PLANNING GUIDE

“What is a suitable education? To me it is an experience that prepares students with the skills, knowledge and disposition to fully participate in life, learning, and in our economic and political structure to engage in democratic action.”

*Terry Bergeson, Washington’s Superintendent of Public Schools
State of Education speech, 2001*

“The combination of senior and culminating projects and service-learning offers communities an opportunity to help cultivate engaged community members and future leaders.”

Jeffery J. Miller

Education Commission of the States-National Center for Learning and Citizenship

The Purpose of this Planning Guide

There are valuable resources to guide the planning and implementation of research papers, oral presentations or portfolios. This is NOT a planning guide for those particular components of Culminating Projects. Instead, this manual focuses on the civic project and features elements that enable students to complete rigorous projects which address authentic community needs. It also includes recommendations that help districts respectfully engage community organizations as educational partners.

Many public schools actively embrace their civic mission by encouraging or requiring students to include service or civic action in their Culminating Projects. Students who have strong experiences, skills and social networks are providing amazing service and leadership in their communities. However, without adequate preparation and support, many students lack the social capital to develop substantive projects and simply call a community agency at the last minute to do anything to complete their “hours”. The service is marginal at best and the community resents being inundated by last minute requests. By accompanying rigorous standards with adequate preparation and support, the community project component of the Culminating Project enables students to more fully embrace their role as an active, participating citizen.

This manual is a resource for districts that want to ensure that their students have meaningful experiences through authentic service activities that are tied to rigorous standards and goals.

Kate McPherson

Developer/Writer

Project Service Leadership

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The Culminating Project: An Overview

The Culminating Project is a new graduation requirement that has been passed by the State Board of Education. The graduating class of 2008 will need to complete these projects in order to receive a regular diploma from Washington state. By adopting a state-wide graduation requirement of a Culminating Project for all high school graduates, the State Board of Education has provided a new and challenging opportunity for students across the state to realize the vision articulated by Washington state's education reform law.

Each school district will develop its own criteria for successful completion of the Culminating Project effective for students who enter ninth grade in fall of 2004 and graduate in the year 2008.

Each student shall complete a culminating project for graduation. This project consists of students demonstrating both their learning competencies and preparations related to learning goals three and four. Districts shall define the process to implement this graduation requirement.

The full set of new requirements is modified in State Board rule under WAC 180-51-061: <http://wsl.leg.wa.gov/pub/wac>.

If you have questions about this or other state minimum graduation requirements, please contact the State Board of Education office in Olympia:

State Board of Education
PO Box 47206
Olympia, WA 98504-7206
(360) 653-6715 (office)
(360) 586-2357 (fax)
(360) 664-3631 (TDD)
sbe@ospi.wednet.ed

The challenge across our state is to engage students and communities in such a way that these Culminating Projects serve as authentic application of academic skills and serve as a culminating experience for students who are graduating. Many schools choose to just comply with the minimal requirements. Others see this as an opportunity to strengthen genuine learning. This planning guide is for those districts that choose to develop rigorous standards and comprehensive support so **all** students can produce a quality project that contributes to the life of the community. This resource will also help districts that choose to integrate Washington State's new Classroom-Based Assessments for Civics into this project.

NOTES

Developing a quality Culminating Project experience is not an easy task and it demands the thoughtful work of students supported by schools, parents, community members, organizations and youth. This guide is filled with ideas and resources which has been developed by educators across the country to help districts build upon the thoughtful work of others.

Guiding Elements

A focus group of “seasoned” senior project coordinators developed this list of elements to guide district planning and instructional support.

- 1. Clear and Aligned Purpose**
Student learning outcomes for the Culminating Project are aligned with school, district and state missions and goals.
- 2. Explicit, Rigorous Standards**
Performance is assessed by utilizing clear criteria.
- 3. Student-Directed Learning and Youth Engagement**
The student takes responsibility for selecting, planning and implementing his/her own learning goals.
- 4. Clear Scaffolding and Support of Skills**
Students need instruction, guidance and practice for the skills that will be required in the Culminating Project. Some schools provide a 9-12 sequence while other districts thoughtfully include a Culminating Project in the elementary and middle as well as high school.
- 5. Authentic Project**
A student applies core essential learnings beyond the traditional classroom setting to address a real problem or fulfill a genuine need.
- 6. Community and Parent Involvement**
Members of the broader community play an important role in culminating projects as mentors, panelists, advisors and/or resources.

7. **Coordination and Comprehensive Communication**
Students, parents, community members, agencies, teachers and administrators clearly understand the Culminating Project's purpose and process so they can support its success. Many schools include planning time or staffing for Culminating Project coordination.
8. **On Going Professional Development Support and Program Improvement**
A systematic program evaluation assesses the Culminating Project's impact on student learning and on the community. On-going support and professional development enhances the effectiveness of all participants.
9. **Celebration and Recognition**
There is public recognition of the efforts and benefits for youth, teachers and community.
10. **Risk Management and Liability**
Clear guidelines and prohibited activities help ensure the safety of students.

ELEMENT 1: CLEAR AND ALIGNED PURPOSE

*"In the end, the goal is not only to prepare for careers, but to enable undergraduates to live lives of dignity and purpose, not only to give knowledge to the student, but to channel knowledge to humane ends."
-Ernest Boyer*

*"Knowing that I have helped others out, made it a worth while experience. This experience had made me feel more comfortable going out into the community."
-Sarah*

NOTES

1. Clear and Aligned Purpose

Districts will need to determine the main purpose of the Culminating Project. Because the Culminating Project is so broadly defined by the Washington State Board of Education districts can implement this requirement in a variety of ways. It can simply be another project tagged onto an existing course with minimal impact for the students or the community. This document provides resources to help guide districts and schools which choose to develop Culminating Projects which demonstrate civic skills and concepts and can meet Washington's the new Classroom Based Assessment for Civics (HB 2195).

Aligning the Culminating Project with the School District's Mission and Primary Learning Goals

The Culminating Project is a unique opportunity for students to demonstrate the core learning that your district has established as priorities in its mission statement or Student Outcomes. Most districts have defined central skills which they want all graduates to demonstrate and have involved various members of the community in defining those primary educational goals.

EXAMPLES

Evergreen School District (work in progress)

Evergreen's Culminating Project is intended to demonstrate the student's ability to apply what they are learning (math, research, writing) to an authentic project. In addition to these basic skills, all students to be able to:

- Utilize thinking skills
- Work effectively with others
- Become an informed, concerned, productive citizen
- Develop self - esteem
- Be self-directed learners

By the twelfth grade, students will learn and demonstrate the above skills as they plan and complete a Culminating Project which includes the following components:

- A research analysis paper;
- Civic action project tied to the student's personal and career interests;
- A portfolio with post high school plans for education, career and citizenship;
- An oral presentation;
- A tangible product.

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Bellingham School District

The Culminating Project is an opportunity for **all** students to demonstrate competence in *Essential Student Learnings*. Students will be able to show that they are **effective communicators, quality producers, competent thinkers, and responsible citizens** through the creation of a student-designed project that meets defined, district-wide standards. The project will also allow students to demonstrate how their learning connects beyond high school to whatever might come next.

Culminating Projects

The overall goals of the Culminating Project are to:

- Demonstrate and document a significant learning stretch beyond classroom learning
- Engage in work related to a personal interest or passion
- Connect/benefit community through the work of the project
- Complete a quality process, product or performance
- Experience personal growth and reflection in preparation for the future
- Apply learning for transfer to life beyond graduation.

Project Components

The Culminating Project has **five components: an overall proposal, scholarly paper, portfolio, written reflection, and presentation**. Students must meet **minimum standards on each of the components** to be successful in meeting the graduation requirement. Broad categories for culminating projects include:

- Developing or improving a skill or performance
- Designing or creating a product, service, system or event
- Investigating a career

Contact:

Becky Elmendorf
360-676-6470

relmendo@bham.wednet.edu
www.bham.wednet.edu/learning/culminating-project/index.htm

TOOLS AND RESOURCES**Aligning the Culminating Project with the Civic Mission of Your School**

The following questions can help guide your planning as you work within the local school and community to develop a Culminating Project which advances the civic mission of your school and community.

- What is the mission of your district and school?
- What central dispositions or skills does your district want students to demonstrate upon graduating? Does your district already have Exit outcomes?
- What are the central skills, knowledge or attributes students will demonstrate through this project?
- If the culminating project is not focused on civic actions, how does your district /school insure that all graduates have the skills to be actively engaged in the civic life of their community?
- What approach do you use- specific course assignments, a required civic best works in their portfolio, post high school plans which includes their role as a citizen and/ or a required number of hours or of authentic service to the community?

For additional information regarding the Civic Mission of School, contact:

- The National Center for Learning and Citizenship
<http://www.ecs.org/nclc>
- Project Citizen: Washington State's supported civic education program
http://www.civiced.org/project_citizen.php

"The purpose of school, after all, is not merely to provide the next generation with the tools they need to make a living but also to help them discover the personal and collective means - that is the perspectives, strength of character and value- they will need to sustain our civilization."

-Terry Pickeral, Education Commission of the States

NOTES

Fulfilling the new Civics Classroom-Based Assessment requirement

Recent legislation (HB 2195) requires that school districts have explicit assessments of social studies skills by the 2008-9 school year. OSPI is currently piloting Classroom-Based Assessments for social studies. While civic skills are not a required component of the Culminating Projects, districts may be able fulfill the requirements of this new WAC by integrating Civic EALRs and assessments into the Culminating Project.

Constitutional Issues EALR: A responsible citizen evaluates diverse viewpoints to develop informed opinions. You will study a constitutional issue and develop a reasoned position on the issue.

To fulfill the Civic CBA the Culminating Project needs to include the following elements within the project rubric, plan, implementation and reflection:

Students will demonstrate a reasoned position on a constitutional issue by:

- ^a Examining an issue and articulating their position with three reasons to defend a position.
- ^a Articulating two perspectives other than the students' position.
- ^a Making a connection between the issue and a democratic ideal or constitutional principle.
- ^a Explaining how court cases and/or government policies affects the rights involved in the issue.to a law, policy or court case.
- ^a Analyzing how individual rights can be balanced with the common good.

For additional information regarding the Social Studies Classroom Based Assessment and the Civic Essential Academic Learning Requirements, contact: Caleb Perkins at OSPI, 360-725-6351, cperkins@ospi.wednet.edu or visit the web site at <http://www.wscss.org>

Possible Democratic Ideals:

Justice
Equality
Life
Pursuit of Happiness
Liberty
Common Good
Diversity
Truth
Popular Sovereignty
Patriotism
Human Rights

NOTES

Possible Constitutional Principles:

Rule of Law
Separation of Powers
Representative Government
Check and Balances
Civil Rights
Federalism
Due Process
Freedom of Expression
Separation of Church and State
Right to Assemble
Rights of the Accused

ELEMENT 2:
EXPLICIT AND
RIGOROUS
CRITERIA

NOTES

2. Explicit and Rigorous Criteria

Performance is assessed by the application of established criteria.

At this time many schools have clear standards for the research paper and presentation components of the Culminating Project. However, district standards and expectations surrounding the project elements of the Culminating Project are undefined. Students, teachers and community members and /or parents often do not receive any clear standard for their student’s project and simply sign off on time sheet indicating they have completed their “hours.”

In order to ensure that students’ projects are to be more than just a community exploration related to their chosen topic, teachers need to provide rigorous and clear standards for the project. The elements of the checklist or rubric need to be closely related to the purpose of the project itself. Below is are several examples.

EXAMPLES

Civically Rich Culminating Projects

For schools that choose to integrate the Social Studies EALRS into the Culminating Project the state rubrics and elements can be incorporated into the instructional rubric used to plan and assess the quality of the project.

OSPI Rubric for HIGH SCHOOL – CONSTITUTIONAL ISSUES CBA (CIVICS)

	4 Excellent	3 Proficient	2 Partial	1 Minimal
Social Studies: Inquiry and Information Skills 1.1.3f Creates a product that uses social studies content to support a thesis and present product in an appropriate manner to a meaningful audience.	Presents a clearly stated, plausible position on the issue with three or more reasons for this position explicitly supported by accurate evidence.	Presents a clearly stated, plausible position on the issue with two reasons for this position explicitly supported by accurate evidence.	Presents a clearly stated, plausible position on the issue with one reason for this position explicitly supported by accurate evidence.	Presents a position on the issue with reasons and no accurate evidence or support.

 = key rubrics

ELEMENT 2: Explicit and Rigorous Criteria

NOTES

	4 Excellent	3 Proficient	2 Partial	1 Minimal
Civics EALR 1.2.3a Identifies how this issue reflects the continuing influence of democratic ideals.	Clearly and accurately describes at least two democratic ideals or constitutional principles and the issue and explicitly explains the connection between them.	Clearly and accurately describes a democratic ideal or constitutional principle and the issue and explicitly explains the connection between them.	Clearly and accurately describes a democratic ideal or constitutional principle and the issue but does not make an explicit connection between them.	Explains how the ideal or principle relates to the issue with only partial
Civics EALR 4.2.3a Engages in written civic discourse to evaluate competing solutions.(Also relates to Social Studies Skills EALR 3.1.4a)	Evaluates at least three points of view, other than their own, related to the issue with solid evidence to support ideas.	Evaluates at least two points of view, other than their own, related to the issue with solid evidence to support ideas.	Evaluates at least one point of view, other than their own, related to the issue with solid evidence to support ideas.	Evaluates other points of view on the issue without any support.
Civics EALR 1.1.3b Analyzes how specific rights guaranteed by the Constitution ...remain open to change and interpretation.	Accurately explains how court cases and/or government policies affect the interpretation of rights involved with this issue using two or more specific references.	Accurately explains how court cases and/or government policies affected the interpretation of rights involved with this issue using one specific reference.	Explains how court cases and/or government policies affect the interpretation of rights involved with this issue with no specific reference.	Makes reference to court cases or government policies and the rights involved with this issue without connection or explanation.

NOTES

	4 Excellent	3 Proficient	2 Partial	1 Minimal
Civics EALR 4.1.3a Analyzes how individual rights can be balanced with the common good.	Clearly analyzes how individual rights and the common good can be balanced in relation to the issue.	Explains the trade-offs between individual rights and the common good related to the issue.	Describes individual rights and the common good related to the issue but does not explain the trade-offs.	Identifies individual rights or the common good related to the issue.

OSPI web site:
<http://www.wscss.org>

 = key rubrics

Evergreen Public Schools: Culminating Project Rubric for Assessing the Civic Action Project (2/05)

	4: Accomplished	3: Competent	2: Needs Improvement	1: Limited
Demonstrates Civic Action Skills Civics EALRS 4.2..3a	<p>The student: evaluates the causes of a community need and considers at least 3 different points of view related to the issue, then supports a choice of action assumes a leadership role working with community members to develop and implement civic action documents leadership impact and service through interaction with various organizations (profit, nonprofit and public) completes more than 15 hours of civic action</p>	<p>The student: identifies a community need and considers at least 2 other points of view related to the issue, then supports a choice of action is assessed as working collaboratively with community members in the development and completion of the service (per community checklist) documents interaction with the organization (profit, nonprofit and public) and records the effectiveness of the action completes a minimum of 15 hours of civic action</p>	<p>The student: identifies, deliberates and acts upon an identified community need but considers only 1 other point of view to support a choice of action depends on help from community members to develop and complete the service provides incomplete documentation of the service and/or fails to show its effectiveness completes fewer than 15 hours of civic action</p>	<p>The student: fails to meet a community need, or does not consider perspectives other than his/her own is unable to work with community members to develop support or collaboration fails to document their service completes fewer than 15 hours of civic action</p>
Provides Meaningful Service	<p>The project is: designed in consultation with members of a specific community to meet an important need provides tangible, valuable benefits to the community served, and documents this impact</p>	<p>The project is: designed in consultation with members of a specific community to meet an identified need for a specific community benefits the community in a specific, tangible manner</p>	<p>The project is: designed to benefit a particular community, but without interaction or involvement of community members has marginal impact on community benefits</p>	<p>The project is: designed with benefits to a general category of people, but little/no logic exists to show how potential benefits might be realized by the recipients makes no attempt to share the partially completed project with members of a specific community, and no benefits are realized</p>
Shows Reflection and Self-Evaluation Civics EALRS 4.1..3a	<p>The student reflects and evaluated the learning from the civic action including: an analysis of decisions and problem solving efforts with recommendations for service improvement application to future education and career plans or personal interests how the project contributes to common good</p>	<p>The student reflects and evaluates the learning from the civic action including: descriptions of project problems and solutions application to future education and career plans or personal interests how the project contributes to common good presently and in the future</p>	<p>The student attempts to reflect and/or evaluate the learning from civic action, but lacks details about: descriptions of project problems and solutions, or application to future education and career plans, or how the project contributes to common good presently and in the future</p>	<p>The student fails to reflect or evaluate the civic action learning experience OR makes little or no connection between the service and the learning</p>

Quest High School Senior Exhibition Rubric (Humble, Texas) www.humble.k12.tx.us

NOTES

4	3	2	1
<p>Collaboration Evidenced by all members knowledge and participation in project in an exceptional manner.</p>	<p>Collaboration Evidenced by all members knowledge and participation in project in an acceptable manner.</p>	<p>Collaboration Evidenced by all members knowledge and participation in project in a limited manner.</p>	<p>Collaboration Evidenced by all members knowledge and participation in project in an unacceptable manner.</p>
<p>Development Evidenced by all members organizing and designing project in an exceptional manner.</p>	<p>Development Evidenced by all members organizing and designing project in an acceptable manner.</p>	<p>Development Evidenced by all members organizing and designing project in a limited manner.</p>	<p>Development Lacking evidence in the organizing and designing of project and unacceptable.</p>
<p>Relevancy Evidenced by project in its connection and enhancement of research topic in an exceptional manner.</p>	<p>Relevancy Evidenced by project in its connection and enhancement of research topic in an acceptable manner.</p>	<p>Relevancy Evidenced by project in its connection and enhancement of research topic in a limited manner.</p>	<p>Relevancy Project lacking evidence in connection to research topic and unacceptable.</p>
<p>Sustaining Evidenced by project potential to thrive in an exceptional manner.</p>	<p>Sustaining Evidenced by project potential to thrive in an acceptable manner.</p>	<p>Sustaining Evidenced by project potential to thrive but only in a limited manner.</p>	<p>Sustaining Not evidenced by project and not likely to continue.</p>
<p>Analysis Evidenced by members assessment of the value of the project as a service to others as well as a personal benefit in an exceptional manner.</p>	<p>Analysis Evidenced by members assessment of the value of the project as a service to others as well as a personal benefit in an acceptable manner.</p>	<p>Analysis Evidenced by members assessment of the value of the project as a service to others as well as a personal benefit in only a limited manner.</p>	<p>Analysis Little to no evidence as to the value of the actual project as a service to others as well as its personal benefit.</p>

Contact:
Kim Huseman
281-641-7337
kim.huseman@humble.k12.tx.us

NOTES

Quest High School Senior Service Learning Project Requirements

- Meet with the Social Action Project leader weekly (even if only for five minutes).
- Some meetings will require your advisor to be there.
- Complete the three reflective pieces (1) Project Selection Sheet (2) Project Design Sheet, (3) Project Evaluation Sheet.
- Dedicate at least one journal entry to your service-learning project.
- For the actual project, follow the Senior Service Learning Guidelines.
- Log hours spent on planning, implementing, and evaluating the project.
- Fill out the senior project weekly. The sheet tells me what you are planning on doing each Wednesday.

Northshore School District (Bothell, WA): 9th Grade CE Pilot Project

Rubric for Determining if the Proposed Project is

Challenging and Significant/Worthy

	Learning Challenge ~ Value to the Student, Value to a Community, Critical/Creative Thinking and Problem Solving
5: Distinguished	<ul style="list-style-type: none"> • The proposal clearly describes how the project involves significant new learning for the student, greatly extending the student’s knowledge, skills, and expertise. • The proposal explains how the project has important personal value in that it solves a significant problem or meets an important need of the student. • The proposal describes how the project will provide tangible benefits and meet a clearly identified need for a specific community (beyond the self and family) that has requested or contributed to designing the product/performance. • The proposal describes how the project is an ambitious undertaking, and how successful completion will involve finding solutions to complex and difficult problems, requiring advanced analytical, logical and creative thinking.
4: Accomplished	<ul style="list-style-type: none"> • The proposal describes how the project will involve meaningful new learning for the student, requiring the investment of significant time/energy. • The proposal explains how the project has important personal benefit to the student. • The proposal describes how the project has value to a clearly-defined community beyond the self and family; it describes how the product/performance will benefit this community. • The proposal identifies the analytical, logical and creative thinking that will be required, and some of the problems that will require solution over the course of the project.

Northshore School District: 9th Grade CE Pilot Project, cont.

NOTES

	Learning Challenge ~ Value to the Student, Value to a Community, Critical/ Creative Thinking and Problem Solving
3: Competent (At Standard)	<ul style="list-style-type: none"> The proposal describes a project that involves a learning challenge for the student; time and energy must be spent acquiring new knowledge and/or skills essential to the project. The proposal provides rationale for why the project has value to the student. The proposal describes how the project will be shared with a particular community or category of people, and it explains how the project could benefit this community. The proposal describes a project that has sufficient complexity to challenge the student to make judgments and solve problems that require analytical, logical, and creative thinking.
2: Needs Improvement	<ul style="list-style-type: none"> The proposal describes the new learning required by the project, but it appears to involve only a minimal learning challenge for the student; the student will not need to expend much time or energy to acquire new knowledge and/or skills. The proposal attempts, but does not make clear, why the project has value to a student. The proposal attempts to explain how the project could benefit a particular community or category of people, but the logic is weak; it is improbable that any benefit will be realized. The proposal describes a project that has some degree of complexity and will pose some problems, but is insufficiently challenging to demand analytical, logical, and creative thinking
1: Limited	<ul style="list-style-type: none"> The proposal describes a project that appears to require little/no new learning by the student, because the project is not terribly difficult or challenging. The proposal does not explain the value of the project to the student. The proposal mentions a category/class of people who could have an interest in the student's work, but there is little/no logic to show how potential benefits might be realized. The proposal describes a project that does not seem sufficiently complex or demanding; it is not clear what problems will be encountered, or how critical, analytical or creative thinking will be required.

NOTES

Seattle Project Check List for Topic Selection

Initial work drafted by Culminating Project Task Force (6/03)

Guidelines (yes or no answer)

- The project is legal and doesn't put student at risk of injury.
- The project is not a duplicate of previous work.
- There is a potential for a minimum of 40 hours of work.
- The project is challenging and complex.
- The project integrates Communication with one or more of the other district proficiencies: Quantitative and Scientific Reasoning; Democracy, Diversity and Community Stewardship; Career Awareness and Life Skills, and The Arts.
- The project can be done without missing class time.
- The project will have tangible evidence of completion.
- An adult field expert can be found for the project.
- Work and time can be documented.

Types of Projects with examples include but are not limited to:

Quantitative and Scientific Reasoning

- Calibrate a prototype for analytic chemistry equipment
- Develop a robotics project to participate in a national competition
- Study chaos through computer simulations and an internship or partnership with a university physics program
- Build your own car stereo system by studying the science of sound systems, their design and installation

Democracy, Diversity and Community Stewardship

- Coordinate and organize a conflict resolution team at your school
- Research why people commit hate crimes and create a resource guide for the community
- Design and lead a school-wide workshop on the dangers of drinking and driving
- Create a hands-on study of the art of documentary film-making through the preparation, filming, and editing of a study of experiences of veterans of the Vietnam Conflict

Career Awareness and Life Skills

- Create a small business, such as a landscaping venture
- Intern in a veterinary clinic and create a resource guide for cat owners on feline diseases
- Design and implement a web site for a local business
- Develop a mock or real investment portfolio and investment plan by researching finance management.

The Arts

- Study a field of art; produce a work or works of art and an art show
- Study with a community theatre group and produce your own play
- Create a book and web site of original poetry to publish on-line
- Create an original music composition for an ensemble and have it performed

Bellingham School District Sample

Rubric for Project Proposal – (Rubric A)
 (Must be signed by faculty contact and community advisor)

	Exceeds standard — excellent	Meets standard—minimum requirements	Does not meet standard — requires further work
Topic	<ul style="list-style-type: none"> Topic is a challenge for student Area of study has adequate scope to exceed requirements 	<ul style="list-style-type: none"> Area of study is appropriate for student Area of study has potential to meet all project requirements (Rubrics A-E) 	<ul style="list-style-type: none"> Topic is too limited to meet all project requirements (Rubrics A-E)
Goals & Rationale	<ul style="list-style-type: none"> Goals represent a significant academic or personal growth challenge Goals will directly benefit the community Goals represent a personal interest or passion 	<ul style="list-style-type: none"> Goals will present a learning stretch for this student Goals include a personal benefit challenge Goals will drive community connection 	<ul style="list-style-type: none"> Goals lack learning stretch, personal interest or passion, connection to community
Scholarly Paper	<ul style="list-style-type: none"> Proposal matches the “exceeds standards” criteria in Rubric B 	<ul style="list-style-type: none"> Proposal shows clear connection between the essential question and the overall project Proposal indicates that standards on the scholarly paper can be met (Rubric B) 	<ul style="list-style-type: none"> Essential question not clearly developed
Plan & Portfolio	<ul style="list-style-type: none"> People, items are identified; costs are projected and availability, location confirmed Potential community advisor identified; expertise and role in project highlighted Proposal matches the “exceeds standards” criteria on Rubric C 	<ul style="list-style-type: none"> Proposal shows vision of the end results Resources in terms of people items are identified; costs are given with some additional information about location and availability Community advisor identified; expertise and role in project highlighted Proposal shows evidence that the standards on Rubric C can be met 	<ul style="list-style-type: none"> Resource needs are not identified or would be inadequate for scope of project No preliminary contact or identification of community advisor
Quality Overall Proposal	<ul style="list-style-type: none"> Overall proposal shows evidence of potential to exceed minimum requirements 	<ul style="list-style-type: none"> Overall proposal shows evidence of the necessary skills for the project Overall proposal shows evidence of acceptable quality of work 	<ul style="list-style-type: none"> Overall proposal indicates significant skill gaps or incomplete planning

Faculty Contact Signature

Date

Community Advisor Signature

Date

NOTES

**Learn and Serve America Culminating Project Group
Service Learning Rubric: Distinguished Service Learning**

	5: Distinguished (Ideal)
Criterion: Provides Meaningful Service	<ul style="list-style-type: none"> The service project described was designed collaboratively with members of a specific community to meet an important community need and to take advantage of the student's values, interests, talents and skills. Successful completion of the project provided tangible valuable benefits to the community served.
Criterion: Is Important to the Student	<ul style="list-style-type: none"> The student explains why the project has important personal value: because of the community being served, the type of problem being solved, the kind of service being provided, the relationship of the service to the student's future plans, the match between the service and the student's values, etc.
Criterion: Involves Sacrifice/ a Service Ethic	<ul style="list-style-type: none"> The project described involved a significant investment of personal time and effort, required the student to engage in activities outside his/her comfort zone, and/or required the student to miss other opportunities; however, because the student is committed to service and the project was so personally important, the attitude conveyed is that no sacrifice was involved.
Criterion: Stretches the Student	<ul style="list-style-type: none"> The student explains how the project involved significant new learning, greatly extending his/her knowledge, skills, and expertise The student explains how the project was an ambitious undertaking, involving finding solutions to complex problems, and requiring advanced analytical/logical/creative thinking

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Developed for the OSPI Learn and Serve Culminating Project Group by Michael Katims, Ph.D.

Learn and Serve America Culminating Project Group Rubric for Assessing a Community Service Culminating Project:
A Quality Service Learning Project NOTES

	4: Accomplished	3: Competent	2: Needs Improvement	1: Limited
Criterion: Provides Meaningful Service	<ul style="list-style-type: none"> The project was designed in consultation with members of a specific community to meet an important community need to utilize the student's values, interest, talents and skills. Successful completion of the project provided tangible valuable benefits to the community served. 	<ul style="list-style-type: none"> The project was designed to meet acknowledged need of a specific community, and to utilize the student's values, interest and skills; it was shared and approved by members of that community. The completed project benefited community, but a more polished service project would have brought greater benefits. 	<ul style="list-style-type: none"> The project was designed to benefit a particular community, but without interaction/involvement of community, realizing the benefits of the project will be difficult. An attempt was made to share the mostly completed project with a community, but interest response and benefits were less than could have been achieved. 	<ul style="list-style-type: none"> The project was designed with benefits to a general class or category of people, but here is little/no logic to show how the potential benefits might be realized by these people. No attempt was made to share the partially completed project with members of a specific community, and no benefits were realized.
Criterion: Is Important to the Student	<ul style="list-style-type: none"> The student explains why the project is important to him/her, referring to the student's values, the community served, the kind of problem being solved, or the type of service involved. 	<ul style="list-style-type: none"> The student provides a rationale for the project, explaining the importance to the student of the community served or the type of service being provided. 	<ul style="list-style-type: none"> The student explains reasoning behind project choice, but seems that the student's interests in defining the project competed with a concern for convenience and for ease of completion. 	<ul style="list-style-type: none"> In explaining project rationale, student seemed more concerned with convenience and certainty of success than with community served or type of service provided.
Criterion: Involves Sacrifice/ a Service Ethic	<ul style="list-style-type: none"> The project described involved an investment of time/energy beyond the mandatory, and required the student to work in an unfamiliar situation outside his/her comfort zone or to miss other opportunities; the attitude conveyed is one of satisfaction. 	<ul style="list-style-type: none"> The project described shows that the student invested the time and effort required, and may have had to miss other opportunities; the student's attitude shows no resentment about the sacrifice involved in providing service. 	<ul style="list-style-type: none"> The project required the student to invest time/effort and maybe to miss other opportunities, but he time spent on the project was minimal and limited to the effectiveness of the project; some irritation about serving is evident. 	<ul style="list-style-type: none"> The student did spend some time/effort on the project, but less than that mandated and less than necessary for an effective project as other priorities were more important; a resentment about providing service is clearly evidenced.
Criterion: Stretches the Student	<ul style="list-style-type: none"> The student explains how the project involved meaningful new learning for the student, requiring time/energy to acquire new knowledge and skills. The student explains the complexities of the project, identifying the problems solved, and the analytical, logical and creative thinking required. 	<ul style="list-style-type: none"> The student explains how the project involved a learning challenge; how time/energy were spent acquiring new knowledge and skills essential to the project. The student explains how the project involved sufficient complexity to challenge the student to solve problems that required analytical, logical and creative thinking. 	<ul style="list-style-type: none"> The student explains the new learning required by the project, but it seems like only a minimal learning challenge, requiring little effort or new learning. The proposal describes a project that is somewhat complex and will pose some problems, but is insufficiently challenging to demand much analytical, logical, and creative thinking. 	<ul style="list-style-type: none"> The student describes a project, the required little/no new learning by the student, because the project was not terribly difficult or challenging The student describes a project that does not seem sufficiently complex or demanding; it is not clear what problems were encountered or how critical, analytical or creative thinking were used to solve them

NOTES

Resources

Publications

Griffing, Patrick, Patria G. Burrill, Lois E. (1995) *The American Literacy Profile Scales: A Framework for Authentic Assessment*. Portsmouth, NH : Heineman Publishers.

Hart, Diane. (1994) *Authentic Assessment: A Handbook for Educators*. Addison-Wesley Publishing Co.

Herman, Joan L. Aschbacher, Pamela R.; Winters, Lynn. (1992) *A Practical Guide to Alternative Assessment . Alexandria, VA; Association for Supervision and Curriculum Development*.

Perrone, Vito. (1991) *Expanding Student Assessment*. United States Association for Supervision and Curriculum Development.

Ryan, Concetta Doti. (1994) *Authentic Assessment*. Westminster, CA: Teacher Created Materials, Inc.

Wheeler, Patricia; Haertel, Geneva D. (1993) *Resource Handbook on Performance Assessment and Measurement. A Tool for Students, Practitioners, and Policymakers..* Berkley, CA: The Owl Press.

Wiggins, Grant P. (1993) *Assessing Student Performance*. San Francisco: Josey-Bass Publishers.

NOTES

ELEMENT 3: STUDENT-DIRECTED LEARNING, YOUTH ENGAGEMENT AND LEARNING STRETCH

"You have to make those connections; you can't let it happen for you, you can't expect someone else to do the work for you. You have to go out and hand out flyers for the premier, get out there and ask people if you can show the film. Meet people and get out there to be heard. Present yourself to the world. "
-Willie

"It is your last chance to go out with a bang and give it everything you have. I think people need to choose topics that they are really passionate about. When you have your speech and your passionate about it, it is much easier for you to do well on it."
-Student

NOTES

3. Student-directed learning, youth engagement and learning stretch

Students who have a voice in shaping their project are more likely to do quality work. Many schools take the ideas and guidance of youth seriously and provide avenues for them to connect on a more personal basis to the Culminating Project. The following classroom and school programs and processes help students play leadership roles in the planning and implementation of civic projects.

EXAMPLES

School Structures that support Youth Voice and Leadership

- Service Council. A student representative from every advisory at Emerald Ridge High School (Puyallup, WA) planned service activities for the school.
- Youth Service Center. Students at Southridge High School (Beaverton, Oregon) established a resource center that promoted current and celebrated past service projects. The center also helped students make learning connections with their service and documented their service hours to meet their graduation requirement.
- Leadership for Service Class. Gig Harbor High School offers an elective credit course which helps students support teachers in completing service-learning projects and plan and implement student-initiated projects. Contact Jim Greetham who is the new teacher for this course. He is willing to share curriculum etc.: greethamj@peninsula.wednet.edu, 253-851-6131 X 107.

NOTES

Classroom Activities

For students to complete quality projects, educators need to provide a clear planning process, substantive coaching and support.

1. I-Search Process

Eastlake High School (Issaquah, WA) encourages students to find a topic that excites them and makes the project worth their time. They are told to look at other projects from past years, think big and move it down into doable chunks. Check the district's Web site, www.lkwash.wednet.edu, for ideas and inspiration.

At Eastlake High School, seniors conduct an I-Search, or a feasibility study of all solutions for a problem. They develop a short list of questions and a list of hypotheses to go with each of the questions. They do some preliminary research and refine their list of hypotheses and questions. Then they begin their inquiry in earnest.

Since students select the questions, they guide their own learning. The project requires that the questions be significant and connected to the advanced literacy students plan to pursue, and that the research process be rigorous.

Students write a research paper with the goal of answering two or three questions on which they've chosen to focus. They examine their questions, hypotheses, and implications of what they have learned. Their research must include at least one well-documented interview with an expert in the field.

Eastlake High School Timeline Senior Project Critical Path

	Coordinator	Senior Project Teachers	Panels	Students
Late May 2001	<ul style="list-style-type: none"> Coordinate redo's Conduct evaluation by stakeholder groups 	<ul style="list-style-type: none"> Review and revise instructional strategies and curriculum to support the Senior Project 	<ul style="list-style-type: none"> Debrief presentations with advisees: what makes a good project? What can go wrong? How can you make sure yours goes right? 	<ul style="list-style-type: none"> Watch presentations, gather ideas, ask questions of advisors and Senior Project Coordinator
Summer 2001				<ul style="list-style-type: none"> Informally explore ideas for projects
September 2001	<ul style="list-style-type: none"> Create database of students Create panels Assign students to panels Distribute materials to new staff 	<ul style="list-style-type: none"> Formally introduce project Distribute brochure with guidelines and goals Conduct Feasibility Study 		<ul style="list-style-type: none"> Do Feasibility Study Work with parents to identify constraints
October 2001	<ul style="list-style-type: none"> Organize "Proposal Day" Finalize panel assignments Distribute student lists to panels 	<ul style="list-style-type: none"> Assign and model Senior Project Proposal "Filter" project ideas to see that they align with school goals for projects 	<ul style="list-style-type: none"> Meet informally with panel students to advise them Collect proposals on "Proposal Day" Review proposals with partner Evaluate proposals: Approve/Approve Conditionally / Return for Revision Store records 	<ul style="list-style-type: none"> Write Senior Project Proposal Submit proposal to panel on October 15th Revise proposal as needed Make connections: locate a mentor, find research sources, etc.
November 2001	<ul style="list-style-type: none"> Distribute I-Search paper assignment In-service new teachers Assist panels and students with proposal revision 	<ul style="list-style-type: none"> Teach I-Search Paper Editing, revision, grading 	<ul style="list-style-type: none"> Meet with students as necessary to fine-tune projects 	<ul style="list-style-type: none"> Write I-Search Paper, due December 5th
December 2001	<ul style="list-style-type: none"> Provide I-Search support Work with students and parents on project problems 	<ul style="list-style-type: none"> Grade I-Search Papers Informal assistance to students 	<ul style="list-style-type: none"> Meet with students as necessary to fine-tune projects 	<ul style="list-style-type: none"> Locate mentors and create opportunities Some limited project work

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Eastlake High School Timeline Senior Project Critical Path, cont.

January 2002	<ul style="list-style-type: none"> Monitor "problem projects" Work with panels and students Distribute information to stakeholders 	<ul style="list-style-type: none"> Assign students to write a letter to their panels Conduct Senior Project Show and Tell 	<ul style="list-style-type: none"> Read letters from students Notify teachers and Coordinator of problem issues Meet with students as necessary to fine-tune projects 	<ul style="list-style-type: none"> Write letter to panel Work on project Log hours Show and Tell
February 2002	<ul style="list-style-type: none"> Set up first log collection Work with panels and students Distribute information to stakeholders 	<ul style="list-style-type: none"> Assign and model logs Grade logs as technical writing assignment Show and Tell 	<ul style="list-style-type: none"> Complete form letter to parents Read and evaluate logs when collected Store logs Communicate concerns to students, coordinator, and teacher 	<ul style="list-style-type: none"> Work on project Submit log February 27th (20 hours recommended) Log hours Show and Tell
March 2002	<ul style="list-style-type: none"> Work with panels and students Distribute information to stakeholders 	<ul style="list-style-type: none"> Encourage students Show and Tell 	<ul style="list-style-type: none"> Complete form letter to parents Communicate concerns to students, coordinator, and teacher 	<ul style="list-style-type: none"> Work on project Log hours Show and Tell
April 2002	<ul style="list-style-type: none"> Set up second log collection Begin building presentation day schedule Invite local business community, PTSA, parents 	<ul style="list-style-type: none"> Grade logs as technical writing assignment Show and Tell 	<ul style="list-style-type: none"> Complete form letter to parents Read and evaluate logs Communicate concerns to students, coordinator, and teacher 	<ul style="list-style-type: none"> Work on project Log hours Submit log April 10th (40 hours recommended) Show and Tell
May 2002	<ul style="list-style-type: none"> Finalize and publish schedule for whole school and individual panels Coordinate student volunteers to provide tech support Manage Presentation Day 	<ul style="list-style-type: none"> Evaluate rehearsals Collect and assess portfolio of documentation Collect and grade final log Notify parents of students who need to redo Assist in managing presentation day Support panels with difficult students 	<ul style="list-style-type: none"> Identify students who are unlikely to pass on presentation day by May 10th Read and evaluate logs Communicate concerns to students, coordinator, and teacher Evaluate presentations 	<ul style="list-style-type: none"> Complete work on project by May 8th Prepare portfolio Submit final log May 8th (60 hours required) Write presentation Rehearse presentation Make Final Presentation (May 23rd)

2. Quest High School's Civic Action Project Curricula and Process

NOTES

The Senior Seminar course serves as the culminating experience of humanities coursework at Quest High School. The course includes a rigorous interdisciplinary curriculum and is the final course in a series of integrated humanities courses required for graduation.

Fall Semester- Investigating an International Issue as a Class

During the fall semester students look at global problems using the Choices Curriculum. (www.choices.edu)

1. Students went to various websites to search for information on a global issues.
2. They took that information and designed informative presentations with guest speakers and leaders on those issues. For example, for elderly care and abuse, a state lobbyist for AARP came and spoke to the students. For looking at poverty, we had several non-profit and faith-based organizations come and speak to the students.
3. They also had a former Congressman visit to discuss the government's role in addressing social issues around the globe and in this country. Students interacted with these speakers to get a real sense of what are global issues, what do they have to do with students, and how does national policy deal with global and local issues.
4. From global issues to American foreign policies to local issues and domestic policy, students had the chance to see problems in this society from a much broader view. By the time the semester was near the end, they had begun to narrow their view to local problems, and they had been exposed to those who address these problems on a daily basis.
5. Beginning in January, students will be assessing community needs with a deeper background of the complexity of social issues in general.

Spring Semester- Investigating a Social Issue independently in small groups

Students spend the entire semester researching a social issue and preparing an action plan to address that issue. Seniors self select groups to conduct in-depth research on a social issue, prepare and action plan to address the issue, and present their findings to an appropriate audience. Students work independently and as a team with an advisor to investigate the many facets of the problem or issue. They research the topic using primary and secondary resources, connect with a government or a non-government organization, and finally, they design, organize, implement, and evaluate a sustainable service project to address the problem or issue, and they present their findings in a formal exhibition using a variety of technologies.

NOTES

Specific course requirements:

- A formal research paper using MLA format, a minimum of ten pages in length
- Frequent and regular advisory meetings
- Frequent and regular group meetings
- Three oral presentations: sub-topic speech, social action speech, and self-portrait
- Completion of the following reflective assignments: social action directory, project selection sheet, project design sheet, and the project evaluation sheet. The project selection sheet will also contain the service-learning objectives practiced or mastered
- A journal with at least one entry per week
- A log of hours spent on designing, planning, implementing, and evaluating the project
- Analysis of group dynamics as it relates to workplace tools
- A formal presentation highlighting individual research and the project itself. The presentation includes a multimedia component integrating video and audio clips and utilizing presentation software and equipment
- A question and answer session following the presentation
- A self-portrait completed in a format of the student's choice including video, poetry, sculpture, painting, etc.
- A portfolio which includes all research project components; academic samples from each discipline; self-portrait; wellness plan; career shadowing reflection; social action plan and related materials; bibliography for research and exhibition; letter of recommendation; course reflection

Senior Exhibition: Service Learning Component Standards

Every senior group will incorporate a service learning project into their exhibition. The project must:

- Connect to exhibition objectives, as well as service objectives.
- Enhance and deepen the level of exhibition research.
- Not be superficial; it must truly serve the community in a meaningful way.
- Be group designed, implemented, and evaluated. This is a true group project.
- Contain active, in depth reflection.
- Somehow be incorporated into the exhibition itself.
- Include a group Service Learning Portfolio documenting the plan, process, reflection, and evaluation.

Senior Service Learning Project Requirements

- Meet with the Social Action Project leader weekly. (Some meetings will require advisors)
- Complete the three reflective pieces:
 1. Project Selection Sheet
 2. Project Design Sheet
 3. Project Evaluation Sheet

NOTES

- Dedicate at least one journal entry to your service-learning project.
- For the actual project, follow the Senior Service Learning Guidelines.
- Log hours spent on planning, implementing, and evaluating the project.

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Quest High School is a
Coalition of Essential
Schools Coaching School

3. Lewis and Clark High School's Civic Internship (Spokane, WA)

Practicum in Community Involvement (PICI) gives seniors an opportunity to make a positive difference in their community. It's so rigorous, the program is now Running Start funded, and students are eligible for five quarter hours of social science credit from Eastern Washington University.

PICI is a course based in research and experience. Here's the program in a nutshell:

Students choose a nonprofit organization with which to intern. They commit to a minimum of three hours a week for more than a month. Reflective journaling on the experience is turned in weekly.

- Students then identify an issue that interests them related to the agency where they volunteer. They develop expertise on the issue through increasingly sophisticated research. This includes working bibliographies, reviews of current research, and reading two books on the issue.
- Students are mentored by someone with related professional credentials.
- PICI students teach each other what they are learning. This reinforces what they have learned, imparts learning to their peers, and sets an example for others in the class.
- Each student produces a product or project that grows from their internship or research. It must meet some need in the nonprofit organization, such as outreach, education, a structural change or fund raising.
- Students defend their research in a symposium.
- The class uses Paul Loeb's *Soul of a Citizen — Living With Conviction in a Cynical Time*—as a textbook.

"We all know that seniors in particular need a more meaningful last year in high school," Lewis and Clark's John Hagney said. Research across a number of studies indicates that students find service-learning is one of the best, if not the best, antidote to senioritis, he said. More than 30 organizations regularly welcome PICI students. "They're more accountable than regular volunteers. It's a good return on (the agencies') investment," Hagney said. With Lewis and Clark's campus located downtown, many agencies are in the same area.

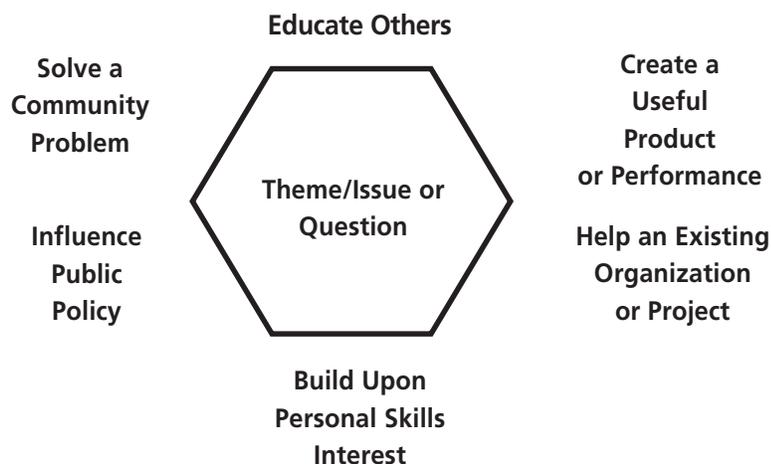
Contact: John Hagney,
509-354-6948,
johnhag@sd81.k12.wa.us

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TOOLS

Generating Options for Action

Most students immediately think that civic action means volunteering at an agency. While some volunteer experiences have a profound impact on community and student alike, most students create more substantive projects when teachers can frame out rigorous options for Civic Action. The following project examples can help most teachers and students think more broadly about their community project.



Students might...

- **Provide Direct Service to an Agency**
Lindsay K. ran the math tutoring program at a local elementary school. She modified the existing curriculum to suit the needs of a group tutoring session and tutored six kids at a time for 5 hours a week.
- **Produce a product that has value in the community.**
Jamie H. created a web site of his culture. While educating others through his site, he learned a lot about his culture and heritage.
- **Complete a Research Project that contributes to the base of knowledge.**
Naseema worked side-by-side with a physician at Oregon Health Science University to collect data for a research project on brain development.
- **Advocate for changes in public policy**
A team of students worked with their school district and the local McDonalds to change McDonald's policy so the company no longer uses styrofoam.

Erin researched inequities between girls and boys softball facilities and equipment. Based on Title IX, Erin made a presentation to their School Board to request more equal services.

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- **Address a social issue and leave a positive legacy for the future.**

Students at Quest High School in Texas are required to research a social issue and leave a legacy. For example, the: ***The Quest for Beauty: The Dangers of "Looking Beautiful" group***. This group provided an information seminar on the young women and the dangers they often face to look beautiful in America. Using experts in the field, as well as testimonies from those recovering from eating disorders, the group focused on self-esteem issues, eating disorders, and risks of plastic surgery. They hosted the seminar at the local college and offer professional growth hours to all school personnel. They also met with several student and parent organizations to generate interest and support for the seminar. They targeted preteens, teens, parents and teachers. This plan coincided with Eating Disorder Awareness Week.

Check out this web site for a variety of ways youth have influenced public policy : www.youthactivism2000

Check out www.freechild.org for a wealth of social issue examples.

- **Relate their Civic Action to their personal interests.**

In some schools students pursue a question or personal passion for their Culminating Project. Service can be a way to use their passion or skills in a way that is valued by the community.

A student who was an accomplished flutist developed an interactive music program with the elderly. Through this program she began to see that her talent was a gift that she values even more highly.

A senior who enjoyed writing poetry started a poetry circle, where poets from the school and community could gather to read and write. This evolved into a poetry reading at a big theatre in a new building in town.

NOTES

A Planning Process for Quality Civic Action Projects

Students who already are self-directed and are networked into the community are able to generate substantive projects with little support from the school. However, the majority of students have little clue of the community's needs and potential community resources. As a result, they are not engaged and they resort to simply completing their hours instead of doing something they value.

A variety of planning processes and curricula can guide students so they understand their options for action and develop the skills they need to carry out a project worthy of their time. Whatever the content, the process that enables students to be engaged and have voice needs to include:

- Formulating an essential question
- Time and a process to explore and discuss community needs
- Time to explore how others- adults and youth- have made a difference
- Examination of the role of the citizen in a democracy and how a citizen is different than a tourist (Quest High School)
- The opportunity to identify, examine and weigh options of actions
- Identifying resources and support
- Time and support to plan, implement, problem solve and celebrate
- Reflecting on the value of the civic action and the implication to their future as "learner, worker and citizen"

RESOURCES

Youth Voice

To learn more about ways to involve your students in planning and supporting your Culminating Project, contact Adam Fletcher: (360) 586- 1652, Cellular (360) 259-0218, adam@freechild.org, <http://freechild.org>

Classroom Curriculum

• Public Policy Debate in the Classroom

The Choices for the 21st Century Education Program is a program of the Thomas J. Watson Jr. Institute for International Studies at Brown University. Choices was established to help citizens think constructively about foreign policy issues, to improve participatory citizenship skills, and to encourage public judgment on policy priorities.

www.choices.edu

• Facing the Future

Provides a comprehensive set of resources for educators and students. These include reading guides, a teacher's curriculum guide, a series of websites on population and global issues, action opportunities and service learning projects, and educator workshops, as described below:

Facing the Future produces academically rigorous and engaging printed and web-based curriculum resources on critical global issues and action opportunities that inform and empower students to create a just and sustainable world. They currently offer these reading guide publications:

www.facingthefuture.org

- *Population, Poverty, Consumption, and the Environment* is written at a **Middle School and Freshman/Sophomore High School** reading level.
- *Population: Issues, Impacts, and Solutions* is written at an **Advanced High School and Undergraduate** reading level and provides a comprehensive examination of resource and population issues.

Web Sites endorsed by the National Association of State Legislators

- www.FacingTheFuture.org—This is *Facing the Future's* portal site, which links to our other sites
- www.TeachersCorner.org
- www.Global-Issues.net
- www.PopInfo.org
- www.StickyTeaching.org

NOTES

• High Impact Projects

There are three separate High Impact Project Manuals. One focuses on environmental issues, one addresses social justice concerns, and one concentrates on questions of diversity. Each manual is divided into four sections. The first section of each manual explores the overall background and history of the general topic area including brief biographies of key historical figures. In addition, students will find references throughout the section for additional related research. The second section provides an extensive list of both web-based and print resources that support a variety of issues within the general topic area and provide a research base for the project. The third section provides examples of service activities that can be implemented in conjunction with the culminating research project based on the particular theme. The final section includes a number of planning tools that will aid in the development of high quality, high impact culminating project.

Contact: Larry Fletch
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360-750-7500,
Larry.fletch@esd112.org

General Web Site:

- <http://www.k12.wa.us/TitleVpartA/LearnServe/publications.aspx>

High Impact Project Manuals:

- Overview Brochure: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/OverviewBrochure.pdf>
- Diversity: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/HighImpactDiversity.pdf>
- Environment: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/HighImpactEnviro.pdf>
- Social Justice: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/HighImpactSocialjust.pdf>

• Project Citizen

This federally-funded civic program enables students to examine a local public policy issue and propose action to promote positive action. Project Citizen hosts an annual state and national competition where students showcase their work. Check out this Washington state-supported organization at: http://www.civiced.org/project_citizen.php

• Do Something: Path to Change

The Path to Change is a unique five-step process that teaches youth how to problem solve and create community change. The steps include: identifying an issue, quantifying the potential impact of change, developing and implementing a specific plan and analyzing the results against the plan. Do Something provides training for adults who will serve as Community Coaches for students. www.dosomething.org

Contact: Washington
Coordinator Kathy Hand,
206-244-3463,
Kathyhand@home.com

NOTES

ELEMENT 4: CLEAR SCAFFOLDING AND SKILL DEVELOPMENT

"Preliminary research indicates that planning guides that engage youth step-by-step will decrease frustration and build both value and success for students."

*-Suzy McCausland, Ph.D.
Merit Research*

NOTES

4. Clear Scaffolding and Skill Development

A greater percentage of students successfully complete rigorous projects when they have had opportunities to develop and practice the core skills of project planning and implementation prior to their senior year.

EXAMPLES OF K-12 Scaffolding

The Evergreen Public Schools is implementing Exit Projects at the fifth, eighth, and twelfth grades. The EXIT Project is a performance-based demonstration of knowledge and skills. Service-Learning is a unique aspect of the EXIT project. The Evergreen School District is implementing this project because the EXIT project:

- Provides another way through which students can show their learning mastery
- Expands assessment tools beyond beyond WASL and ITBS tests
- Provides an opportunity for creativity and assessment to be “teammates”
- Has the potential to develop responsible citizens through service-learning experiences

The Exit Project is designed to demonstrate Evergreen Public Schools’ Exit Outcomes to:

- Be literate
- Be a self-directed learner
- Develop healthy self-esteem
- The projects create important connections between school and community
- Work effectively with others
- Be an informed, concerned, productive citizen

The project is also designed to demonstrate the following Essential Academic Learning Requirements to:

- Read with comprehension
- Write with skill
- Communicate effectively and responsibly
- Know and apply mathematics

Each EXIT project includes the following components:

- Research on a topic of personal interest which includes a data collection
- An extended learning which includes an organized community experience
- A compiled work portfolio
- An oral presentation which includes a visual representation of the data which was collected
- A tangible product
- Service-learning experience
- A student reflection paper

NOTES

Each of these components is assessed using rubrics or checklists verifying completion.

5th Grade EXIT Project Sample

Students at Hearthwood Elementary School worked with the Columbia Springs Environmental Information Center (CSEIC) on their EXIT Project. They integrated the learning of math, writing, communication skills and science into their classroom-wide service-learning project.

In the course of their five trips to the CSEIC, students used their math to calculate and interpret data as they examined issues such as rate of growth. They also mapped vegetation and trails and documented many of the species found at the Center. They then demonstrated their writing, reading and math and science skills by drawing maps and writing and illustrating guidebooks for future visitors and developing display boards which they used as they presented to other classes in the school. They also showcased what they had learned at a district wide showcase called "The Night of the Stars."

8th Grade EXIT Project Sample

Eighth grade students work independently on their projects. Receiving support from their English and math teachers, they research a topic, represent their findings using graphs and visual representations, and complete at least five hours of service related to their topic. To help students develop meaningful connections between their topics and their service, the district sponsored a service fair. This year, 30 organizations were present to share their organizations programs and needs.

Upon completion of their Exit projects, students make a presentation to a small panel of community members and teachers. Some students make presentations to a group of community members back at the agency where they did their service.

Below are just a few of the projects students have done and their related service:

TOPIC	SERVICE
Health Risk of Smoking	Developed a brochure and distributed it at school
Web Design	Taught web design to class
Blindness	Volunteered at Blind School
Alzheimer's	Nursing home volunteer
Anorexia	Did class presentations

Kamiakin Junior High, (Kirkland, WA), Lake Washington School District

Students at Kamiakin participate in CAPstone (Community Action Project), a full-year project for ninth-graders at the school. CAPstone was designed to help ninth-graders develop the skills they'll need in high school and to find their place in the world through community service.

Some work with established organizations while others design their own projects. In any case, CAPstone is supported and encouraged by the City of Kirkland.

Students work through four critical stages:

- They study global issues, then choose one of personal interest to them to research the local angle. They use this research paper to prepare a needs assessment and identify possible projects in the community.
- Students develop a project proposal. This requires them to detail objectives, measures of success, a budget and a timeline. Projects may involve students in existing volunteer programs or students may design their own.
- After their proposal is approved by a faculty member, students conduct their project. At least 15 hours of hands-on work are required.
- Finally, students prepare displays describing and evaluating their project which they present to the community in a celebration at the end of the school year.

This experience at ninth grade provides prior experience in the process of project design and implementation, the opportunity to learn about the community and an opportunity to experience the personal and community value of such a project. This prior experience enables students to develop the prerequisite skills needed to complete a successful Culminating Project.

Contact: Paul Spoor,
425-833-6750,
pspoor@lksd.org

Examples of Scaffolding within the High School**Quest High School, Humble, Texas**

Service is woven into the fabric of Quest High School in Humble, Texas. The Senior Service Project is part of the Senior Exhibition, where students self-select groups to research and formally present a current problem in society. They address some potential solutions to the problem and design a self-sustaining service project — one that will live on after the seniors graduate.

The Senior Service Project draws on all the experiences and behaviors of the students' prior service. It is largely self-directed, and should be the most difficult yet fulfilling service experience of their school experience.

By the time Quest High School students get to their senior service project, they have practiced, evaluated, and reflected on service integrated into the curriculum since their freshman year. The main difference between seniors and underclassmen is the level of sophistication and complexity of their service.

Contact: Kim Huseman,
281-641-7337
kim.huseman@humble.k12.tx.us

NOTES

Lake Roosevelt High School, Grand Coulee, Washington

Students learn about the Culminating Project before they begin their freshman year. As 8th graders they are matched up and mentored by older students in high school.

Cascade High School

Cascade High School students practice various skills of the Culminating Project over a five-year period:

- Seventh/eighth graders are exposed to the idea of the Culminating Project.
- Ninth graders do an oral presentation of a mini research project on topics set by teachers. They include a visual aid.
- Tenth graders do a mini term paper. Sophomore English students write a paper using the standard format.
- 11th graders do an oral interview
- 12th graders complete the Culminating Project as part of their CWP class.

Pasco High School, Pasco, Washington

Pasco High School's Culminating Project for graduation is tied directly to their Pathways program to which seniors are introduced as freshmen. In ninth grade, students register for Pathway classes and job shadow someone related to their pathway. In tenth grade, students participate in a service-learning experience as part of their Social Studies course focusing on pathways. As juniors, they take part in Enterprise, a school-based business week off-campus. Seniors must complete a senior project, including a 10-page research paper, 15 hours of experience and an oral presentation.

Pasco High School integrates Civic Action projects into Social Studies Survey, U.S. History and Government Classes. During their sophomore year, all students participate in a service-learning project designed so students:

- provide eight hours of service to better their community;
- gain valuable career/pathway skills and experience;
- obtain a feeling of pride and self-worth;
- receive an opportunity to work with family, friends and community members; and
- provide help where it is needed.

This sophomore experience is coordinated by Social Studies Survey teachers in partnership with a supervising teacher and project coordinator. Students are guided through a series of planning steps, and document the skills they used to complete their projects. Elements include planning, reflection, thanking, evaluating SCAN skills, a reflection paper, and examination of job connections and a culminating presentation.

Contact:
Arlene Jones
Pasco High School
Improvement Project
509-547-5581,
ajones@pasco.wednet.edu

Below are just a few of the service-learning projects which had a strong connection to students' career interests:

Science: Volunteer placement with a radiologist and physician.

Recreation/Sports: A small group of high school students set up and taught a clinic for 50 young girls. They taught two four-hour clinics.

Construction: Students worked with Habitat for Humanity and helped construct a home for a low-income family.

Automotive: Students put on a car clinic to teach people how to change their oil as well as tips for car safety.

Fisheries: Students worked with the Department of Fish and Wildlife to help restore salmon runs.

RESOURCES AND TOOLS: Samples

Rationale: Why Service-learning is part of Pasco's Sophomore Social Studies Survey?

Service-learning focuses on becoming a good citizen, which is an important part of the Social Studies curriculum. A good citizen actively participates in their community by voting, paying taxes, participating in community activities, advocating for policy changes, obeying the laws, and donating time and/or money to needy organizations.

Throughout the history of our country, we have been fiercely independent. We have been taught that everyone can succeed when they work hard enough. This is the backbone of the "American Dream." When the Pilgrims came to America to have freedom and achieve a better life, they were not prepared for the hardships they encountered. By working together and relying on help from the Native Americans, they began to overcome the obstacles in their way.

As the United States developed, communities depended upon their members to work together in order to survive. Frontier communities were able to succeed only because everyone worked together. Neighbors were depended on to help with barn raising, harvesting crops, and getting each other through hard times. Together, frontier communities were able to succeed. Alone they would have failed. At the turn of the century, immigrants poured into this country. The Hull House was established to provide food and shelter, as well as, help for many new immigrants. New arrivals received help to locate housing and jobs. They were also taught skills needed to survive in the United States.

Currently, Americans spend relatively little time contributing to their community, while need for help continues to rise. Research indicates that, of those adults who do volunteer, the majority had their first volunteer experience as a youth. Volunteering early helps to establish a pattern and an ethic of service. If we each volunteer a little of our time, the improvements will be

NOTES

extraordinary! Working together to improve the quality of our community is beneficial to everyone. Learning to give to your community at an early age will help you to experience the tremendous benefits, and hopefully you will continue to volunteer your time as you grow older improving the quality of life for our entire community. By learning to give to your community while you are young, you will be more likely to give as you grow older.

There are numerous community organizations that help to make our world a better place to live. Through Service Learning you will learn what a difference you can make for your entire community.

Sample Forms from Pasco High School

Do this...
 Before **During** **After**
your Service Learning

- Complete this page before going to meet with your community mentor.
- Don't forget your Service Learning packet and a pencil when you meet.

Service Learning Mentor's Name:		
Phone Number of Mentor:	Company they work for:	
Dates and times of meetings prior to S.L. project:		
Date(s) of projects:		
Follow-up meeting after project is complete. Date and time:		
Title and brief description of project:		
Justify project within your pathway:		
Site where project will be completed:		
Site Address:	Address to send Thank You Letter to:	
Site phone number:		
Directions to site:		
Where to meet your mentor:		
Transportation arrangements:		
Special instructions (dress, safety gear, lunch arrangements, etc.):		
Date and time of phone call	Date:	Time:
Person called	Date:	Time:

The point is

Prepare for your Service Learning by acquiring important information.

NOTES

Service Learning Registration

*Students:
Make a copy to keep before turning in original.*

PLEASE PRINT CLEARLY, COMPLETE FORM IN BLUE OR BLACK INK

TURN IN TO U.S. HISTORY TEACHER AFTER FORM IS COMPLETED

Student Name: _____ Four Digit I.D. #: _____

U.S. History Teacher: _____ Six Digit I.D. #: _____

Advisor: _____ Period: _____

Briefly describe your Service Learning project: _____

To be completed by mentor

Print Community Mentor Name: _____

Job Title: _____ Company Name: _____

Address: _____ City: _____

Phone number: _____ Email: _____

Mentor Signature: _____ Date: _____

Would you like to assist in future Pasco High School student projects? **YES NO**

What is your relationship to the student volunteer? _____

Parent/Guardian approval of Service Learning project

I understand the requirements of the Service Learning project and approve of the project my student has selected.

Print Parent/Guardian name: _____ Phone: _____

Address: _____ City: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Approval of project by Pasco High School. Project must fulfill all parameters given.

Advisor Signature: _____ Date: _____

U.S. History Teacher Signature: _____ Date: _____

Project Approved: Yes No

If you have any questions or concerns please contact:
Ms. Jones—Service Learning Project Coordinator
(360) 123-4567 ext. 890

ELEMENT 5:
AUTHENTIC
PROJECT

NOTES

5. Authentic Project

Projects that meet a real community need strengthen both the learning and the civic value of the project. Research done by the Center for Effective High Schools indicates that the following elements are found in teaching and learning activities that engaged students. After studying high schools across the country that Center concluded that high school students are more engaged in classrooms that include the following elements:

Standard 1: Organization of Information

The (project requires) students to organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem, or issue.

Standard 2. Consideration of Alternatives

The (project requires) students to consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem, or issue.

Standard 3. Disciplinary Content

The (project requires) students to show understanding and/or use ideas, theories, or perspectives considered central to an academic or professional discipline(s).

Standard 4. Disciplinary Process

The (project requires) students to use methods of inquiry, research, or communication characteristic of an academic or professional discipline(s).

Standard 5. Elaborated Written Communication

The (project requires) students to elaborate on their understanding, explanations, or conclusions through extended writing.

Standard 6. Problem Connected to the World Beyond the Classroom

The (project requires) students to address a concept, problem, or issue that is similar to one that they have encountered or are likely to encounter in life beyond the classroom.

Standard 7. Audience Beyond the School

The (project requires) students to communicate their knowledge, present a produce or performance, or take some action for an audience beyond the teacher, classroom, and school building.

Fred Newmann

"Authentic Assessment Tasks" from Newmann, F. M., Secada, W. G. & Wehlage, G.G. (1995) *A Guide to Authentic Instruction and Assessment: Vision, Standards, and Scoring*. (Chapter 2) Madison, WI: Wisconsin Center for Educational Research [1025 W. Johnson Street, Room 242, Madison, WI 53706]. Newmann, et al. are interested in what are the criteria that characterize a performance task. It is important because unless we know that the task is well constructed, it is hard to know what to make of the performance.

EXAMPLES

NOTES

One way to develop more authentic projects is to connect instruction to real needs in the community. The following communities or resources demonstrate how some schools have developed resources that enable teachers and students to engage in more authentic project-based learning.

Databases

It is important for students to align their projects with authentic community needs.

Many districts partner with the Volunteer Center or Business Consortium to develop a database of community needs and resources. A few databases can be found below:

- Evergreen School District: www.egreen.wednet.edu
- United Way King County: <http://www.volunteersolutions.org/uwkc/volunteer>
- United Way of San Diego: <http://www.volunteercenter.org/services/youth.asp>
- Yakima Database: <http://www.businesseducation.org>

EXAMPLES

Community Asset Mapping

Several schools have involved students in gathering information about their local community's resources, opportunities and needs. This "asset" mapping helps students gain a more comprehensive understanding of their community and they are also armed with real data as the advocate for improvements.

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Spokane, Washington

During the 2003-2003 school year Kerri Caporali, a teacher at Rogers High School in Spokane, worked with a small group of leadership students to gathering information about ways the community is and is not supporting youth. Piper Anderson is currently supporting the efforts of students to build connections between youth and adult resources.

Contact: Piper Anderson at the City of Spokane: 509-625-6042,
panderson@spokanecity.org

Friday Harbor, Washington

When describing community well being, researchers often use the term *social capital*. While there are many definitions of social capital, a common one is “features of social organization, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit” (Putnam, 1993). Research in small communities in Iowa has found that communities with these linkages (a social infrastructure) were more inclined to engage in collective action for the betterment of the whole community—they were entrepreneurial. Networks that link diverse members within the community are most effective for the collective benefit of the community. If controversy is accepted by a community, and the flow of non judgmental information is increased, the community tends to make more thoughtful decisions about the community’s future.

Through surveys and focus groups, Annabel Kirschner helped Friday Harbor develop a more conscious understanding of community resources, networks, strengths and weaknesses of the community’s fabric.

Larry Wight, Director, Career and Technical Education
Friday Harbor High School
PO Box 458
Friday Harbor, WA 98250
360-378-5215 Voice, 360-317-8036 Cell, 360-378-2647 Fax

Grants Pass, Oregon

Grants Pass High School used to base students’ 20-hour products or projects on their research papers. Now, students do preliminary research and from there they get an idea of the project they want to do. They write a proposal introducing their idea for a project. At the same time they do a task analysis.

A feasibility study is part of this process. Their research has to prove that there's a need, and that they can do what they're proposing to do. "It has to benefit others," said Sean Gulden senior project coordinator. The entire high school staff goes over each proposal and approves it or sends it back for more work.

NOTES

RESOURCES

Assessment Mapping Resource Person

Kathleen Boyce Rodgers, Ph.D.

Assistant Professor

Department of Human Development

Washington State University

323 E Hulbert Hall

Pullman, WA 99164

(509) 335-2973

ELEMENT 6: COMMUNITY INVOLVEMENT

"Business should not only be the recipient of talented players but they might serve as a coach, providing opportunities for students to practice and develop their skills on their playing fields."

-Mike Bookey, DNA Corporation

NOTES

6. Community Involvement

Members of the broader community play an important role in culminating projects as mentors, panelists, advisors and/or resources.

Example: Involving the Community

Grand Coulee, Washington

Lake Roosevelt High School in Grand Coulee, involved the community from the outset. The school sponsored town meetings to present the idea of the Culminating Project. The meetings also served as a way of rallying the community together to help students with various service projects. Now, the community is very receptive to what students are doing, and community members often call the school with specific projects they would like done. Community members typically are part of the panel that evaluates the oral presentation part of a culminating project. At Lake Roosevelt High School, school district employees are not allowed to participate on the panel.

Examples: Community Mentors

Grants Pass, Oregon

Grants Pass students must find someone age 20 or older (not a family member) to give them advice related to their topic. The person need not be an expert, just able to give some mature guidance. Students are to check with their adviser once a week. In the four years of senior projects at Grants Pass, some agencies, such as a wildlife rehabilitation center, have come to expect students and have volunteer roles ready for them.

Everett, Washington

Cascade High School journals are used to reflect and to log the hours they spent on the project. It must be validated by a mentor.

Tillamook, Oregon

Tillamook students are required to recruit three community members who support the student throughout the senior's project.

Pasco, Washington

Here is a sample of the type of guidance Pasco High School looks for in pairing a student with a mentor:

Mentors are a very important part of our career pathway projects at Pasco High School. Mentors help provide our students with opportunities to achieve work experience while completing their job shadow, service learning project, business week experience or Senior project.

A mentor for a student's Service Learning Project will provide guidance and a place for the student to complete the project. The mentor must work directly with the student to complete their project. Therefore, the mentor needs to work or volunteer at the place where the project will be completed.

A Service -learning Project must be completed within each student's pathway that they have previously selected. This is an opportunity for students to gain career experience while giving back to their community. Since they are providing a service, they must complete their service-learning for a non-profit organization or individual.

What are the mentor responsibilities?

The mentor's number one job is to provide guidance and an opportunity for the student to complete their service learning project. Other responsibilities include:

- Complete Service Learning registration form
- Supervise the student while completing 10 hours of service
- Hours must be completed by November 5th
- Remind student to take pictures for their presentation
- Read student's journal and sign off on hours worked
- Provide a meaningful work experience for the student
- Complete an evaluation form and send to Pasco High School

Each student must submit a proposal for the service project they want to complete. Once their proposal is approved by the high school, students will bring the mentor a registration form to complete. It is the student's responsibility to turn in the completed registration form to their Social Studies teacher.

It is the student's job to be punctual and fulfill his/her commitment to the project.

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Examples: Service-Learning Community Partners

Kirkland, Washington

Kirkland City Council in a partnership with the Kirkland Youth Council and the Youth Services of the City of Kirkland supports youth civic action in several ways:

- The Youth Council funds mini grants which enable students to purchase needed materials for their projects.
- Staff from the city's Youth Council help students identify local needs by speaking at assemblies and arranging for the city planner and mayor to speak to youth.
- City staff support the value of these projects by making presentations to the school board and helping the broader community understand the value of involving youth.
- The city planner provides background information about Kirkland and the Kamiakin community so students understand the community's needs and how the city addresses these issues.
- Youth Council provides students with a directory of specific projects and volunteer opportunities which are available close to their school. These "Where to Care" folders are organized by topic.
- The city's support sends a message to students that what they are doing is important. This provides momentum and inspiration.
- Whenever students identify a project that involves the city, such as trash removal or use of the parks, city officials help remove the roadblocks and secure necessary permission and support.

Department of Ecology, Mason County, Washington

Students in North Mason at the high school work directly with Mason Conservation District and Forestry to collect data regarding the impact of soil runoff on fish habitats. In the process they not only became aware of the environmental career options in different departments option but they also gain an understanding of how decisions get made between various local and state and federal entities. The data they have collected has been provided to both the Environmental Information Center which is a federal entity, the Washington State's Department of Ecology and also to local decision makers. In the process they not only learn about the career but they understand the political context of these careers that they and how policies are influenced by various programs.

4-H-County Extension, King County, Washington

County Extension and 4-H and programs have served as valuable partners to identify community needs and resources and to provide training and support to community-based organizations, youth and educators.

WSU Extension in King County provides support for service-learning in a variety of ways. They offer:

- Training workshops held at quarterly Super Saturday conferences for youth and adult 4-H leaders
- Two 4-H curriculum guides (Public Adventures and Citizenship Adventure) with student reflection workbooks
- A web site located at www.4h.wsu.edu/servicelearning will be active soon. The web site includes information on how to design service learning projects, how to find community partners, links to service learning resources and online reflection/documentation. Service learners will be able to enter their project reflections into a database that will be used for research about service learning.
- Know Your Government-an annual conference held in Olympia in which youth design a legislative package or law related to youth issues
- ORCA - environmental action in cooperation with EarthCorps.

United Way of King County, Washington

The staff at the United Way of King County have made a concerted effort to provide training and support for teachers and community agencies which are forging community partnerships. Their web site includes youth-friendly service opportunities and they have written grants to provide resources and training for school classroom teachers. Contact Kristin Ruf at 206-461-3644, KRuf@uwkc.org, <http://www.volunteersolutions.org/uwkc/volunteer>

RESOURCES for Service Learning Partnership Development

As school districts establish Culminating Projects that require students to work with community agencies and organizations it is very important the community agencies are informed about the purpose and expectations of the projects.

Schools and agencies also need to work together to:

- Establish a common understanding of service-learning purpose and process
- Establish mutually beneficial projects
- Clarify roles, responsibilities and deadlines
- Facilitate communication and request
- Establish a means for ongoing professional development, renewal and celebration for all the partners

Susan Abravanel has written an article that highlights effective strategies for service-learning partnerships, using “best-practice” examples to illustrate potential impact. The paper’s focus is on school-based, as distinct from community-based, service-learning. A number of the strategic recommendations presented in this paper, however, especially those dealing with changes within the organization or agency itself. The article is available free at: http://www.ecs.org/ecsmain.asp?page=/html/ProjectsPartners/nclc/nclc_main.htm

NOTES**Examples: National Service Partners**

Across Washington school districts are partnering with national service to help strengthen their Culminating Projects. State Farm Insurance has supported a partnership between Washington Service Corps and school districts (Cheney, Evergreen, West Valley, South Whidbey, Ferndale and Puyallup) In addition, Seattle, White Pass, Highline, Pasco and Evergreen School Districts have used national service volunteers to strengthen the service partnerships in their Culminating Projects.

To learn more about various National Service Programs check out the following web sites:

- The Washington Commission for National and Community Service: <http://www.ofm.wa.gov/servewa>
- Washington State's Americorps Program: <http://www.ofm.wa.gov/servewa/amicorps.htm>
- Washington Service Corps: <http://www.wa.gov/esd/wsc>
- VISTA: <http://www.ofm.wa.gov/servewa/vista.htm>
- RSVP: <http://www.ofm.wa.gov/servewa/seniorcorps.htm>
- Learn and Serve America: <http://www.k12.wa.us/titlevparta/learnserve/resources.aspx>

SaYES —Seniors Assisting Youth Engaged in Service. Washington is one of five pilot states working to partner seniors (55+) with K-12 students. Seniors can serve as mentors, experts in a field, tutors and other roles. If you would like more information about this program and how you can participate, please contact Larry Fletch at ESD 112: Larry.Fletch@esd112.org, 360-750-7500

VISTA Volunteers, Seattle, Washington

The VISTA volunteers in Seattle are helping with helping establish two academies at Cleveland —HEAL (Academy for Environment and Health) and Infotech, which is focusing on information and technology. These VISTA members have helped to bring in curriculum including Facing the Nation and Common Sense program into their schools so students are engaged in more meaningful service-learning to their school or community. Contact Ann Dicks: 206-694-6700, annd@fremont.public.org.

Washington Service Corps

Washington Service Corps members have been helping four schools in Washington to incorporate service-learning into their Culminating Projects. A full-time volunteer has been working to establish partnerships with community organizations and develop an effective way for students to learn about exciting senior project opportunities. Applications for individual placements are usually due in late February or early March. District must provide \$3,500 to a 10.5 month volunteer. Contact Terri Jack, WSC: 360- 438-4012, tjack@esd.wa.gov

Examples: Advisory Councils

NOTES

Service -Learning Seattle is a group of agencies and school district representatives who provide monthly training and networking. They host an annual symposium where they address issues and concerns of service providers and explore ways to help students complete the 60 hours of service that is currently required for graduation.

Service White Pass meets bi-weekly. This advisory group, which includes faith-based organizations and some community based organizations, is led by the building principal and the community partners specialist, Betty Klattenhoff. They explore both how the community can serve youth through mentoring and tutoring and how students can be of service in their community.

The Directors of Volunteer Program Administrators (DVPA) is a group of volunteer coordinators who meet monthly to share effective programs, to network, and to learn ways to improve their volunteer programs. In Clark County this group has helped agencies and organizations to understand the purpose and process of service-learning, helped to problem solve issues and served as a forum to celebrate effective service-learning partnerships. Many communities have similar groups and local volunteer centers will let schools know about when and where they meet.

ELEMENT 7:
COORDINATION AND
COMPREHENSIVE
COMMUNICATION

NOTES

7. Coordination and Comprehensive Communication

It is important that all participants-school, student, community and home communicate regularly and clearly define their roles and responsibilities.

DOs

District Roles and Responsibilities:

- Establish district wide goals and expectations for the Culminating Project and define the purpose and central elements of the civic action component.
- Secure school board approval for this graduation requirement and its elements.
- Establish clear, district-wide standards with student-friendly assessments.
- Determine the best time and place for students to complete the Civic Action Project.
- Be sure staff will provide sufficient guidance and support for this civic project.
- Some schools incorporate the Civic Action Project within a required course; others require teachers to serve as coaches for a small team of students and others, provide release time for one staff person per building to coordinate the project and support students.
- Provide on-going professional development and resources so teachers effectively guide students in planning and implementing the project.
- Inform, and provide support and training for community agencies, organizations and individuals who work with students.
- Monitor the effectiveness of the civic action project based on its impact on students and the community.
- Explore the best way to support the project with staffing and technical assistance.
- Develop an annual improvement plan which enhances the quality of the program.
- Celebrate the results of civic projects, recognizing students and community partners.
- If you include mentors, develop a district-wide background check policy and process.
- Establish a scope and sequence of student learning and experiences that adequately prepares students to do rigorous work as seniors. Consider establishing Culminating Projects at the elementary and middle schools.
- Work with the district Risk Management to establish clear liability guidelines and prohibited activities.
- Establish process for accommodating special student populations.
- Resources that can be used at the classroom level are listed in the appendix.

School Roles and Responsibilities:**NOTES**

- Communicate to incoming high school freshman and their parents about the Culminating Project Requirement.
- Develop a plan for students who transfer, or who are danger of failing or not graduating because this project is not complete.
- Clearly define who is responsible for providing instruction and support for the various components of the Culminating Project.
- Establish a planning group which will provide leadership for the implementation and continuous improvement of the Culminating Project program.
- Provide planning time and leadership to support curriculum planning and development.
- Provide financial support so teachers can...
 - visit sites that are doing exceptional work
 - participate in a regular training and planning retreat.

At the Classroom Level:

- Include ways for students to learn about community needs and opportunities, (i.e.: Service fair, database, class presentations and community interviews),
- Provide time and guidance for planning and implementing the civic action,
- Require students to connect their projects to state and/or district outcomes.

DON'Ts

Just require hours of service without guidelines and supervision.

Examples: District Support

School administrators and staff who have implemented Culminating Projects for several years have found that the quality of the student projects are much higher when time and support are provided. Below are just a few examples:

Student Advisors, Pasco, Washington

Pasco School District provides a full-time senior project coordinator and half-day release time for grade level coordinators. While coordinators and teachers give parameters and support, students are in ultimate control of their culminating projects.

Pasco High School provided writing and editing training in this method to the entire high school staff. This allows teachers the training and skills to assess the writing of seniors' research projects. Through table groups of staff, teams edit the research papers. Each student is assigned a staff member to assist in the editing of the research paper.

NOTES

Unlike most senior projects that are connected to a specific class curriculum, Pasco High School decided to take a different route. The faculty wanted seniors to go through a year-long senior project program, which didn't fit their class scheduling. They also found out that all staff wanted to take an integral part in this process.

Teacher Planning Time: Kent, Washington

In order for schools to design and implement the specifics for their Culminating Project activities and each of the recommended learning objectives, the Kent High School has funded time for planning, training and implementation. Two-hour late arrival are provided two times a month for each high school.

Examples: Partnerships

Quest High School, Humble, Texas

Quest High School's community partnerships facilitator meets with seniors at least once a week, even if just for five minutes to touch base. Her many contacts in the community help students make useful connections.

Lynden, Washington

Lynden High School sends students' reflective papers to Northwest Regional Education Laboratories for Six Trait Writing evaluation.

Resources and Tools

- District Lessons published by National Service-Learning Partnership:
<http://www.service-learningpartnership.org/publications/distlessons2.cfm>
- Maryland State's has developed some good resources for school districts:
<http://www.marylandpublicschools.org/MSDE/programs/servicelearning/Overview.htm>
- Administrative Tip Sheets: Project Service Leadership at www.projects-service-leadership.org

NOTES

**ELEMENT 8:
ON-GOING
PROFESSIONAL
DEVELOPMENT
SUPPORT AND
PROGRAM
IMPROVEMENT**

NOTES

8. Ongoing Professional Development and Program Improvement

The following groups and organizations can provide training and support for schools committed to developing strong civic components in their Culminating Projects:

- Learn and Serve Washington, Beth Kelly: 360-725-6104, beth.kelly@ospi.edu
- Learn and Serve Washington, Susie Richards at: 360-221-6198x3115 , srichards@sw.wednet.edu
- Civic Action Project in Rural Communities, Larry Fletch at: 360-750-7500, larry.fletch@esd112.org
- At-Risk- Title IV Students, Jennifer Springsteen at: 360-750-7500, jennifer.springsteen@esd112.org
- Migrant Youth, Pat Eastwood, Secondary Education for Migrant & Youth: 509-836-7500, ext. 213, pat@semy.org
- Project Service Leadership, Kate McPherson at: 360-576-5070, mcphers@pacifier.com

On-Going Program Improvement

Is it important that there is a process in place which encourages the various participants to meet to refine the program based on input for all participants.

TOOLS AND RESOURCES: KEY ELEMENTS CHECK LIST

1: Clear and Aligned Purpose

- What are the core elements of the district's mission/vision?
- What is the district/building vision for culminating projects?
- What structures and components define culminating projects? Are they consistent across the district or are they individual building decisions?
- How is the project aligned to HB 1209, including the state learning goals and the EALRs?
- What are the district's student learning goals? How will the project align to those goals?

2: Explicit and Rigorous Standards

- Given the state and district standards and goals, what criteria are you going to use to determine success?
- Are the criteria consistent across the district or determined by each building?
- Are there modifications and accommodations for different populations, including special education, ESL, Running Start, early graduation and special circumstances?
- Will students be given multiple opportunities to meet the standard? How will feedback be provided?
- How will remediation be provided?
- What criteria have you included that will assess the significance and amount of the learning?
- How will you prepare students K-12 to be able to do this project successfully?
- How will you involve staff, students, parents and community in developing the project?
- How is the project coordinated?
- How will the project be implemented?
 - What is the timeline and action plan?
 - Is this embedded in a course or a stand-alone, an independent study or on-line course?
 - Is credit involved? Will it be on the transcript before 2008?
 - Can a project be completed by a group or team?
- What policy support needs to be provided?
- How are the community and students involved in assessing project quality?

3: Student-Directed Learning and Youth Engagement

- How are students involved with the District Culminating Project planning process? (Serve on an advisor council, provide inspiration and support for fellow students).
- How will you ensure student choice and voice in the selection and implementation of the project?
- What checkpoints and supports have you created to increase the likelihood of success?
- How will you provide opportunities for students to reflect on their own learning?
- How is the project proposed and who grants approval?
- What criteria have you included that will assess the degree of new learning?
- How will you provide opportunities for student projects to extend beyond the traditional classroom?

NOTES

4: Clear Scaffolding and Support for Skills

- What experiences do students need prior to this project to increase the likelihood of success?
- How will feedback and data about the experience be gathered and used for improvement?

5: Authentic Project

- How do students learn about real needs and opportunities in their communities?
- How do students research projects and presentations and involve audiences and resources beyond the classroom?
- How do students and community members determine if service being done is meaningful to the larger community?

6: Community Involvement

- How will you communicate about culminating projects?
- How will the community and parents be involved in planning, implementation, and evaluation?
- How will community members including parents serve as mentors, panelists, advisors or resource people?
- What ongoing training will be provided?

7: Coordination and Comprehensive Communication

- What materials need to be created for various audiences, including students, parents, staff and community?
- What resource support needs to be provided?
- What budget will be provided? Will this replace existing support or be new support?
- What staff will be needed? Will this replace existing positions or be new?
- How will the design or implementation of the project affect collective bargaining agreements?

8: Ongoing Professional Development and Continuous Improvement

- What technology support will be needed?
- What staff development will be needed before, during and after the project begins?
- What is the process for formative and summative program evaluation? How will the quality of the student learning, community impact and instructional quality be evaluated?

9: Celebration

NOTES

- How will you recognize the efforts of youth, educators and community members?

10: Risk Management and Liability

- What guidelines need to be created to ensure student safety and risk management?

Links and Resources

Several resources for evaluating the quality of service-learning programs:

<http://www.service-learningpartnership.org/teaching/Assessment.cfm>

Maryland State's Best Practices Guide : <http://www.mssa.sailorsite.net/best.html>

ELEMENT 9: CELEBRATION AND RECOGNITION

*"Recognition is so easy to do and so inexpensive to distribute that there
is simply no excuse for not doing it."*

-Rosabeth Moss Kanter

Author and Management and Consultant

NOTES

9. Celebration and Recognition

Celebrations and recognition are important for both closure and renewal of the Culminating Project. Students, teachers, parents and community members have all played an important role in the students' project. This recognition can come a variety of forms: formal, informal, including outside special guests, a party of special event.

[http://
www.nationalservice.org/
scholarships/index.html](http://www.nationalservice.org/scholarships/index.html)

[www.student-service-
awards.org](http://www.student-service-awards.org)

State Farm Culminating
Project Award Scholarship:
[http://www.k12.wa.us/
students.aspx](http://www.k12.wa.us/students.aspx)

- Formal awards could include certificates, awards or scholarships. Many school recognize two students each year who have done outstanding service by honoring them with the Presidential Service Scholarships.
- Others recognize groups of students by giving them the Presidential Service Awards. High school students can earn a President's Student Service Award when they give 100 hours of service to their communities.
- Newspaper coverage or coverage in the school district's community newsletter also helps promote the good work of students.
- Informal recognition works too. Schools can recognize both student and community efforts by inviting community members and agencies to attend the Culminating Project presentations. The organizations that have benefited from the service can then see what students have learned and accomplished and can give a personal thank you for the students work. This also provides an opportunity for students to thank the community and teachers who have supported their efforts. Special thank you letters or a thank you corsage can add a special air to this event.
- Giving a certificate or special note of thanks to the community agencies reinforces the value they serve in this collaborative venture.
- State Farm Insurance is sponsoring a statewide Culminating Project scholarship for student projects which contribute to the community.

- The Seattle Student Showcase celebrates exemplary projects completed by students, groups of students, or classes. These can be projects for a class, theme, or unit, senior or culminating projects with or without a service-learning component - OR - a community based service-learning project. Examples of projects in past showcases include:
 - Hearing Time: An Introduction to Wallingford, a project in partnership with Jack Straw Productions and Fremont Public Association.
 - A Web based, "Guide to the Central District."
 - "Homeless in Seattle," an educational movie about homelessness in our city.
 - "Everyone has to fight to be free," a student presentation project in partnership with the International Rescue Committee.
 - Also, projects on geography, medieval history, art, & literature, and a career & technical education class welding project.

To enter the showcase, applicants complete the "Seattle Student Showcase Entry Form" - the student(s), teacher and community provider each have a section to complete, along with the Project Criteria Checklist (see page 90)

Other ways to recognize or celebrate:

- Newspaper article
- Feature in school district's community newsletter
- Feature projects on the district web site
- Present a power point presentation of various Culminating Projects to the larger community
- Provide opportunities to present at conferences
- Encourage participants to serve in leadership roles
- Present projects to the School Board
- Nominate students for county or city-sponsored youth awards



2005 Seattle Student Showcase Entry Form

Project Title: _____

Primary Contact: _____ Phone: _____

Project Type:

Classroom/School-Based. (Note: Complete Student & Teacher Sections of this form)

School: _____ Teacher/Staff: _____

Phone: _____ Email: _____

Community Provider Based. (Note: Complete Student & Community Partner Sections of this form)

Organization/Agency: _____ Staff: _____

Phone: _____ Email: _____

Partnership: School & Community Organization (Note: Complete entire form, including above contacts)

Student Information

Level of Students Participating: Elementary Middle School High School

Individual: Student Name*: _____

Small Group: Group Member Names*: _____

Classroom (Attach a copy of Class List)

Project Information / Student Section

**To help you complete this section, please refer to "What is a Project" and "Best Practices – Essential Questions"*

Type of Project: _____

Subject Area of Project: Environment Human Needs Education Public Safety

Civic Engagement/Policy Other _____

Project Summary:

Essential Question/Overall Learning Objective:

Please describe or summarize your project in 200 words or less. If you are submitting art work (e.g. visual, photography, dance, dramatization, poetry), describe your work and how it is connected to your research, essential question and/or service. Please include a sample or photo of the work, a video of dance, dramatization, or audiotape as appropriate – DO NOT send originals, they will not be returned to you. Use additional page if necessary.

*Teachers—If you have a classroom project with an essential question, allowing students to work individually or in groups, please submit one (1) entry form utilizing a separate sheet if you are submitting more than one (1) student's work. A separate entry form for each student is not necessary. Please include both the student's and the project's name.

Teacher Section

What were the results of this project? How and to whom was the project presented?

How well did this project and body of student work address the "essential question"?

How was this project evaluated? What were the results of the evaluation? *(Please attach any rubrics or evaluative tools used to evaluate the project)*

Community Provider Section

What were the results of this project for your organization and for the Community?

How well did this project and body of student work address the "essential question"?

How was this project evaluated or reflected upon? What were the results of the evaluation? *(Please attach any rubrics or evaluative tools used to evaluate the project)*

If you need any additional information, call Lois Brewer (206) 252-3373

Return completed project application (including Project Criteria Checklist) by April 28, 2005 to:

Seattle Student Showcase-Lois Brewer

CHESP-Seattle MS: CT-272

1242 18th Avenue East, Seattle, WA 98112

Or

Fax: (206) 252-3401

Email: lbrewer@seattleschools.org

Project Criteria Checklist

CRITERIA	YES	COMMENTS
The project requires the student(s) to be engaged in an <u>inquiry process</u> (research, review) resulting in a demonstration, performance, or product of value to the student(s) and/or community		
The project design involves more than one core content discipline (reading, writing, math, science, social studies)		
The project requires strong writing skills. (Six Traits Writing Model, MLA)		
The project requires the student to integrate at least one cross-curricular area. (technology, arts, communication)		
The project is academically challenging and developmentally appropriate. (rigorous, including problem solving, critical thinking, NUA strategies)		
The project is centered in an essential question.		
The project allows for a variety of formative assessment options.		
The project allows adequate time and opportunity for student self-assessment and reflection on the learning experience.		

Additional Criteria for Service Learning Projects

The project addresses a real world issue, concern or need in the school or other community.		
The project enhances the student's understandings of community and the democratic process.		
The project fosters the desire to participate as active citizens in the larger community.		
The project requires the student to apply knowledge or skill in a real world context. (implies action)		
The project brings the student in contact with adults as mentors, field based experts, or service site supervisors who are able to give feedback & support.		
The project allows adequate time and opportunity for ongoing student reflection on the community-based experience (what new skills were learned, what new attitudes were formed, what feelings about the experience were engendered, impact on student's understanding of the needs in the community?)		

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**ELEMENT 10:
RISK MANAGEMENT
AND LIABILITY**

NOTES

10: Risk Management and Liability

Be Prepared – Know Your Guidelines

Risk management is an important component of Culminating Projects that encourage or require students to work with the community. Thoughtfully developed policies and procedures can help teachers and administrators manage risks effectively. Because “documents of agreement,” which attempt to reduce and/or transfer responsibility for harm are governed by state law, it makes good practice to review written consent and/or liability forms with the administration’s risk manager and/or legal counsel.

Work-study policies which guide off-site career placements can be applied to Culminating Project programs as well. The following recommendations should guide programs which involve a large number of students in service-learning Culminating Projects:

1. Utilize school district’s risk management professionals and/or legal department to review policies, procedures, and forms; articulate and publish service learning policies, procedures, goals, and benefits for students, parents, staff, agencies, and service recipients. Be sure to adjust and modify as needed.
2. Identify risks and liabilities and develop policies, procedures, and training for students and staff, and develop goals, objectives, and curriculum for the community project.
3. Require parental/guardian permission (in writing) for student involvement. The permission form needs to thoroughly describe the community activity and any potential dangers.
4. Become familiar with child labor laws and Labor and Industry standards to insure that students are engaging prohibited activities. For example, students may not use power tools; youth must be adequately trained for any on-site tasks:
 - You may also visit the L&I Help for Teen Workers web site:
www.LNI.wa.gov/workstandards/teenworker.htm
 - For more information on federal law, contact the U.S. Department of Labor, Wage and Hour division at 206-398-8039.
 - Or, visit their web site: www.dol.gov/dol/esa/public/summer/sw-sk.htm
5. Be sure there is adequate supervision at each service placement site.

NOTES

6. Develop training and handbooks that cover health, safety and emergency crisis plans. Training should include information about inherent risks. Include this information in the student handbook and service site procedures handbook
7. Be sure transportation policies for students traveling to and from service learning site follow all school district requirements and state laws governing student drivers and school transportation safety laws.
8. Students traveling off campus during school hours should have medical release forms available on site.
9. Student medical and mental conditions that might impact the students' safety and /or abilities must be known by students, community coordinator and school coordinator.

GUIDELINES AND RECOMMENDATION**Teacher-guided service-learning projects with direct student supervision**

- Require all participants to wear identification badges and to sign in and out with each visit. Student I. D. cards are helpful when placing students out in the community.
- Provide adult supervision based on your district's field trip adult-student ratio (1adult/8 students). Some districts may allow parents, substitutes, Americorps and community volunteers to help provide supervision.
*Any adults who are supervising students alone must have successfully complete Washington State Patrol Background Checks or fingerprinting.
- Include health, safety, first aid and emergency crisis plans in project orientation.
- Require that the teacher or service sites have a first aid kit, copies of the student's medical release form, and clear instructions on what to do if the student is injured.

Good Judgment

Good judgment and common sense often dictate what is safe and appropriate activity. What is safe in one set of circumstances may not be classified as safe in another set of circumstances. For example, changing weather conditions call for you to assess a situation and possibly discontinue an activity. If you are uncertain about the safety of an activity give the district full details and don't proceed without district approval.

NOTES

The safety of the students is your most important consideration. Because of their youth and inexperience, children need guidance and support from adults. Adults must determine the degree of care required according to the child's age and skill and the nature of the activity. Error on the side of caution when considering whether to proceed with an activity.

Student Orientation

At the community site students should be instructed to:

- Never do anything they have not been trained to do.
- Follow your gut instinct if you are uncomfortable and get help.
- Ask questions.
- Never use power tools
- Find out where you can get help if you need it.
- Know emergency exits and procedures
- Understand the educational purpose, expectations and value of the service-learning project.

Parents Orientation

Parents should:

- Thoroughly understand the purpose of the Culminating Project and expectations of the service-learning project.
- Inform the school supervisor of your child's unique health and behavior needs.
- Provide adequate medical accident insurance. If you don't have insurance you can frequently purchase health coverage for your child through the school. Some examples include: Excel Serve, PTSA Student Accident Insurance, and Land I Volunteer Insurance.
- Review the information sent home regarding the project site and activities and sign off only if they are comfortable with the value and safety of the project.
- Provide their student with appropriate clothing and equipment for activities, or contact the leader before the activity to find sources for the necessary clothing and equipment.
- Assist the leaders when their child has special needs or disabilities.
- Make provisions for your students to get to or from meeting places in a timely manner.

Teacher/Supervisor Orientation

Educators should:

- Conduct a hazard mapping of site prior to service activity.
- Make sure there is not unsupervised access to children.
- Be sure your students are supervised if they have direct contact with agency clients. (If students will be regularly working with children and elderly, State Patrol checks should be completed on the student volunteers).

- Be sure all parties (student, parent and community) understand the educational purpose, expectations and process of the Culminating Project.
- Partner with law enforcement to provide background checks and, if necessary, fingerprinting, for community and parent supervisors.
- Be sure students are adequately trained prior to the service-learning projects so they know how to safely complete their tasks and how to respond in case of emergency.
- Create a statement of social, emotional, physical, barriers for your student being successful for parents to complete (i.e.: need to know information).

Service Site

Community agencies should:

- Develop learning plans for participating students.
- Offer or provide volunteer insurance.
- Have supervisors who are working unsupervised with students need to completed a Washington State Patrol background check.
- Inform students of safety and emergency procedures before students begin working on their service activities. Model safe behaviors and provide time to answer questions and concerns.

BACKGROUND CHECKS

This is required for all adults who will have unsupervised access to children, developmentally disabled persons, or vulnerable adults complete a Criminal Background Check. Acceptable background checks include the Washington State Patrol background check (using Washington State Patrol form 3000-240-430 or WATCH) and FBI fingerprint checks.

You may choose to use the Washington State Patrol WATCH (Washington Access to Criminal History) system to satisfy this requirement. This is a free, on-line, secure system that will allow you instant access to State Patrol background information. It is your responsibility to ensure that background checks comply with the policies of the agencies and schools.

Resources

Securint can provide multi-state background checks on community mentors and sponsors. Using the community member's name, address, date of birth and social security number, this program provides a national criminal report, including sexual offenses. The National Criminal Database Report cost is about \$2.00 per volunteer.

Contact: Securint at: 877-863-3282, www.securint.com, sales@securint.com

NOTES**STUDENT DIRECTED CIVIC ACTION PROJECTS**

Students may make direct contact with community agencies as part of a Culminating Project. Here are some items for each party to consider:

Schools

- Develop student packets that offer safe guidelines, including an individual student learning plan. Require parents to review and sign these forms.
- Conduct a safety survey for any service sites you promote.
- Make sure there is no unsupervised access to children.
- Require parents and students verify the safety of the site before they begin to serve.
- Be sure sites comply with Child Labor and L&I regulations.
- Inform agencies of the purpose, expectations and process for the Culminating Project.
- Be sure students and parents take responsibility for reviewing the safety of the Culminating Service Project site. Parent informed consent forms need to be completed and recorded before students go on site.
- The “keep your feet on the ground” rule means establish a list of prohibited activities that might put students in harm’s way (i.e. sky diving,, etc.) Some schools prohibit many activities but give parents the right to petition for exceptions and take full legal responsibility for their choice.
- Partner with law enforcement and district attorneys to provide background checks, if necessary, fingerprinting.

Students

- Conduct a risk/hazard mapping of the site with parents.
- Never do anything you have not been trained to do.
- If you are afraid, don’t do it, get help. Follow your gut instinct.
- Ask questions.
- Be sure agencies are fully informed of any special needs, medical issues or potential behaviors which may endanger you or clients.
- Listen to instruction and follow suggestions at the site.
- Learn to “Think Safety” at all times and to “Be Prepared.”
- Know how, when and where to get help when needed.

Parents

- Develop an individual student learning plan with your child so everyone fully understands the purpose of the Project.
- Be sure you fully understand the purpose, expectations and process of the Culminating Project.
- Assess the community site with your child prior to service activity.
- Promptly pick up and drop of student at a safe, designated location.. Have a back up transportation plan. (Cell phones may be helpful to facilitate communication).

- Meet with community site supervisor prior to the service activity..
- Provide emergency contact information and get contact information from the service site.
- Provide medical insurance. If you do not have it Excell Serve, PTSA Student Accident Insurance, and L&I Volunteer Insurance.

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Service Site

- Develop learning plan for all students/projects.
- The community mentors and volunteers at the site should attend a volunteer orientation which covers safety issues.
- Offer/provide volunteer insurance.
- Provide site supervisors and volunteers with background checks, medical accident insurance (Insurance Pool: Excell Serve, PTSA Student Accident Insurance, Volunteer Insurance L&I).

APPENDIX: RESOURCES AND WEB SITES

"For me a positive thing that came out of this was that it did help me decide what I want to become in the future. It helped me that way."

-Kilo

NOTES

APPENDIX: Resources and Web Sites

Resources

Northwest Regional Educational Laboratory

Everyone's Guide to Successful Project Planning ~ Tools for Youth from Northwest Regional Educational Laboratory. It is designed to guide young people through the planning stages of youth-driven community service projects and to ensure that service-learning is linked with academics. The guide includes a separate guide for facilitators that provides hints and strategies to help young people get started, tailor the tools to their needs, and document and reflect on their projects. \$21 for set of two, \$10.30 for student guide, \$13.35 for facilitator guide.

Contact Northwest Regional Educational Laboratory
products@nwrel.org
(503) 275-0458
101 SW Main Street, Suite 500
Portland, OR 97204-3297

Resources for connecting schools, families and communities. Contact: Northwest Regional Educational Lab. Dr. Steffen Saifer, Director of the Child and Family Program, 503-275-9489.

Service-Learning Northwest •ESD 112

• High Impact Projects

There are three separate High Impact Project Manuals each with a different theme. One focuses on environmental issues, one addresses social justice concerns, and one concentrates on questions of diversity. Each manual is divided into four sections. The first section of each manual explores the overall background and history of the general topic area including brief biographies of key historical figures. In addition, students will find references throughout the section for additional related research. The second section provides an extensive list of both web-based and print resources that support a variety of issues within the general topic area and provide a research base for the project. The third section provides examples of service activities that can be implemented in conjunction with the culminating research project based on the particular theme. The final section includes a number of planning tools that will aid in the development of high quality, high impact culminating project.

General Web Site:

- <http://www.k12.wa.us/TitleVpartA/LearnServe/publications.aspx>

High Impact Project Manuals:

- Overview Brochure: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/OverviewBrochure.pdf>
- Diversity: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/HighImpactDiversity.pdf>
- Environment: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/HighImpactEnviro.pdf>
- Social Justice: <http://www.k12.wa.us/TitleVpartA/LearnServe/pubdocs/HighImpactSocialjust.pdf>

Contact Larry Fletch – Service-Learning Northwest 360-750-7500

Larry.fletch@esd112.org

Senior Project in Focus, An Album of Close Ups edited by FarWest EDGE

(Energetic Designs for Growth in Education) \$21.95 plus \$3 shipping

Other senior project materials also available.

Contact FarWest EDGE

www.seniorproject.net

(541) 770-9483

4259 Innsbruck Ridge

Medford, OR 97504

Independent Projects Step by Step: A Handbook for Senior Projects, Graduation Projects, Culminating Projects. Lanham, MD: The Scarcrow Press, Inc., 2000

Organizations

Project Service Leadership

12703 NW 20th Avenue

Vancouver, WA 98685

Provides training and support for schools and districts implementing service-learning.

Contact: Kate McPherson, 360-576-5070, mcphers@pacifier.com

www.projectserviceleadership.org

Service-Learning Northwest at ESD 112

2500 NE 65th Avenue

Vancouver, WA 98661

Publishes resource materials and offers training in service-learning and their role in Culminating Projects.

Contact: Larry Fletch, 360-750-7500, Larry.fletch@esd112.org

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Web Sites

Senior and Culminating Projects, Jeffrey Miller- National Center for Learning and Citizenship, November 2004.

<http://www.ecs.org/00CM691>

Quest High School, Humble Texas,

www.humble.k12.tx.us/QHS_profile.htm

Senior Project at SERVE, Inc.,

www.serve-inc.org/seniorp

www.seniorproject.net

Service Learning Washington

<http://servicelearning.wsu.edu>

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